

Quality and Performance
Framework
for Sure Start Children's Centres
in Hampshire

Issued January 2008

Issue Date	Date of last review	Date of next review	Staff Involved
<i>17 January 2008</i>		September 2008	DH/CP/GF/FB

Contents

Introduction	4
Quality improvement statement	4
Quality and performance framework	4
Centre monitoring and performance review process	5
Support and guidance	6
Continuous quality improvement cycle - children's centres	7
Key questions for performance reviews	8
Grading scale	12
Children's centre confidence rating	12
Procedures in the event of underperformance	12
Appendix 1 - children's centre confidence rating	13
Appendix 2 - children's centres national performance indicators	16
Appendix 3 - children's centres key local indicators – full core offer	17
Appendix 4 – self-evaluation form/quality improvement plan	21

Introduction

Sure Start Children's Centres are designed to become, over time, universal access points for integrated services for children and their parents/carers at the heart of their local communities. They will give parents/carers and children access to the services they need – either on site, or through referral to more specialised agencies.

Hampshire County Council's Quality and Performance Framework has been developed to include monitoring mechanisms to demonstrate achievements against the national objectives set out in the Government's Every Child Matters agenda. Additional 'local indicator' targets have been devised in order to contribute to Hampshire County Council's statutory duty in reducing inequalities and improving outcomes for all young children.

Quality Improvement Statement

The Quality and Performance Framework of Hampshire County Council's Children's Centre Services (CCS) has been developed to ensure that the service:

- embeds a culture of continuous quality improvement
- fulfils the aims of its Mission Statement - 'to reduce inequalities and improve outcomes for children'
- supports its strategic objectives
- contributes to Hampshire County Council's Corporate Strategy

Quality and Performance Framework

The Framework aims to:

- clarify and make explicit the expectations of children's centre managers/co-ordinators in delivering quality services
- take into account children and families' needs, interests and skills development
- involve all staff at all levels in continuously seeking to improve the provision
- ensure consistency of quality across the provider network
- take into account the quality requirements of funding, inspection and awarding bodies

The Framework is informed by:

- Every Child Matters
- Sure Start Performance and Planning Guidance
- Ofsted Standards

and is supported by:

- Service Agreement (Hampshire County Council managed children's centres) / Service Contract (school and third-party managed children's centres)
- Sure Start Practice Guidance
- Self-Evaluation Form and Guidance
- Quality Improvement Plan (QulP)
- Management Handbook for Sure Start Children's Centres in Hampshire
- Investing in Quality Licence (IIQ)
- Staff Development Programme
- Models of Practice
- Children's Centre Monitoring and Performance Review Process (see below)
- Support and Guidance (see below)
- Children's Centre Confidence Rating (Appendix 1)
- National and Local Indicators (see Appendix 2 and 3)

Centre Monitoring and Performance Review Process

The Quality and Performance Framework applies to all children's centres regardless of whether they are:

- directly managed by Hampshire County Council through a Service Agreement;
- managed by a school governing body through a Service Contract; or
- managed by a third-party provider through a Service Contract

An annual performance review will be carried out with children's centres on an annual basis between January and March, to monitor adherence to CCS' quality processes and progress against delivery and quality improvement plans.

The performance review visits are designed to:

- provide feedback against performance
- identify areas for development and/or improvement
- inform staff development needs
- identify good practice
- encourage partnership working across all sectors
- provide support and guidance as necessary

Judgements will be made on the overall effectiveness of the children's centre. Furthermore, all outcomes will contribute to Hampshire County Council's Annual Performance Assessment (APA).

Additional monitoring and/or support visits will be undertaken according to need.

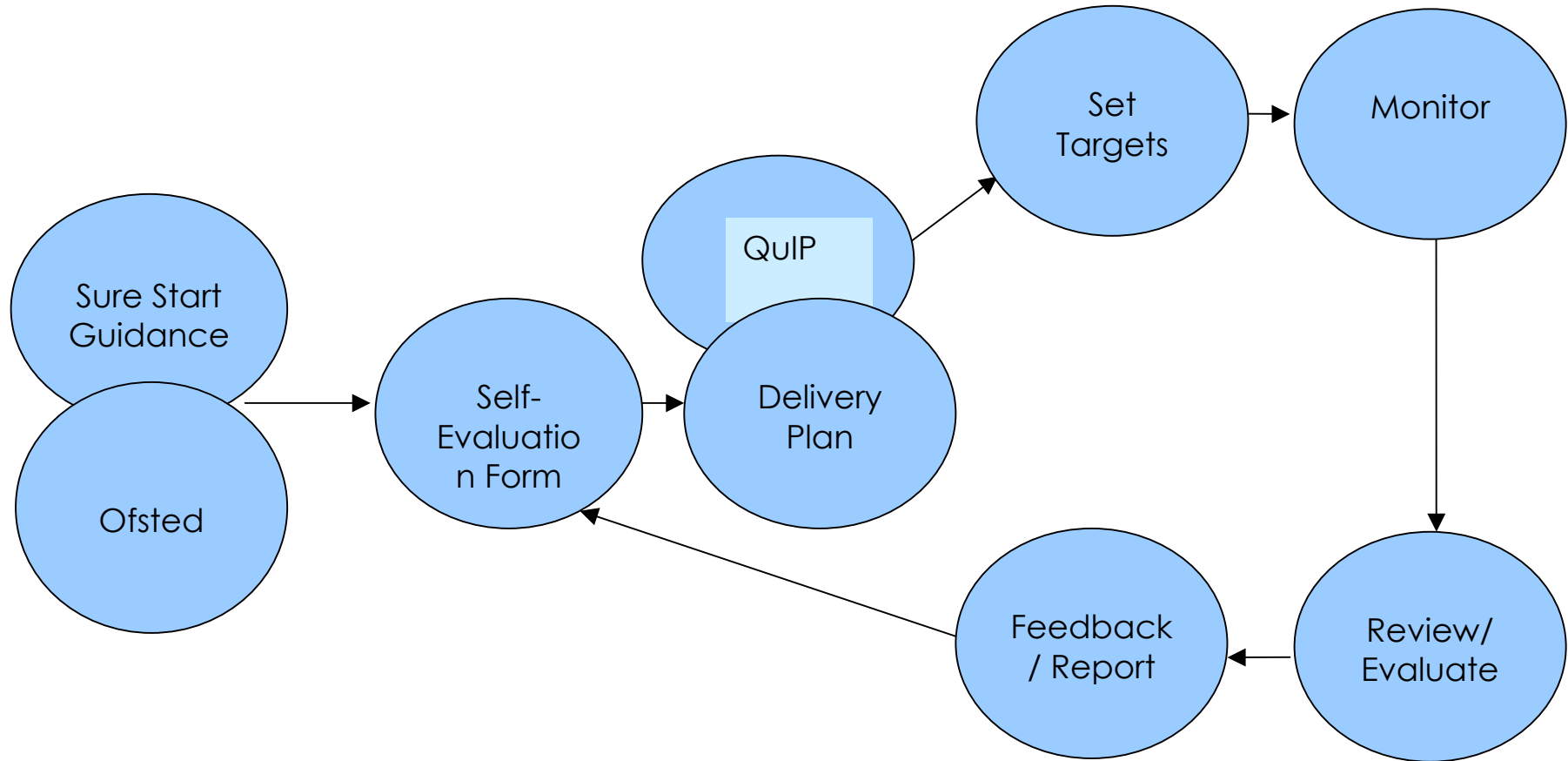
The following elements have been developed to support the monitoring and review of centres:

- key questions for performance reviews
- judgement on overall effectiveness
- grading scale
- children's centre confidence rating process
- procedures in the event of underperformance

Support and Guidance

Support and guidance forms a key element of the contractual relationship between Hampshire County Council and children's centres. It is recognised as an essential component of the continuous quality improvement cycle and is fully integrated into the formal performance review process (see diagram on page 7 showing Continuous Quality Improvement Cycle).

Continuous Quality Improvement Cycle - Children's Centres



Key Questions for Performance Reviews

This section outlines the key questions for performance reviews for children's centres. Most of these questions are applicable to all children's centres, although some are tailored towards either full core offer only or graduated centres.

Achievement and Standards

Key Question 1

How well are outcomes for children improved?

Evaluation will include the extent to which:

- the children's centre performs against challenging targets outlined within national and local performance indicators
- users are satisfied with the services of the children's centre and enjoy their experiences
- the children's centre supports and encourages parents/carers in their children's learning and development
- the development of skills contribute to the social and economic well-being of the family
- the children's centre supports and contributes to the emotional development and behaviour of children
- children and families utilise the services of the children's centre
- children and families adopt safe practices and healthy lifestyles

The Quality of Provision

Key Question 2

How effective are children's centres at reaching priority and excluded families?

Evaluation will include the extent to which:

- equality of opportunity is promoted to effectively engage with priority and excluded families
- priority and excluded groups have accessed services and outcomes have improved
- the children's centre outreach function has supported an inclusive approach
- the children's centre has enabled priority and excluded groups to influence the planning and delivery of services
- the children's centre measures the impact of activities on the most priority and excluded groups
- the children's centre has changed practice in response to impact data
- the children's centre's delivery mechanisms (within centre, co-ordinated outreach and home visiting programmes) support inclusive practice
- the children's centre identifies and ensures provision for families with special needs and/or disabilities

Key Question 3

How well do services and activities meet the needs of children and families?

Evaluation will include the extent to which:

- the children's centre gathers and evaluates the views of parents/carers and other stakeholders and how it ensures information gathered is broadly representative
- these views inform the children's centre about the quality of provision
- these views are taken into account in strategic development
- the collated views are shared with parents/carers and other stakeholders
- the children's centre takes into account the views of parents/carers not directly involved
- children's views have been sought
- the complaints handling procedures are effective
- programmes or activities match children's and families' requirements in the local community

Key Question 4

How well are children and families guided and supported?

Evaluation will include the extent to which:

- the children's centre provides high quality and accessible information, advice and guidance to children and families in relation to services and activities
- the communication strategy for information and advice to parents/carers is effective
- the children's centre has links with the Children's Information Service (CIS)
- the children's centre increases the community's awareness of its services
- protocols are effective in supporting all interactions with families and children

Leadership and Management

Key Question 5

How effective are leadership and management in the delivery of services to support children and families within the notional catchment area?

Evaluation on **leadership and management** will include the extent to which:

- leaders and managers at all levels clearly direct improvement and promote the well-being of children and families through high quality services and activities
- the decision-making procedures are transparent and efficient
- performance is monitored and quality improvement processes are implemented
- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff, ensure that children and families are well supported and safeguarded
- the equipment, resources and accommodation are adequate and suitable for all staff and services

Evaluation on **equality of opportunity** will include the extent to which:

- equality of opportunity is promoted and embedded in all aspects of service delivery to ensure that all children and families achieve their potential

Evaluation on **finance** will include the extent to which:

- the children's centre has demonstrated good value for money in providing services to improve outcomes
- the children's centre has carried out its agreed financial responsibilities

Evaluation on **partnership working** will include the extent to which:

- links are effective with statutory and private, voluntary and independent partners to support service delivery in the improvement of outcomes
- integrated approaches, through partnership working, have improved the quality of service and experience for families, e.g. transition to school
- statutory partners are involved in the planning and decision making process
- the partnership board and forums contribute to the effectiveness of the children's centre

Judgement on overall effectiveness

Overall Effectiveness

How effective and efficient is the children's centre and its related services in meeting local needs, reducing inequalities and improving outcomes?

What steps need to be taken to improve the children's centre further?

Evaluation will include:

- the overall effectiveness of the children's centre including main strengths and weaknesses
- the effectiveness of the children's centre's strategic and operational planning, including the capacity for improvement
- the impact of actions taken to improve quality since the last performance review
- the effectiveness of equalities practice in reducing inequalities and improving outcomes for children and families
- the role of the children's centre in contributing to delivery of the Early Years Foundation Stage

Grading Scale

The common grading scale for all performance review judgements	Grade 1	OUTSTANDING – for children’s centres that have excellent outcomes for children
	Grade 2	GOOD – for children’s centres that are effective in delivering outcomes for children
	Grade 3	SATISFACTORY – for children’s centres that have acceptable outcomes for children but which have scope for improvement
	Grade 4	INADEQUATE – for children’s centres that have unacceptable outcomes for children

Children’s Centre Confidence Rating

Children’s centres’ performance will be monitored against the following aspects of the provision:

- delivery of planned services
- reach data
- parental satisfaction
- national Performance indicators
- data submissions
- continuous quality improvement
- self-evaluation form

Each of the areas above will be monitored and the outcomes will be shared with children’s centre managers/co-ordinators on an individual basis. At the end of the financial year, an overall confidence rating will be determined for each children’s centre which will inform the level of support provided for the children’s centre for the following year.

A copy of the Children’s Centre Confidence Rating is included at Appendix 1.

Procedures in the event of underperformance

In cases where a children’s centre is graded as ‘inadequate’ in one or more areas, additional support and/or monitoring will be put in place.

If, after 12 months, a school-managed or third-party managed children’s centre has failed to demonstrate capacity to improve, the Service Contract may be terminated.

Appendix 1- Children's Centre Confidence Rating

The Children's Centre Confidence Rating for 2007-08 will incorporate the following aspects of the children's centre's performance:

- delivery of planned services
- reach number data
- parental satisfaction
- national performance indicators
- data submissions
- continuous quality improvement
- self-evaluation form

Each area is graded using the 1 – 4 grading scale:

Grade 1 – Outstanding

Grade 2 – Good

Grade 3 – Satisfactory

Grade 4 – Inadequate

Breakdown of Gradings

Delivery of Planned Services	Planned services delivered	Grade awarded
Based on match of actual delivery against the delivery plan as a percentage of the overall programme	91% - 100%	1
	76% - 90%	2
	65% - 75%	3
	below 65%	4

Reach Number Data	Reach against target	Grade awarded
Based on number of families reached within Notional Catchment Area	91% - 100%	1
	76% - 90%	2
	65% - 75%	3
	below 65%	4

Parental Satisfaction data	Parental Satisfaction rate	Grade awarded
Based on the overall satisfaction survey results of the centre's services	90% - 100%	1
	80% - 89%	2
	65% - 79%	3
	below 65%	4

National Performance Indicators	Achievement rate	Grade awarded
Based on the centre's overall achievement rates of the national performance indicators – verified from eStart reports and other sources	95% - 100%	1
	80% - 94%	2
	70% - 79%	3
	below 70%	4

Data Submissions	Criteria	Grade awarded
Based on the timely and accurate return of data, including the following: Self-Evaluation Form; Quality Improvement Plan; Delivery Plan; eStart accuracy; budget returns Grades awarded at moderation	High standard of qualitative and quantitative data. Early and pro-active response to all data requests.	1
	All data returns fully completed, accurate and on time.	2
	Deadlines met and data contains a limited number of errors.	3
	Systematic missing of deadlines. Inaccurate returns or missing data.	4

Continuous Quality Improvement	Criteria	Grade awarded
Based on progress against targets set in the children's centre's Quality Improvement Plan and evidence from performance monitoring/support visit reports and annual performance review Grades will be awarded at Moderation	Children's centre has demonstrated excellent capacity for ongoing quality improvement, consistently setting and achieving demanding targets which have resulted in excellent outcomes for children and families.	1
	Children's centre has demonstrated a strong capacity for ongoing quality improvement, setting and achieving realistic targets which have been effective in promoting outcomes for children and families.	2
	Some progress against key quality improvement targets which have resulted in acceptable outcomes for children and families but which have scope for improvement.	3
	Little or no confidence in the children's centre's capacity to improve. Lack of progress against quality improvement targets have resulted in poor outcomes for children and families.	4

Self-Evaluation Form	Criteria	Grade awarded
<p>Based on the robustness / clarity / standard of the children's centre's Self-Evaluation Form and Quality Improvement Plan</p> <p>Grades awarded at Moderation</p>	<p>High level of confidence in the children's centre's SEF/QuIP processes to provide a rigorous and accurate assessment of the service. Highly effective action planning builds on strengths and addresses all areas for improvement.</p>	<p>1</p>
	<p>Confidence in the children's centre's SEF/QuIP processes to provide a complete and accurate assessment of the service. Action planning addresses areas for improvement identified in the SEF with realistic targets.</p>	<p>2</p>
	<p>Satisfactory SEF/QuIP processes in place to provide judgements on the service which are mostly sound. Action planning addresses most key areas for improvement with targets.</p>	<p>3</p>
	<p>Little confidence in the children's centre's SEF/QuIP processes to provide accurate assessment of the service. Weak planning which does not address all the key areas for improvement or set targets to deliver quality improvement within a reasonable period.</p>	<p>4</p>

The grading from each of the seven areas will inform the annual Children's Centre Quality and Performance Report.

Those children's centres that are judged to be 'good' to 'outstanding' will be used to inform and share models of good practice.

Appendix 2 - Children's Centres National Performance Indicators

ECM Outcomes	Description of Performance Indicator
All ECM Outcomes	Access for the most excluded groups
	% of members of the following groups in the children's centre notional catchment area, with whom the children's centre establishes contact: <ul style="list-style-type: none"> ▪ teenage mothers and pregnant teenagers ▪ lone parents ▪ children in workless households ▪ families on benefits ▪ children in BME groups ▪ disabled children ▪ children of disabled parents ▪ fathers ▪ partners and families of prisoners ▪ parents with drug and/or alcohol problem ▪ families in temporary accommodation ▪ foster parents ▪ asylum seekers or refugees ▪ immigrants ▪ travellers' families
All ECM Outcomes	Parental Satisfaction
	% of parents of children aged 0-5 in the children's centre notional catchment area satisfied with: <ul style="list-style-type: none"> ▪ overall service ▪ early education integrated with childcare ▪ child and family health services ▪ family support and parental outreach ▪ employment services (links with JobCentre Plus) ▪ information and advice for parents
Enjoy and Achieve	Foundation Stage Profile
	% of children who achieve a total of at least 78 points across the FSP with at least 6 points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales.
Be Healthy	Health Outcomes
	% of children in reception year who are obese % of mothers initiating breastfeeding
Achieve economic well-being	Child Poverty Outcomes
	% of children aged 0-4 living in households dependant on workless benefits
Achieve economic well-being	Outcomes for Teenage Mothers
	% of teenage mothers aged 16-19 in education, employment or training

Appendix 3 - Children's Centres Key Local Indicators – Full Core Offer

ECM Outcomes	Description of Key Local Indicators
All ECM Outcomes	Opening hours
	<ul style="list-style-type: none"> ▪ minimum of 10 hours a day, 5 days a week, 48 weeks a year
Enjoy and Achieve	Early years provision
	<ul style="list-style-type: none"> ▪ memorandum of understanding in place with childcare provider(s) for joint working ▪ support for childminders, including a network ▪ early identification of children with special needs and disabilities, with inclusive services and support for their families ▪ links to local schools (extended schools and Healthy Schools) and out-of-school activities (holiday play schemes, before/after-school play and learning)
All ECM Outcomes	Outreach
	<ul style="list-style-type: none"> ▪ visits to all families in the notional catchment area within two months of the child's birth (through the Child Health Promotion Programme or agreed local arrangements) ▪ activities to raise community awareness, particularly among disadvantaged groups ▪ co-ordinated programme of home visits ▪ systems for referring/signposting families to further services ▪ systems for monitoring services' usage by particular families or groups ▪ where possible a key worker system
Enjoy and Achieve Be Healthy Make a Positive Contribution	Family support
	<ul style="list-style-type: none"> ▪ information for parents/carers about the range of family support services and activities available in the area ▪ support and advice on parenting including support at significant transition points for the family (e.g. pre-birth, early days, settling into childcare) ▪ access to specialist, targeted services for those families which need them e.g. support for parents/carers of disabled children ▪ activities which increase parents/carers' understanding of their child's development ▪ specific strategies and activities which increase the involvement of fathers
Make a Positive Contribution	Parental involvement
	<ul style="list-style-type: none"> ▪ consultation and information sharing with mothers and fathers/carers, on what services are needed, and systems to get user feedback on services ▪ ongoing arrangements in place to ensure mothers and fathers/carers have a voice e.g. parents' forums, including fathers

Be Healthy	Child and family health services
	<ul style="list-style-type: none"> ▪ antenatal advice and support for mothers & fathers/carers ▪ Child Health Promotion Programme ▪ information and guidance on breast feeding, hygiene, nutrition and safety ▪ promoting positive mental health and emotional wellbeing, including identification, support and care for those suffering from maternal depression, ante-natally and post-natally ▪ speech and language and other specialist support ▪ support for healthy lifestyles ▪ help in stopping smoking
Achieve Economic Well-being	Links with Jobcentre Plus
	<ul style="list-style-type: none"> ▪ centres will link with Jobcentre Plus to encourage and support parents/carers who wish to consider training and employment

Children's Centres Key Local Indicators – Graduated Offer

ECM Outcomes	Description of Key Local Indicators
All ECM Outcomes	<p>Opening hours</p> <ul style="list-style-type: none"> ▪ minimum of 7.4 hours a day, 5 days a week, 48 weeks a year
All ECM Outcomes	<p>Drop-in sessions</p> <ul style="list-style-type: none"> ▪ drop-in sessions and other activities for children and mothers and fathers/carers at the children's centre, including: parent groups, play groups and adult education
Enjoy and Achieve	<p>Support for childminders</p> <ul style="list-style-type: none"> ▪ support to childminders via a co-ordinated network, but also to other childminders in the area, for example by providing training, loan of toys and equipment and drop-in sessions
Enjoy and Achieve	<p>Family support</p> <ul style="list-style-type: none"> ▪ the offer of appropriate support and outreach services to parents/carers and children who have been identified as in need of them
Be Healthy	<ul style="list-style-type: none"> ▪ information and advice to fathers and mothers/carers on a range of subjects including: local childcare, looking after babies and young children and local early years provision (childcare and early learning) and education services for three and four-year olds
Make a Positive Contribution	
Be Healthy	<p>Child and family health services</p> <ul style="list-style-type: none"> ▪ community health services including local midwives and health visitors based in the centre or operating from it, that <ul style="list-style-type: none"> ➤ visit families with new born babies in the area within the first two months of their baby's life, with information about services and support ➤ provide access to the Child Health Promotion Programme ➤ provide information and guidance on breastfeeding, nutrition, hygiene and safety, thus reducing the number of children aged 0-3 admitted to hospital ➤ provide antenatal advice and support to all pregnant women and their families in the area ➤ encourage parents who smoke to attend smoking cessation clinics ➤ promote opportunities for physical activity from an early age ➤ identify children with special needs and disabilities and address their needs ➤ identify particularly disadvantaged families so that the centre can offer appropriate support

Achieve Economic Well-being	Links to JobCentre Plus
	<ul style="list-style-type: none">▪ links to Jobcentre Plus services, to support and encourage labour market participation, in order to help combat poverty

Self-Evaluation Form and Quality Improvement Plan

Full core offer Sure Start Children's Centres

Name of local authority: Hampshire County Council

Name of children's centre:

* Issue Date	Review By	Date Review Completed	Staff involved
17/01/2008	April 2008		DH/GF

* To be completed by Children's Centre Services

INTRODUCTION

What is self-evaluation?

Self-evaluation is a cyclical process through which children's centres evaluate their own performance. It is also a process that runs throughout the year as children's centres collect evidence to monitor how well they are meeting the targets and outcomes set in the previous year's Delivery Plan and Quality Improvement Plan (QuIP). It also helps the children's centre to reconsider its strategies for reaching those targets.

The annual Self-Evaluation Form and Quality Improvement Plan

Self-evaluation culminates in the completion of an annual Self-Evaluation Report (SEF) and Quality Improvement Plan (QuIP). Through this SEF process children's centres:

- use evidence to assess how well they have improved compared to the previous year;
- analyse what was successful and/or unsuccessful in meeting targets and outcomes;
- identify their key strengths and weaknesses;
- grade the quality of the service.

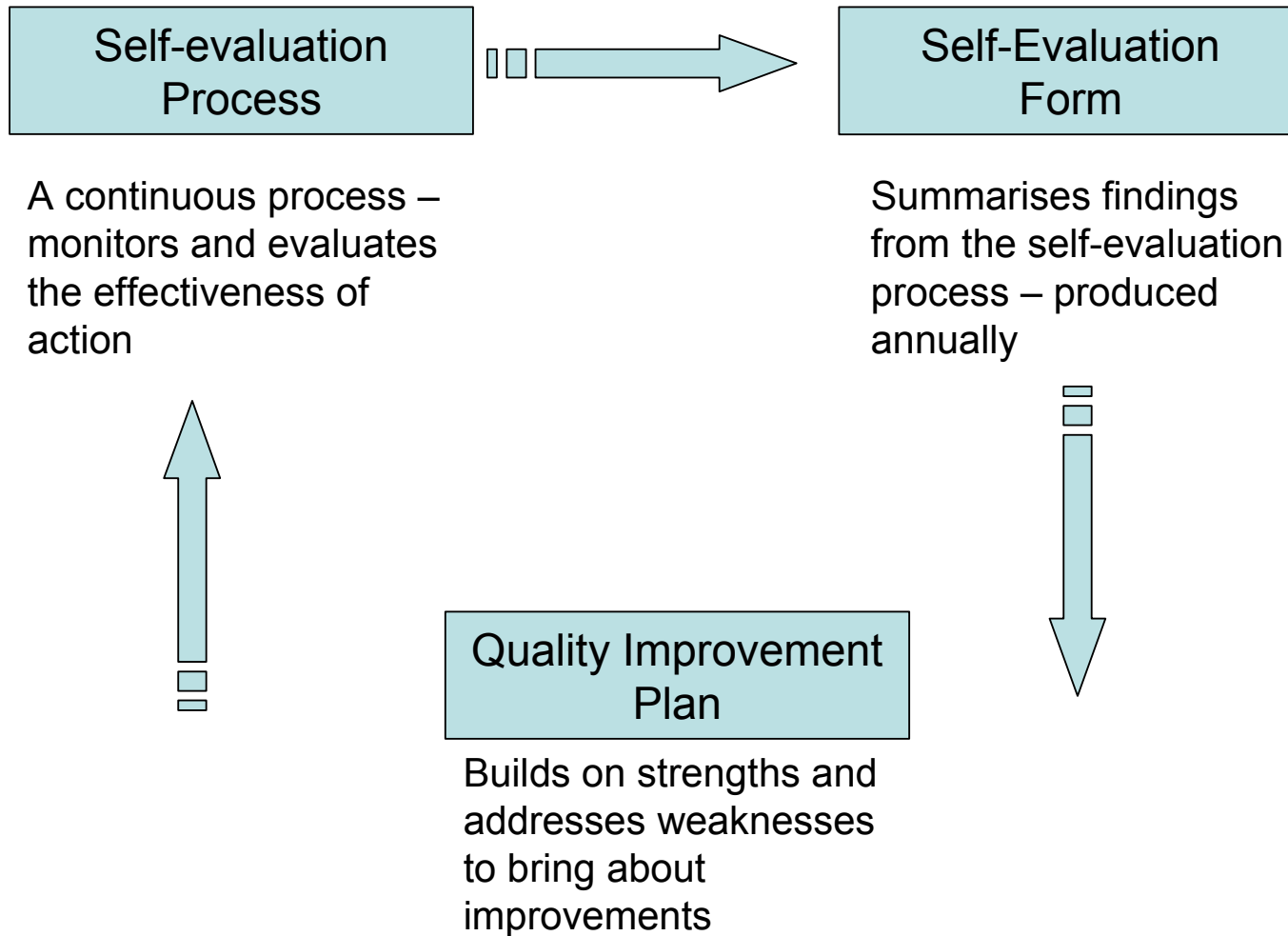
The QuIP provides a summary of the main objectives and planned outcomes for the following year with key targets, success indicators and proposed allocation of resources.

Important aspect of quality improvement

The self-evaluation process is normally:

- a key tool for driving forward continuous quality improvement;
- an integral part of quality assurance and quality improvement systems;
- linked to all other processes, policies, strategies, delivery plans and sources of management information.

The Self-evaluation Cycle



What is the form for?

The Self-Evaluation Form (SEF) is to support Hampshire County Council's Sure Start Children's Centres to improve quality and performance. The SEF will provide a focus for the annual Quality and Performance Review (QPR) between Hampshire County Council and the children's centre. It is designed to monitor impact and inform planning for the next year through analysis of the children's centre's quality and performance data.

Structure

The form is in five parts:

Part A **Factual information about the children's centre**

Part B **Data on performance**

Section 1: quantitative data: performance against **national and local** performance indicators

Section 2: recent Ofsted judgements

Part C **Self-evaluation of performance**

Key Question 1: How well are outcomes for children improved?

Key Question 2: How effective is the children's centre at reaching priority and excluded families?

Key Question 3: How well do services and activities meet the needs of children and families?

Key Question 4: How well are children and families guided and supported?

Key Question 5: How effective are leadership and management in the delivery of services to support children and families within the notional catchment area?

Summary of Grades

Part D Overall effectiveness and steps for improvement

What steps need to be taken to improve the children's centre further?

Part E Children's Centres Improvement Cycle and Key Reporting Framework

GUIDANCE ON COMPLETION

When to complete the form

The SEF will provide the basis of the annual Quality and Performance Review (QPR). This will be the focal point in the year when all performance information is brought together and an in-depth discussion is held to explore the previous year's performance and determine the priorities and development goals for the following year.

All children's centres will follow the same timetable to allow for effective benchmarking. The SEF will be completed within a fixed time period each year, to fit Hampshire County Council's cycle of review and planning. The SEF will be submitted from April to May, for the previous financial year, as outlined in the Children's Centres Improvement Cycle and Key Reporting Framework (Appendix 1).

How to fill in the form

Children's Centre Services (CCS) will supply the SEF to each children's centre electronically, with fields of data against national performance indicators pre-populated where possible. Children's centres will be required to collect their own data, using the management information system **eStart**, on reaching priority and excluded groups, parental satisfaction and to support data from the Primary Care Trust (PCT) on breastfeeding. All boxes can be expanded to meet textual requirements. The children's centre should complete the SEF and submit to CCS.

The children's centre manager/co-ordinator will lead the process, but should consult with other children's centre staff, and the partnership board (including the parents' and practitioners' forums). There may also be input from other expert colleagues from both within the children's centre and other partner services, e.g. health. The fundamental principle is that CCS will hold the children's centre to account for its quality and performance, providing challenge and support as appropriate.

Where a children's centre is based on a school site, the children's centre SEF should be a separate document to the Ofsted self-evaluation form for the school. This is because there are clear differences between the services the school and the children's centre offer. It is also because the children's centre SEF fulfils a different function; the Ofsted SEF supports a three-year inspection cycle, while children's centre SEF supports the annual QPR.

The SEF uses a straightforward four-point grading scale to allow children's centres to make a judgement on how well they meet each of the outcomes.

The grades are:

- Grade 1: Outstanding** – for children’s centres that have excellent outcomes for children
- Grade 2: Good** – for children’s centres that have effective outcomes for children
- Grade 3: Satisfactory** – for children’s centre that have acceptable outcomes for children, but which have scope for improvement
- Grade 4: Inadequate** – for children’s centres that have unacceptable outcomes for children

Children’s Centre Services will retain completed forms to facilitate year on year assessments of children’s centre performance.

PART A: Factual Information about the children's centre

- 1 Name and contact details for children's centre manager/co-ordinator

- 2 Give a brief description of the structure of the children's centre, e.g. located in one building; some services delivered from satellite sites; some run by other agencies.

- 3 Name and main function of other sites (e.g. early years provision, health services, outreach)

- 4 Nature of the children's centre (e.g. former Sure Start Local Programme, Early Excellence Centre, Maintained Nursery School, primary school, Family Centre, purpose built).

- 5 Super-Output Areas (SOA) covered by children's centre, including whether the SOA is covered wholly or in part by the centre.

- 6 Brief description of the main characteristics of the local area, including social, economic and ethnic background with an indication of the level of prosperity or deprivation, and the main issues affecting it.

7 Specific contextual local or other developments or ongoing issues which act as aids or barriers to improving performance e.g. difficulties in recruiting and retaining staff, recent or impending re-organisation, changes in leadership or issues in the local area.

8 Brief outline of the main priorities for the previous year, the approach taken and the impact.

9 Description of the self-evaluation process at the centre.

10 Core offer of services:

Please indicate below the services offered under the different elements.

Integrated childcare and early learning	
Health	
Family support and outreach	
Links to Jobcentre Plus	
Childminder network	

11 Please outline details of overall staffing and their level of qualifications

12 Number of health staff working in, or running clinics or groups in, the children's centre?

13 Do JobCentre Plus staff work out of the children's centre and if so how often?

PART B: Data on performance

Section 1: quantitative analysis – performance against national and local performance indicators

This part of the SEF records the performance of the children's centre against nationally and locally set performance indicators. With the exception of data for accessing priority and excluded groups, parental satisfaction and breastfeeding, CCS will pre-populate the SEF with relevant data for the national indicators. The aims of the performance indicators are to:

- a) Outline strategic priorities linked to Every Child Matters outcomes and national Public Service Agreement targets.
- b) Support local improvement by enabling authorities and settings to identify strengths and weaknesses and to plan services which will address these.
- c) Provide consistent benchmarks against which to judge local performance and help focus quality and performance management discussions.

Table 1 below and table 2 are designed to give a quantitative snapshot of performance. In many cases, this data will be proxy, based on outcomes for the super-output areas the children's centre serves. It is therefore important that these findings are supported by a qualitative analysis of the causes and circumstances which led to these figures. This is covered in part C.

Table 1 – National Performance Indicators

ECM Outcome/ Key Question(s)	Description of Performance Indicator	Data Source	Results	Last Year's Results
<p style="text-align: center;">All ECM Outcomes</p> <p style="text-align: center;">Key Questions 2,5</p>	<p>Access for priority and excluded groups</p>			
	<p>% of members of the following groups in the children's centre reach area, with whom the children's centre establishes contact:</p>			
	<ul style="list-style-type: none"> ▪ teenage mothers and pregnant teenagers 			
	<ul style="list-style-type: none"> ▪ lone parents 			
	<ul style="list-style-type: none"> ▪ children in workless households 			
	<ul style="list-style-type: none"> ▪ families on benefits 			
	<ul style="list-style-type: none"> ▪ children in Black and Minority Ethnic (BME) groups 			
	<ul style="list-style-type: none"> ▪ disabled children 			
	<ul style="list-style-type: none"> ▪ children of disabled parents 			
	<ul style="list-style-type: none"> ▪ fathers 			
	<ul style="list-style-type: none"> ▪ partners and families of prisoners 			
	<ul style="list-style-type: none"> ▪ parents with drug and/or alcohol problem(s) 			
	<ul style="list-style-type: none"> ▪ families in temporary accommodation 			
	<ul style="list-style-type: none"> ▪ foster parents 			
	<ul style="list-style-type: none"> ▪ asylum seekers and refugees 			
<ul style="list-style-type: none"> ▪ immigrants 				
<ul style="list-style-type: none"> ▪ travellers' families 				

ECM Outcome/ Key Question(s)	Description of Performance Indicator	Data Source	Results	Last Year's Results
All ECM Outcomes	Parental Satisfaction			
	% of parents of children aged 0-5 in the children's centre Notional Catchment Area satisfied with services			
Enjoy and Achieve Key Questions 1,3,5	Foundation Stage Profile (FSP)			
	% of children who achieve a total of at least 78 points across the FSP with at least 6 points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales			
Be Healthy Key Questions 1,5	Health Outcomes			
	% of children in reception year who are obese			
% of mothers initiating breastfeeding				

ECM Outcome/ Key Question(s)	Description of Performance Indicator	Data Source	Results	Last Year's Results
Achieve Economic Well-being	Child Poverty Outcomes			
	% of children aged 0-4 living in households dependent on workless benefits			
Achieve Economic Well-being	Outcomes for Teenage Mothers			
	% of teenage mothers aged 16-19 in education, employment or training			

Table 2 – Local Performance Indicators

ECM outcomes/Key Question(s)	Local Performance Indicator	Evidence Statement
All ECM Outcomes Key Questions 1,3,5	Opening Hours	
	<ul style="list-style-type: none"> ▪ Centre open and offering services minimum of 10 hours a day, 5 days a week, 48 weeks a year 	
Enjoy and Achieve Key Questions 1,3,5	Early Years Provision	
	<ul style="list-style-type: none"> ▪ Memorandum of understanding in place with childcare provider(s) for joint working 	
	<ul style="list-style-type: none"> ▪ Support for childminders, including a network 	
	<ul style="list-style-type: none"> ▪ Early identification of children with special needs and disabilities, with inclusive services and support for their families 	
<ul style="list-style-type: none"> ○ Links to local schools (extended schools and Healthy Schools) and out-of-school activities (holiday play schemes, before/after-school play and learning) 		

ECM outcomes/Key Question(s)	Local Performance Indicator	Evidence Statement
All ECM Outcomes Key Questions 2,3,4,5	Outreach	
	<ul style="list-style-type: none"> ▪ Visits to all families in the catchment area within two months of the child's birth (through the Child Health Promotion Programme or agreed local arrangements) 	
	<ul style="list-style-type: none"> ▪ Activities to raise community awareness, particularly among disadvantaged groups 	
	<ul style="list-style-type: none"> ▪ Co-ordinated programme of home visits 	
	<ul style="list-style-type: none"> ▪ Systems for referring/signposting families to further services 	
	<ul style="list-style-type: none"> ▪ Systems for monitoring service usage by particular families or groups 	
	<ul style="list-style-type: none"> ▪ Where possible, key worker system 	

ECM outcomes/Key Question(s)	Local Performance Indicator	Evidence Statement
<p style="text-align: center;">Enjoy and Achieve, Be Healthy, Make a Positive Contribution</p> <p>Key Questions 2,4,5</p>	Family Support	
	<ul style="list-style-type: none"> ▪ Information for parents/carers about the range of family support services and activities available in the area 	
	<ul style="list-style-type: none"> ▪ Support and advice on parenting including support at significant transition points for the family (e.g. pre birth, early days, settling into childcare) 	
	<ul style="list-style-type: none"> ▪ Access to specialist, targeted services for those families which need them e.g. support for parents/carers of disabled children 	
	<ul style="list-style-type: none"> ▪ Activities which increase parents/carers' understanding of their child's development 	
<ul style="list-style-type: none"> ▪ Specific strategies and activities which increase the involvement of fathers 		

ECM outcomes/Key Question(s)	Local Performance Indicator	Evidence Statement
<p style="text-align: center;">Be Healthy</p> <p style="text-align: center;">Key Questions 1,2,3,4,5</p>	<p>Child and Family Health Services</p>	
	<ul style="list-style-type: none"> ▪ Antenatal advice and support for mothers and fathers/carers 	
	<ul style="list-style-type: none"> ▪ Child Health Promotion Programme 	
	<ul style="list-style-type: none"> ▪ Information and guidance on breast feeding, hygiene, nutrition and safety 	
	<ul style="list-style-type: none"> ▪ Promoting positive mental health and emotional wellbeing, including identification, support and care for those suffering from maternal depression, antenatally and post-natally 	
	<ul style="list-style-type: none"> ▪ Speech and language and other specialist support 	
	<ul style="list-style-type: none"> ▪ Support for healthy lifestyles 	
	<ul style="list-style-type: none"> ▪ Help in stopping smoking 	

ECM outcomes/Key Question(s)	Local Performance Indicator	Evidence Statement
Make a Positive Contribution Key Questions 3,4,5	Parental Involvement	
	<ul style="list-style-type: none"> ▪ Consultation and information sharing with mothers & fathers/carers, on what services are needed, and systems to get user feedback on services 	
	<ul style="list-style-type: none"> ▪ Ongoing arrangements in place to ensure mothers & fathers/carers have a voice e.g. parents' forums including fathers 	
Achieve Economic Well-being Key Questions 4,5	Links with JobCentre Plus	
	<ul style="list-style-type: none"> ▪ Centres will link with JobCentre Plus to encourage and support parents/carers who wish to consider training and employment 	

Section 2: Recent Ofsted judgments

Please summarise the most recent Ofsted judgments on the setting and explain how action identified in those judgments is being carried forward. You may attach extracts from Ofsted reports.

Ofsted finding (and date)	Action carried forward

PART C – Self-evaluation of data on performance

This section is a qualitative analysis of the children's centre's contribution to the Every Child Matters outcomes, with reference to delivery against performance indicators. It is designed to give more depth and information about the data in Part B and to support or qualify data where necessary. Responses should be provided against the five Key Questions set out in the Quality and Performance Framework.

Key Question 1: How well are outcomes for children improved?

Provide a short review of how the children's centre's activities and services contribute to each of the five ECM outcomes.

BE HEALTHY

Guidance

Set out below an evaluation of the key activities undertaken to help children and families to be healthy and adopt healthy lifestyles including an assessment of their impact.

Factors to consider (this is not an exhaustive list):

- children's and families' starting points when first making contact with the children's centre;
- the extent to which children take adequate physical exercise and eat and drink healthily;
- the measures taken to assess children's health and the impact this has made;
- the extent to which children and families adopt safe practices and a healthy lifestyle;
- the development and implementation of an early intervention programme to identify women and children at risk;
- the extent to which measures are in place to engage and support fathers both in antenatal and post-natal periods;
- the use of good and innovative practice to improve outcomes;
- any mitigating factors which have prevented the children's centre reaching the planned outcomes;
- the impact on priority and excluded families.

EVALUATION

STAY SAFE

Guidance

Set out an evaluation of the key activities undertaken to help children and families to stay safe including an assessment of their impact.

Factors to consider (this is not an exhaustive list):

- children's and families' starting points when making initial contact with the children's centre;
- how children and their families have been encouraged to adopt safe practices;
- the measures taken to assess children's safety and what this has demonstrated;
- the use of good and innovative practice to improve outcomes;
- any mitigating factors which have prevented the children's centre reaching the planned outcomes;
- the impact on priority and excluded groups.

Evaluation

ENJOY AND ACHIEVE

Guidance

Set out an evaluation of key activities undertaken to help children and families to enjoy and achieve including an assessment of their impact.

Factors to consider (this is not an exhaustive list):

- children's and families' starting points when making initial contact with the children's centre;
- the involvement of parents and carers in their children's learning and development;
- the emotional development and behaviour of children;
- the extent to which children's centre users enjoy their experiences;
- measures taken to assess children's enjoyment and achievement and the impact;
- children's attitudes, behaviour and attendance;
- how has children's spiritual, moral, emotional and cultural development been encouraged?;
- the use of good and innovative practice to improve outcomes;
- any mitigating factors which have prevented the centre reaching the planned outcomes;
- the impact on priority and excluded groups.

Evaluation

MAKE A POSITIVE CONTRIBUTION

Guidance

Set out an evaluation of the key activities undertaken to help children and families make a positive contribution to the community including an assessment of their impact.

Factors to consider (this is not an exhaustive list):

- children's and families' starting points when making initial contact with the children's centre;
- measures taken to assess the contributions children and their families make and the impact;
- how children are encouraged to express their views and contribute to activities in the centre, their local community or their family;
- the use of good and innovative practice to improve outcomes;
- any mitigating factors which have prevented the centre reaching the planned outcomes;
- the centre's impact on priority and excluded groups.

Evaluation

ACHIEVE ECONOMIC WELL-BEING

Guidance

Set out an evaluation of the key activities undertaken to help children and families achieve economic well-being including an assessment of their impact.

Factors to consider (this is not an exhaustive list):

- children's and families' starting points when making initial contact with the children's centre;
- the development of skills which contribute to the social and economic well-being of the family;
- measures taken to assess the progress children and their families make towards achieving economic well being and the impact;
- links with learning providers, such as FE colleges and the local LSC and the ways they link with local childcare provision;
- use of good and innovative practice to improve outcomes;
- any mitigating factors which have prevented the centre reaching the outcomes you wanted;
- the impact on priority and excluded families.

Evaluation

Summarise the children’s centre’s key strengths and weaknesses for the five ECM outcomes.

Strengths	Weaknesses
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪

Key Question 1 – Overall rating

Rating (Place a tick in the box next to the judgement that applies *)	
Outstanding	
Good	
Satisfactory	
Inadequate	

* See page 8 for guidance.

Key Question 2: How effective is the children’s centre at reaching excluded and vulnerable families?

Outline how the children’s centre supports access for priority and excluded groups and the impact of this activity. This links with the performance indicator on accessing excluded groups set out in Part B Table 1.

- the extent to which priority and excluded families, including the centre’s key target groups, have accessed services and the practical outcomes they have achieved

- how the children’s centre has promoted an inclusive approach and how far the centre’s outreach function has supported this (e.g. what activities have been designed to meet the needs of priority and excluded groups and the extent of their involvement of designing services)

- the nature and extent of the children’s centre’s outreach/home visiting work and the methods used to identify families

- how the impact of children’s centre activities on priority and excluded groups is measured and how this information is acted upon (e.g. whether all groups are accessing services; the proportion of each group accessing services; their views on the services; groups not accessing services and reasons for this; consultation events run specifically for these groups)

- how the children’s centre has changed practice in response to impact data

- how well equality of opportunity is promoted and discrimination tackled so that all service users and staff can reach their potential

--

- how the children’s centre supports the identification of, and provision for, special needs and disabilities and provides support for these families

--

Summarise key strengths and weaknesses in the children’s centre’s effectiveness at reaching priority and excluded families

Strengths	Weaknesses
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪

Key Question 2 - Overall rating

Rating (Place a tick in the box next to the judgement that applies *)	
Outstanding	
Good	
Satisfactory	
Inadequate	

* See page 8 for guidance.

Key Question 3: How well do services and activities meet the needs of children and families?

Outline the ways the children’s centre seeks the views of fathers and mothers, other carers, children and the community. In addition, outline other ways in which fathers and mothers, other carers, children and the community are involved in the development and delivery of services (this section of the self-evaluation links to the parental satisfaction indicator at the end of Part B section 1).

It is important that the views of fathers, as well as mothers, are reflected. There should also be some indication of any differences in the involvement of the following priority and excluded groups: fathers, teenage parents, lone parents, workless households, BME groups, refugees or asylum-seeking families, parents of disabled children or disabled parents and also with any additional groups identified locally as being particularly disadvantaged.

Summarise the overall effectiveness of parental and community involvement within the children’s centre:

- ways in which the children’s centre gathers the views of parents/carers, and other stakeholders and how it ensures information gathered is broadly representative

- what these views tell the children’s centre about the quality of provision

- how these views are taken into account in strategic development

- how these collated views are shared with parents/carers and other stakeholders

- how views of parents/carers not directly involved in the children’s centre are taken into account

- ways in which children’s views have been sought

- examples of action which has been taken based on the views of parents/carers, other stakeholders or children, with an evaluation of the effectiveness of this action. Examples of action which the children’s centre has decided **not** to take

- other mechanisms that have been used to involve parents/carers, and how far these have been effective

- effectiveness of complaints handling procedures

- the extent to which programmes or activities match children and families’ requirements in the local community

Summarise the key strengths and weaknesses in the children’s centre’s effectiveness at reaching children and families

Strengths	Weaknesses
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪

Key Question 3 - Overall rating

Rating (Place a tick in the box next to the judgement that applies *)	
Outstanding	
Good	
Satisfactory	
Inadequate	

* See page 8 for guidance.

Key Question 4: How well are children and families guided and supported?

Summarise the overall effectiveness of the guidance and support offered to families and children in the notional catchment area.

- how the children’s centre evaluates the quality and accessibility of information, advice and guidance to children and families in relation to services and activities

- the effectiveness of the communication strategy for information and advice for parents and carers

- the effectiveness of links in place with the Children’s Information Service (CIS)

- how the children’s centre increases the community’s awareness of its services

- the effective protocols in place supporting all interactions with families and children

Summarise the key strengths and weaknesses in the children’s centre’s effectiveness in guidance and supporting children and families

Strengths	Weaknesses
■	■
■	■
■	■
■	■
■	■

Key Question 4 - Overall rating

Rating (Place a tick in the box next to the judgement that applies *)	
Outstanding	
Good	
Satisfactory	
Inadequate	

*See page 8 for guidance.

Key Question 5: How effective are leadership and management in the delivery of services to support children and families within the notional catchment area?

5.1 Summarise the overall effectiveness of **leadership and management** within the children's centre.

- the effectiveness of leaders and managers at all levels in directing improvement and promoting the well-being of children and families through high quality services and activities

- the transparency and efficiency of decision-making procedures

- how performance is monitored and what quality improvement processes are in place

- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that children and families are well supported and safeguarded

- the adequacy and suitability of specialist equipment, resources and accommodation for staff and service users

- the effectiveness of monitoring of performance and improvement through quality assurance and self evaluation

- the suitability and rigour of assessment in planning and monitoring of services to their children and families

5.2 Summarise how **equality of opportunity** is promoted and embedded in all aspects of service delivery to ensure that all children and families achieve their potential

5.3 Summarise how effectively and efficiently **financial resources** are used to achieve value for money and the children's centre's outcomes.

- how the children's centre has demonstrated good value for money in providing services to improve outcomes, including outcomes of any specific external or internal audit assessments

- how the children's centre's agreed financial responsibilities have been carried out

5.4 Summarise how the children's centre has improved quality of services through an **integrated approach/partnership working**.

- The effectiveness of links with statutory and private, voluntary and independent partners to support service delivery in the improvement of outcomes

- the private, voluntary or independent organisations who are providing services within or in partnership with the children’s centre; the groups that provide services to children and families in the area that you have not worked with; any plans to develop closer working links with these groups in the future

- improvements that have been made for families as a result of integration to links between services

- (where relevant) how successfully the children’s centre links work between its main site and satellite, or other sites

- the involvement of Health and JobCentre Plus in the planning and decision making process

- how effectively the partnership board and other forums contribute to the effectiveness of the centre

Summarise the key strengths and weaknesses in the children’s centre’s leadership and management

Strengths	Weaknesses
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪

Key Question 5 - Overall rating

Rating (Place a tick in the box next to the judgement that applies *)	
Outstanding	
Good	
Satisfactory	
Inadequate	

* See page 8 for guidance.

Overall summary

Summarise the children’s centre’s grades for all five key questions.

Key Question	Grade
Key Question 1	
Key Question 2	
Key Question 3	
Key Question 4	
Key Question 5	

PART D: Challenges for the next year – Quality Improvement Plan

What steps need to be taken to improve the children’s centre further?

The main objectives and planned outcomes for the children’s centre for the following year should be set out in your QulP, based on evidence of performance, the capacity for improvement and analysis of local priorities.

Quality Improvement Plan Template

Name of Children’s Centre:

Ref No	Area to be addressed	Action required	Target date for achievement	Milestones in achievement	Impact/ Success Indicators	Person(s) responsible	Resources allocated	Review	Date of Achievement

Part E Children's Centres Improvement Cycle and Key Reporting Framework

Month	Children's Centre (CC) Actions		Children's Centre Services (CCS) Actions
Apr	<ul style="list-style-type: none"> • Adopt Annual Budget • Adopt new Delivery Plan • Submission of previous quarter's complaints & compliments • Annual monitoring review with CCS (March/April) 	<ul style="list-style-type: none"> • SEF submission (including QuIP) to CCS • Overall satisfaction review 	<ul style="list-style-type: none"> • 1st quarter revenue funding payment
May			
Jun	<ul style="list-style-type: none"> • Submission of quarterly finance return • Submission of next quarter invoice (Non SAP users only) 		
Jul	<ul style="list-style-type: none"> • Submission of previous quarter's complaints & compliments 	<ul style="list-style-type: none"> • Look ahead to next year – anticipate needs 	<ul style="list-style-type: none"> • 2nd quarter revenue funding payment • Formal Centre Confidence Rating (CCR) produced
Aug			
Sep	<ul style="list-style-type: none"> • Submission of quarterly finance return (half year reforecast) • Submission of next quarter invoice (Non SAP users only) • Light review (6 months) of Delivery Plan 		
Oct	<ul style="list-style-type: none"> • Submission of previous quarter's complaints & compliments 		<ul style="list-style-type: none"> • 3rd quarter revenue funding payment
Nov		<ul style="list-style-type: none"> • Draft/consult on new priorities/revised goals, including parents, partners and stakeholders 	<ul style="list-style-type: none"> • Supply PI data to children's centres • Notify children's centres of indicative revenue funding allocation for next year
Dec	<ul style="list-style-type: none"> • Submission of quarterly finance return • Submission of next quarter invoice (Non SAP users only) 		<ul style="list-style-type: none"> • Confirm revenue funding allocation for next year
Jan	<ul style="list-style-type: none"> • Submission of previous quarter's complaints & compliments 	<ul style="list-style-type: none"> • Submit final draft of following year's Budget and Delivery Plan to CCS 	<ul style="list-style-type: none"> • 4th quarter revenue funding payment • Schedule Annual Reviews of children's centres
Feb	<ul style="list-style-type: none"> • CC Review Preparation 		
Mar	<ul style="list-style-type: none"> • Submission of quarterly finance return • Submission of next quarter invoice (Non SAP users only) • Plan marketing and information material • Annual monitoring review with CCS (March/April) 	<ul style="list-style-type: none"> • SEF preparation 	<ul style="list-style-type: none"> • Approval to delivery plans and budget forecasts