



## Performance Management Sure Start Children's Centres SEF Standards Matrix

This material indicates the performance standards expected for each of the performance grades set out in the DCSF Guidance for Children's Centres Self-evaluation.

The material is a set of descriptors of standards or judgements to be applied to each Sure Start Children's Centre as part of the children's centre annual self evaluation process.

The material is intended to be used by Sure Start Children's Centre managers and local authority staff involved in supporting the development of Sure Start children's centres in their area.

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## Introduction to the TfC Product Suite

This is one of a range of products Together for Children (TfC) has launched to support Sure Start Children's Centres and local authority children's centre teams to deliver Phase 3 of the children's centres programme.

The suite builds on TfC's range of existing support products, which can be found at <http://www.childrens-centres.org/Topics/AllTfCSupportProducts.aspx> and includes toolkits focusing on child poverty, business planning, and supporting priority and excluded families, in addition to materials supporting improved engagement with Jobcentre Plus, health colleagues and the private, voluntary and independent sectors.

The aims of the product suite are to:

- Provide practical ('how to') help and resources for children's centres and local authority children's centres teams to support children's centres journeys to Full Core Offer and beyond
- Ensure that children's centres have the support they need to develop sustainable and successful services.

The product suite focuses on six areas - performance management, finance and sustainability, commissioning, workforce development, facilitating effective working between children's centres and extended schools, and working effectively with families through children's centres.

We greatly appreciate the assistance provided by all those who have contributed towards the development of the product suite. A full list of those who contributed towards this particular product is given below, together with an overview of this product's contents.

We hope that you find these products useful. If you have any feedback you would like to offer, please contact us at [mail@togetherforchildren.co.uk](mailto:mail@togetherforchildren.co.uk)



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<b>Name</b>	<b>Organisation</b>
DCSF	Various officials
TfC	Various professionals
LAs	Various officers
Sure Start Children's Centres	Various CC leaders

## Introduction

This material is designed to support practitioners involved in planning and delivering the service offering for a Sure Start Children's Centre.

The material is structured to match the template of the DCSF children's centre self-evaluation form.

The content reflects emerging standards and judgements about the quality and effectiveness of children's centres.

It is essentially a guide for those involved in self-evaluative processes.

It is recommended that this matrix is used as a tool by children's centre leaders and partner agencies in self-evaluating the quality and effectiveness of an individual centre.

# The Matrix

<b>SURE START CHILDREN'S CENTRES PERFORMANCE MANAGEMENT FRAMEWORK</b> <b>Self Evaluation Form (SEF)</b> <b>STANDARDS/JUDGEMENTS MATRIX</b> <b>2008 - 2009</b>	
<b>Part C</b> <b>Section 1:</b>	<b>Qualitative analysis of centre contribution to Every Child Matters outcomes, with reference to performance on performance indicators</b>
	<b>Be Healthy</b>
<b>Outstanding</b> Be Healthy	<ul style="list-style-type: none"> <li>• The centre uses the national (NI 53 and NI 55) and local indicator data related to Being Healthy for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has highly developed priority actions and activities to improve the percentage of infants in the reach area being breastfed at 6-8 weeks from birth.</li> <li>• The business plan / delivery plan has highly developed priority actions and activities to reduce the number of children in reception classes who are obese.</li> <li>• Service provision is developed collaboratively with partners and agencies to meet local needs. Respective delivery plans align around a shared understanding of the needs of the reach area population of children.</li> <li>• There are established processes to assess outcomes with some evidence of impact. Practitioners and professionals customise service delivery arrangements.</li> </ul>

	<ul style="list-style-type: none"> <li>• Outreach activities are planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or “hard to reach”. There is an ongoing analysis of the quality and effectiveness of services.</li> <li>• Parents’ surveys indicate satisfaction with access to services and a confidence in the quality and accessibility of Being Healthy services and report a seamless experience across service provision.</li> <li>• Local partner services are fully aligned with complementary service plans and activities. The centre has fully integrated plans, smoking cessation, obesity and breastfeeding, services for disabled children including access to relevant specialist childcare. There are detailed delivery arrangements and evaluation processes in place.</li> <li>• The centre has established relevant working practices and arrangements with CAMHS and has access to training for staff and clarity of referral to the service.</li> <li>• Engagement with General Practitioners and local health centres is evident and appreciated by parents in the reach area. GPs report appreciation of the provision orchestrated and delivered by the centre.</li> <li>• Practitioners and managers have clear and convincing evidence of the positive difference the centre is making in effectively supporting the needs of children and their parents through all aspects of its work.</li> <li>• There is a clear and consistent integration of the work of various practitioners and professionals working with children in the reach area especially with the most “needy” children and their families.</li> <li>• The centre has fully integrated plans for supporting the implementation of the EYFS framework.</li> </ul>
<b>Good</b> Be Healthy	<ul style="list-style-type: none"> <li>• The centre uses the national (NI 53 and NI 55) and local indicator data related to Being Healthy for the population of the reach area to inform the setting of priorities and action planning.</li> </ul>

- The business / delivery plan has detailed activities to improve the percentage of infants in the reach area being breastfed at 6-8 weeks from birth.
- The Business Plan / Delivery plan has detailed activities to reduce the number of children in reception classes who are obese.
- Service provision is developed collaboratively with partners and agencies to meet local needs.
- There are processes in place to analyse outcome impact. Practitioners and professionals customise key service delivery arrangements.
- Outreach activities are planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or “hard to reach”.
- Parents’ surveys indicate satisfaction with access to services and a confidence in the quality and accessibility of Being Healthy services.
- Local partner services are fully aligned with complementary service plans and activities. The centre has fully integrated plans for Smoking cessation, obesity and breastfeeding, services for disabled children including access to relevant specialist childcare.
- The centre has established relevant working practices and arrangements with CAMHS and has access to training for staff and clarity of referral to the service.

	<ul style="list-style-type: none"> <li>• There is emerging relevant engagement with General Practitioners and local health centres.</li> <li>• Practitioners and managers have evidence of the positive difference the centre is making in effectively supporting the needs of children and their parents through all aspects of its work.</li> <li>• There is evidence of the integration of the work of various practitioners and professionals working with children in the reach area especially with the most “needy” children and their families.</li> <li>• The centre has integrated plans for supporting the implementation of the EYFS framework.</li> </ul>
<b>Satisfactory</b> Be Healthy	<ul style="list-style-type: none"> <li>• The centre is beginning to use the national (NI 53 and NI 55) and local indicator data related to Being Healthy for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has some focus of activity to improve the percentage of infants in the reach area being breastfed at 6-8 weeks from birth.</li> <li>• The business / delivery plan has some focus of activity to reduce the number of children in reception classes who are obese.</li> <li>• There is evidence of some integrated planning with partners and other agencies.</li> <li>• There are some processes in place to analyse outcome impact. Practitioners and professionals customise some service delivery arrangements.</li> <li>• There are evident efforts to plan outreach activities collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or “hard to reach”.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents' surveys indicate satisfaction with access to services and a confidence in the quality and accessibility of Being Healthy services.</li> <li>• There is some evidence of services of local partner agencies being aligned with the needs and priorities of the reach area population. The centre has some integrated plans for smoking cessation, obesity and breastfeeding, services for disabled children including access to relevant specialist childcare.</li> <li>• The centre has some established relevant working practices and arrangements with CAMHS and has access to training for staff and clarity of referral to the service.</li> <li>• There is some evidence of emerging relevant engagement with General Practitioners and local health centres.</li> <li>• Practitioners and managers have some evidence of the positive difference the centre is making in effectively supporting the needs of children and their parents through all aspects of its work.</li> <li>• There is some evidence of the integration of the work of various practitioners and professionals working with children in the reach area, especially with the most "needy" children and their families.</li> <li>• The centre has some integrated plans for supporting the implementation of the EYFS framework.</li> </ul>
<p><b>Inadequate</b> Be Healthy</p>	<ul style="list-style-type: none"> <li>• Partial and incomplete use is made of available national (NI 53 and NI 55) and local indicator data related to Being Healthy for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has no clearly linked activity to improve the percentage of infants in the reach area being breastfed at 6-8 weeks from birth.</li> </ul>

- The business / delivery plan has no clearly linked activity to reduce the number of children in reception classes who are obese.
- Integrated planning with partners and other agencies of service provision is variable.
- Analyse of outcomes and impact of services is at an embryonic stage of development. Practitioners and professionals have plans and intentions to customise delivery arrangements to the needs of the reach area population.
- Some outreach services are in place but not yet “joined up” with other services to identify and respond to the needs of the reach area, population especially children and families marginalised or “hard to reach”.
- Parents’ surveys indicate variable satisfaction with access to services and the quality and accessibility of Being Healthy services.
- There is variable evidence of services of local partner agencies being aligned with the needs and priorities of the reach area population.
- The centre has a variable and inconsistent planning focus on smoking cessation, obesity and breastfeeding, services for disabled children including access to relevant specialist childcare.
- The centre has variable working practices and arrangements with CAMHS and with some access to training for staff and clarity of referral to the service.

	<ul style="list-style-type: none"> <li>• There is little or no evidence of relevant engagement with General Practitioners and local health centres.</li> <li>• Practitioners and managers are not confident that the centre is effectively supporting the needs of children and their parents through all aspects of its work.</li> <li>• There is little evidence of the integration of the work of various practitioners and professionals working with children in the reach area especially with the most “needy” children and their families.</li> <li>• The centre does not have integrated plans for supporting the implementation of the EYFS framework.</li> </ul>
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<b>Part C Section 1:</b>	<b>Qualitative analysis of centre contribution to Every Child Matters outcomes, with reference to performance on performance indicators</b>
	<b>Stay Safe</b>
<b>Outstanding Stay Safe</b>	<ul style="list-style-type: none"> <li>• The centre uses the national (NI 70) and local indicator data related to Staying Safe for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has highly developed priority actions and activities to reduce the rate of emergency hospital admissions caused by unintentional and deliberate injuries to children 0-5 resident in the reach area of the centre.</li> <li>• Service provision is developed collaboratively with partners – especially children’s social care managers and other agencies to meet local needs. Respective delivery plans align around a shared understanding of the needs of the reach area population of children.</li> </ul>

- Outreach activities are planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or “hard to reach”. There is an ongoing analysis of the quality and effectiveness of services.
- Early intervention and planning involving midwives, health visitors, outreach professionals and social care professionals is evident and is focused on a shared understanding of the needs of the reach area population of children.
- There are established processes to assess outcomes with some evidence of impact. Practitioners and professionals customise service delivery arrangements.
- Professionals make arrangements to support families accessing additional services. There is a clear and evidenced focus on safeguarding systems and needs. There are strong organisational and operational links with safeguarding statutory agencies. All professional staff and volunteers engaged with parents and children are clear on safeguarding procedures and confident to implement them. The centre has an up to date child protection plan and all staff are aware of it.
- There is an appropriate involvement in the delivery of support to all children (0-5) subject to a child protection plan.
- Good transition arrangements between settings are in place with evidence of continuity of focus and intervention where necessary around needy children and parents.
- There is high attention to and focus on access and referral to more specialist services.

	<ul style="list-style-type: none"> <li>• There is active engagement with families with a history of safeguarding risk, and strong communication and information sharing arrangements are in place. CAF systems are in place and working smoothly and effectively. Marginalised and “hard to reach” children and families are identified and relevant services are focused on meeting need through outreach activities and sensitive engagement through a range of agencies and professionals.</li> <li>• Requirements relating to Vetting and Barring as required by the Independent Safeguarding Authority (ISA) are fully operational for directly managed and accountable services.</li> <li>• Parents demonstrate a good knowledge of key risks and the impact of their own behaviour on the safety and wellbeing of their children. All families receive a universal safety pack with an assessment for access to an enhanced service being made.</li> <li>• All families are signposted to the fire service for fire safety advice and services.</li> <li>• The centre’s contribution to safeguarding is aligned with the LSCB policies and priorities with constantly refreshed practice and relevant training and engagement with specialist services.</li> <li>• The centre has fully integrated plans for supporting the implementation of the EYFS framework.</li> </ul>
<p><b>Good</b> Stay Safe</p>	<ul style="list-style-type: none"> <li>• The centre uses the national (NI 70) and local indicator data related to Staying Safe for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has detailed activities to reduce the rate of emergency hospital admissions caused by unintentional and deliberate injuries to children 0-5 resident in the reach area of the centre.</li> </ul>

- Service provision is developed collaboratively with partners – especially children’s social care managers and other agencies to meet local needs.
- Early intervention and planning involving midwives, health visitors, outreach professionals and social care professionals is evident and is focused on a shared understanding of the needs of the reach area population of children.
- There are established processes to assess outcomes with some evidence of impact. Practitioners and professionals customise service delivery arrangements.
- Professionals make arrangements to support families accessing additional services. There is a clear and evidenced focus on safeguarding systems and needs. There are strong organisational and operational links with safeguarding statutory agencies. All professional staff and volunteers engaged with parents and children are clear on safeguarding procedures and confident to implement them. The centre has an up to date child protection policy and all staff are aware of it.
- There is an appropriate involvement in the delivery of support to children subject to a child protection plan.
- There is an emerging focus on transition arrangements between settings with evidence of continuity of focus and intervention where necessary around needy children and parents.
- There is awareness and focus on access and referral to more specialist services.
- There is active engagement with families with a history of safeguarding risk, and strong communication and information sharing arrangements are in place. CAF systems are in place with emerging confident practice.

	<p>Marginalised and “hard to reach” children and families are identified and relevant services are focused on meeting need through outreach activities and sensitive engagement through a range of agencies and professionals.</p> <ul style="list-style-type: none"> <li>• Requirements relating to Vetting and Barring as required by the Independent Safeguarding Authority (ISA) are fully operational for directly managed and accountable services.</li> <li>• Parents demonstrate a good knowledge of key risks and the impact of their own behaviour on the safety and wellbeing of their children. All families receive a universal safety pack with an assessment for access to an enhanced service being made. All families are signposted to the fire service for fire safety advice and services.</li> <li>• The centre’s contribution to safeguarding is aligned with the LSCB policies and priorities with constantly refreshed practice and relevant training and engagement with specialist services.</li> <li>• The centre has some integrated plans for all relevant aspects of the EYFS framework.</li> </ul>
<p><b>Satisfactory</b> Stay Safe</p>	<ul style="list-style-type: none"> <li>• The centre is beginning to use the national (NI 70) and local indicator data related to Staying Safe for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has some focus of activity to reduce the rate of emergency hospital admissions caused by unintentional and deliberate injuries to children 0-5 resident in the reach area of the centre.</li> <li>• Service provision is developed collaboratively with partners – especially children’s social care managers and other agencies to meet local needs.</li> <li>• Early intervention and planning involving midwives, health visitors, outreach professionals and social care</li> </ul>

professionals is evident and is focused on a shared understanding of the needs of the reach area population of children.

- There is some evidence of services of local partner agencies being aligned with the needs and priorities of the reach area population. Practitioners and professionals customise some service delivery arrangements.
- Professionals make arrangements to support families accessing additional services. There is a clear and evidenced focus on safeguarding systems and needs. There are strong organisational and operational links with safeguarding statutory agencies. All professional staff engaged with parents and children are clear on safeguarding procedures and confident to implement them.
- There is an appropriate involvement in the delivery of support to children subject to a child protection plan.
- There is an emerging focus on transition arrangements between settings with evidence of continuity of focus and intervention where necessary around needy children and parents.
- There is awareness and focus on access and referral to more specialist services.
- There is active engagement with families with a history of safeguarding risk and strong communication and information sharing arrangements are in place. CAF systems are in place with emerging confident practice. Marginalised and “hard to reach” children and families are identified and relevant services are focused on meeting need through outreach activities and sensitive engagement through a range of agencies and professionals.
- Requirements relating to Vetting and Barring as required by the Independent Safeguarding Authority (ISA) are fully operational for directly managed and accountable services.

	<ul style="list-style-type: none"> <li>• Parents demonstrate a good knowledge of key risks and the impact of their own behaviour on the safety and wellbeing of their children. All families receive a universal safety pack with an assessment for access to an enhanced service being made. All families are signposted to the fire service for fire safety advice and services.</li> <li>• The centre’s contribution to safeguarding is aligned with the LSCB policies and priorities with constantly refreshed practice and relevant training and engagement with specialist services.</li> <li>• The centre has some integrated plans for all relevant aspects of the EYFS framework.</li> </ul>
<p><b>Inadequate</b> Stay Safe</p>	<ul style="list-style-type: none"> <li>• Partial and incomplete use is made of national (NI 70) and local indicator data related to Staying Safe for the population of the reach area to inform the setting of priorities and action planning.</li> <li>• The business / delivery plan has no clearly linked activity to reduce the rate of emergency hospital admissions caused by unintentional and deliberate injuries to children 0-5 resident in the reach area of the centre.</li> <li>• Integrated planning with partners and other agencies of service provision is variable</li> <li>• Early intervention and planning involving midwives, health visitors, outreach professionals and social care professionals is not evident and is not based upon a good understanding of the needs of the reach area population of children.</li> <li>• Analysis of outcomes and impact of services is at an embryonic stage of development. Practitioners and professionals have plans and intentions to customise delivery arrangements to the needs of the reach area population.</li> </ul>

- Professionals make variable arrangements to support families accessing additional services. There is no clear and evidenced focus on safeguarding systems and needs. There are poor organisational and operational links with safeguarding statutory agencies. Not all professional staff engaged with parents and children are clear on safeguarding procedures and confident to implement them. The child protection policy is old or out of date and staff are not aware of it.
- There is no appropriate involvement in the delivery of support to children subject to a child protection plan.
- There is no evident focus on transition arrangements between settings or continuity of focus and intervention where necessary around needy children and parents.
- There is variable awareness and focus on access and referral to more specialist services.
- There is insufficient engagement with families with a history of safeguarding risk, and strong communication and information sharing arrangements are in place. CAF systems are not in place. Marginalised and “hard to reach” children and families are partially identified and relevant services are not focused on meeting need through outreach activities and sensitive engagement through a range of agencies and professionals.
- Requirements relating to Vetting and Barring as required by the Independent Safeguarding Authority (ISA) are not fully operational for directly managed and accountable services or are not consistently implemented.
- Parents have variable awareness and knowledge of key risks and the impact of their own behaviour on the safety and wellbeing of their children. Few families receive a universal safety pack with an assessment for access to an enhanced service being made. There is no signposting of families to the fire service for fire safety advice and

services.

- The centre's contribution to safeguarding is not aligned with the LSCB policies and priorities. There is a variable and inconsistent approach to relevant training and engagement with specialist services.
- The centre does not have integrated plans for all relevant aspects of the EYFS framework.

Part C Section 1:	Qualitative analysis of centre contribution to Every Child Matters outcomes, with reference to performance on performance indicators
Enjoy and Achieve	
<b>Outstanding</b> Enjoy and Achieve	<ul style="list-style-type: none"> <li>• The centre uses the national (NI 72 and NI 92) and local PIs related to Enjoy and Achieve and specific issues within the reach area to inform the planning of activities.</li> <li>• The business / delivery plan has highly developed priority actions and activities to improve the percentage of children who achieve a total of at least 78 points across the Early Years Foundation Stage profile (EYFSP) with at least six points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales.</li> <li>• Engagement with local primary phase schools focuses on using the EYFS profile results to inform service delivery priorities for the 0-5 population in the CC reach area.</li> <li>• The business / delivery plan has highly developed priority actions and activities to influence a narrowing of the gap between the lowest 20% in the EYFSP and the rest within the reach area.</li> <li>• For centres serving the most disadvantaged communities there is highly developed integrated planning and delivery of education and childcare across a child's day. A one-stop service is offered and valued by parents taking up the childcare offering of the centre. The structure of service provision for 0-2 years olds is uniform with that offered for 3-4 year olds. Childcare for 5 year olds, where taken up, is a seamless part of the child's day experience. The teacher leads training and activities with all multi-agency team members, not just staff working within the early years provision.</li> </ul>

- There is a highly developed and supported childminder network operating in the reach area.
- Service provision is developed collaboratively with partners and agencies to meet local needs. Respective delivery plans align around a shared understanding of the needs of the reach area population of children. In some cases specialist services operate from the centre core venue e.g. speech and language specialists hold clinics and sessions for relevant parents and children. There is clear evidence of substantial impact on children's development and well-being as a result of focused services and support by the centre along with other local partners.
- There are well-developed and sensitive parenting support and development programmes for relevant "needy" parents. There is evidence that parents have a good knowledge of the factors optimising their children's development and learning; they are confident in engaging in their child's play and learning. Parents see clear progress in their child and carry these play and learning practices into the home environment
- Outreach activities are planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or "hard to reach". There is an ongoing analysis of the quality and effectiveness of services especially maintained, private and voluntary pre-school settings with evidence that children are involved in self-assessment of their own development and learning.
- Local partner services are fully aligned with complementary service plans and activities relating to the implementation and support for the EYFS framework.
- EYFS profile indicates good progress over time. Transition needs are well supported. Children are engaged in learning and display high self-esteem and collaborative behaviour.

	<ul style="list-style-type: none"> <li>• The centre is linked with the local authority’s play strategy and has highly developed activities in its business / delivery plan addressing play needs in the reach area.</li> <li>• The centre has developed links with appropriate accredited parenting skills offerings which reflect the needs of parents of children in the reach area.</li> <li>• The centre has fully integrated plans for disabled children including access to relevant specialist childcare. There are detailed delivery arrangements and evaluation processes in place. Portage and other related services are linked with a relevant and appropriate offering to children in the reach area.</li> <li>• The centre identifies factors inhibiting the child’s development early and puts in place strategies to address these. There is a strong focus on narrowing the achievement gap, developing early language and social development, with personalised support and play embedded in practice.</li> <li>• For 30% model centres there is an agreed approach to funding and deploying a full time equivalent qualified teacher within two years of basic designation.</li> </ul>
<b>Good</b> Enjoy and Achieve	<ul style="list-style-type: none"> <li>• The centre uses the national (NI 72 and NI 92) and Local PIs related to Enjoy and Achieve and specific issues within the reach area to inform the planning of activities.</li> <li>• The business / delivery plan has detailed priority actions and activities to improve the percentage of children who achieve a total of at least 78 points across the Early Years Foundation Stage profile (EYFSP) with at least six points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales.</li> </ul>

- Engagement with local primary phase schools focuses on using the EYFS profile results to inform service delivery priorities for the 0-5 population in the CC reach Area.
- The business / delivery plan has detailed developed priority actions and activities to influence a narrowing of the gap between the lowest achieving 20% in the EYFSP and the rest within the reach area.
- For 30% model centres there is developed integrated planning and delivery of education and childcare across a child's day. A one-stop service is offered and valued by parents taking up the childcare offering of the centre. The structure of service provision for 0-2 years olds is being developed to offer a service consistent with that offered for 3-4 year olds. Childcare for five year olds, where taken up, is an emerging seamless part of the child's day experience. The teacher has a role in relation to other multi-agency team members to encourage the spread of knowledge on child development and ways of working to support this.
- There is a developed and supported childminder network operating in the reach area.
- Service provision is developing collaboratively with partners and agencies to meet local needs. Respective delivery plans indicate some alignment around a shared understanding of the needs of the reach area population of children. In some cases specialist services operate from the centre core venue e.g. speech and language specialists hold clinics and sessions for relevant parents and children. There is evidence of some impact on children's development and well-being as a result of focused services and support by the centre along with other local partners.
- There is a range of parenting support and development programmes for relevant "needy" parents. There is evidence that parents have a good knowledge of the factors optimising their children's development and learning;

they are confident in engaging in their child's play and learning. Parents see clear progress in their child. Some parents are using the same approach in the home learning environment.

- Outreach activities are planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or "hard to reach". There is a developing approach to analysing the quality and effectiveness of services especially maintained, private and voluntary pre-school settings.
- Local partner services are aligned with complementary service plans and activities relating to the implementation and support for the EYFS framework.
- EYFS profile indicates some progress over time. Transition needs are supported. Children are engaged in learning and display high self-esteem and collaborative behaviour.
- The centre is linked with the local authority's play strategy and has explicit activities in its business / delivery plan addressing play needs in the reach area.
- The centre has developed links with appropriate accredited parenting skills offerings.
- The centre has integrated plans for disabled children including access to relevant specialist childcare. There are some delivery arrangements and evaluation processes in place. Portage and other related services are linked with a relevant and appropriate offering to children in the reach area.
- The centre identifies factors inhibiting the child's development early and puts in place strategies to address these. There is a strong focus on narrowing the achievement gap, developing early language and social development,

	<p>with personalised support and play embedded in practice.</p> <ul style="list-style-type: none"> <li>• For 30% model centres there is an agreed approach to funding and deploying a full time equivalent qualified teacher within two years of basic designation.</li> </ul>
<p><b>Satisfactory</b> Enjoy and Achieve</p>	<ul style="list-style-type: none"> <li>• The centre is beginning to use the national (NI 72 and NI 92) and local PIs related to Enjoy and Achieve and specific issues within the reach area to inform the planning of activities.</li> <li>• The business / delivery plan has some focus of activities to improve the percentage of children who achieve a total of at least 78 points across the Early Years Foundation Stage profile (EYFSP) with at least six points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales.</li> <li>• Engagement with local primary phase schools is beginning to focus on using the EYFS profile results to inform service delivery priorities for the 0-5 population in the CC reach area, with evidence of dialogue and planning with local head teachers.</li> <li>• The business / delivery plan has some focus of activities to influence a narrowing of the gap between the lowest achieving 20% in the EYFSP and the rest within the reach area.</li> <li>• For 30% model centres there are the beginnings of a detailed approach to ensuring integrated education and childcare across a child's day. A service is offered and valued by parents taking up the childcare offering of the centre. The structure of service provision for 0-2 years olds is being developed to offer a service consistent with that offered for 3-4 year olds.</li> </ul>

- There is an embryonic childminder network operating in the reach area.
- Some elements of service provision are developed collaboratively with partners and agencies to meet local needs. In some cases specialist services operate from the centre core venue e.g. speech and language specialists hold clinics and sessions for relevant parents and children. There plans to secure clear evidence of substantial impact on children's development and well-being as a result of focused services and support by the centre along with other local partners.
- There are some parenting support and development programmes for relevant "needy" parents.
- Outreach activities are beginning to be planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or "hard to reach".
- There is an emerging commitment amongst relevant partner agencies to align activities and services to support the implementation of the EYFS framework.
- EYFS profile indicates some progress over time. There is a focus of activity supporting transition across settings.
- The centre is linked with the local authority's play strategy and has some activities in its business / delivery plan addressing play needs in the reach area.
- The centre has developed links with parenting skills offerings.
- The centre has an awareness of the needs of disabled children including access to relevant specialist childcare and is developing an appropriate range of service offerings in collaboration with other partners and agencies.

	<ul style="list-style-type: none"> <li>• The centre identifies some factors inhibiting the child’s development early and puts in place strategies to address these.</li> <li>• For 30% model centres there is an agreed approach to funding and deploying a full time equivalent qualified teacher within two years of basic designation.</li> </ul>
<p><b>Inadequate</b> Enjoy and Achieve</p>	<ul style="list-style-type: none"> <li>• Little or no use is made of available national (NI 72 and NI 92) and local PIs related to Enjoy and Achieve and specific issues within the reach area to inform the planning of activities.</li> <li>• The business / delivery plan has no clearly linked activities to improve the percentage of children who achieve a total of at least 78 points across the Early Years Foundation Stage profile (EYFSP) with at least six points scored in each of the personal, social and emotional development (PSED) and communication, language and literacy (CLL) scales.</li> <li>• There is little or no engagement with local primary phase schools focusing on using the EYFS profile results to inform service delivery priorities for the 0-5 population in the CC reach area.</li> <li>• The business / delivery plan has no clearly linked activities to influence a narrowing of the gap between the lowest achieving 20% in the EYFSP and the rest within the reach area.</li> <li>• For 30% model centres there is poorly defined and arranged education and childcare across a child’s day. The service offered is not highly valued or taken up by parents needing integrated education and childcare. The structure of service provision for 0-2 year olds is not currently consistent with that offered for 3-4 year olds.</li> </ul>

- There is no childminder network operating in the reach area or, where it is named, there is little evidence of network activity.
- Service provision is not yet developed collaboratively with partners and agencies to meet local needs.
- The focus of a parenting offer has yet to be developed for relevant “needy” parents in the reach area.
- Outreach activities are not planned collaboratively with other services to identify and respond to the needs of the reach area population especially children and families marginalised or “hard to reach”.
- There is insufficient focus and attention to developing and implementing the objectives of the EYFS framework.
- The centre is not engaged in understanding what the EYFS profile indicates about children’s needs in the reach area. There is no focus of activity supporting transition across settings.
- The centre is not explicitly linked with the local authority’s play strategy.
- The centre has no links with parenting skills offerings.
- The centre does not have a focus on meeting the needs of disabled children including access to relevant specialist childcare.
- The centre is not involved in identifying factors inhibiting the child’s development.
- For 30% model centres there is no agreed approach to funding and deploying a full time equivalent qualified

	teacher within two years of basic designation.
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<b>Part C</b>	<b>Qualitative analysis of Centre contribution to Every Child Matters outcomes, with reference to performance on performance indicators</b>
<b>Section 1:</b>	<b>Make a Positive Contribution</b>
<b>Outstanding</b> Make a Positive Contribution	<ul style="list-style-type: none"> <li>• The centre uses well developed proxy indicators such as local school attendance and exclusion profiles for siblings as a means of targeting activities to impact upon inter-generational need profiles for 0-5 year old children in the reach area.</li> <li>• The centre uses, as appropriate and relevant, Early Years Foundation Stage Profile data, school attainment and post-16 employment and training patterns for siblings of children in the reach area, to establish priorities and key activities.</li> <li>• The centre has a developed approach to acquiring intelligence and information about siblings involved in the criminal justice system to develop positive impact for 0-5 year olds in the reach area.</li> <li>• The business / delivery plan has highly developed priority actions and activities which are focused on enhancing the life chances of 0-5 year olds in the reach area.</li> <li>• The centre has a developed approach to engaging with the needs of children in households where parents/carers have a history of substance misuse and or domestic violence.</li> <li>• Plans and activities reflect the need for positive engagement with children linked with parents and extended family where substances misuse is a known medium or long term issue in the family.</li> </ul>

- Assessment of the impact of activities and outcomes is used well and consistently to inform future planning. Services are developed in response to local reach area need.
- The centre staff, agents and partners are confident, and highly sharing of their knowledge of the reach area community and the service delivery plan contains mitigation activities which address key barriers to meeting the needs of 0-5 year olds in the area.
- The centre facilities provide a welcoming, inclusive environment, the ethos and ambience of which is influenced by parents and practitioners involved with the centre. Staff, agents and partners model positive and consistent behaviours.
- Highly developed and consolidated arrangements are in place to provide enhanced individual support e.g. for children with disabilities or on the cusp of care proceedings. Marginalised and “hard to reach” children and families are identified and relevant services are delivered to, and planned by, them through outreach activities or at the centre and are tailored to meet individual need.
- The centre develops and promotes volunteering and links to other agencies where there are volunteering opportunities. There is a notable and valued set of activities planned, managed and delivered through volunteers.
- The centre promotes consultation and participation through mechanisms such as a constituted parents’ forum. Parents evidence that they are influencing service provision with a significant involvement in the self-evaluation and service planning processes.
- Appropriate means of identifying thoughts, feelings and experiences of 0-5 year olds are routinely and

	<p>systematically used to develop services in the reach area. It is evident that children are confident communicators with evidence that all professionals actively reinforcing communication skills.</p> <ul style="list-style-type: none"> <li>• The centre has strong links with adult learning providers and has developed pathways into adult learning and employment related skill development. All staff are trained in Steps to Learning to enable them to identify skills gaps in parents and confidently but sensitively refer parents on to Skills for Life provision.</li> <li>• There is a well-developed parental engagement strategy. Parents are fully involved in identifying their needs and planning the services to meet those needs.</li> <li>• The centre enables parents to take an active role in its development and contribute to the self-evaluation of the programme and services of the centre. There are elements of service delivery and activities which are highly influenced and directed by parents.</li> </ul>
<p><b>Good</b> Make a Positive Contribution</p>	<ul style="list-style-type: none"> <li>• The centre uses some proxy indicators such as local school attendance and exclusion profiles for siblings as a means of targeting activities to impact upon inter-generational need profiles for 0-5 year old children in the reach area.</li> <li>• The centre uses, as appropriate and relevant, Early Years Foundation Stage Profile data, school attainment and post-16 employment and training patterns for siblings of children in the reach area, to establish priorities and key activities.</li> <li>• The centre has a developing approach to acquiring intelligence and information about siblings involved in the criminal justice system to develop positive impact for 0-5 year olds in the reach area.</li> </ul>

- The business / delivery plan has detailed priority actions and activities which are focused on enhancing the life chances of 0-5 year olds in the reach area.
- Plans and activities reflect the need for positive engagement with children linked with parents and extended family where substances misuse and or domestic violence is a known medium or long term issue in the family.
- Assessment of the impact of activities and outcomes is used consistently to inform future planning. Services are developed in response to local reach area need.
- The centre staff, agents and partners are confident in their knowledge of the reach area community and the service delivery plan contains mitigation activities which address key barriers to meeting the needs of 0-5 year olds in the area.
- The centre facilities provide a welcoming, inclusive environment. Staff, agents and partners model positive and consistent behaviours.
- Developed arrangements are in place to provide enhanced individual support e.g. for children with disabilities or on the cusp of care proceedings. Marginalised and “hard to reach” children and families are identified and relevant services are delivered to, and planned by, them through outreach activities or at the centre and are tailored to meet individual need.
- The centre develops and promotes volunteering and links to other agencies where there are volunteering opportunities.
- The centre promotes consultation and participation through mechanisms such as a constituted parents’ forum.

	<p>Parents evidence that they are influencing service provision.</p> <ul style="list-style-type: none"> <li>• Appropriate means of identifying thoughts, feelings and experiences of 0-5 year olds are routinely used to develop services in the reach area. It is evident that children are emerging confident communicators.</li> <li>• The centre has developing links with adult learning providers and has developed pathways into adult learning and employment related skill development. All staff focus on identifying skills gaps in parents and confidently but sensitively refer parents on to Skills for Life provision.</li> <li>• There is a developed parental engagement strategy. Parents are fully involved in identifying their needs and planning the services to meet those needs.</li> <li>• The centre enables parents to take an active role in its development and contribute to the self-evaluation of the programme and services of the centre.</li> </ul>
<p><b>Satisfactory</b> Make a Positive Contribution</p>	<ul style="list-style-type: none"> <li>• The centre is beginning to use some proxy indicators such as local school attendance and exclusion profiles for siblings as a means of targeting activities to impact upon inter-generational need profiles for 0-5 year old children in the reach area.</li> <li>• The centre has plans to use, as appropriate and relevant, Early Years Foundation Stage Profile data, school attainment and post-16 employment and training patterns for siblings of children in the reach area, to establish priorities and key activities.</li> <li>• The centre has plans to acquire and inform planning intelligence and information about siblings involved in the criminal justice system to develop positive impact for 0-5 year olds in the reach area.</li> </ul>

- The business / delivery plan has some focus of activities to influence enhancing the life chances of 0-5 year olds in the reach area.
- Plans and activities are beginning to reflect the need for positive engagement with children linked with parents and extended family where substances misuse and or domestic violence is a known medium or long term issue in the family.
- Assessment of the impact of activities and outcomes is beginning to be used to inform future planning. Services are beginning to be developed in response to local reach area need.
- The centre staff, agents and partners demonstrate willingness to share and collaborate in their knowledge of the reach area community, and the service delivery plan contains some mitigation activities which address key barriers to meeting the needs of 0-5 year olds in the area.
- The centre facilities have a developing inclusiveness. Staff, agents and partners have plans to model positive and consistent behaviours.
- Some arrangements are in place to provide enhanced individual support e.g. for children with disabilities or on the cusp of care proceedings. Marginalised and “hard to reach” children and families are beginning to be identified. Outreach activities are embryonic with an awareness of the need for greater focus and prioritisation.
- The centre is planning to develop and promote volunteering and links to other agencies where there are volunteering opportunities.

	<ul style="list-style-type: none"> <li>• The centre is beginning to promote consultation and participation through mechanisms such as a constituted parents' forum.</li> <li>• Appropriate means of identifying thoughts, feelings and experiences of 0-5 year olds are being planned for with some evidence that the communication skill needs of 0-5 year olds in the reach area are known.</li> <li>• The centre is planning to develop links with adult learning providers to ensure pathways into adult learning and employment related skill development for relevant parents/carers. There are plans to ensure that all professionals are confident in identifying personal/employment skills gaps for parent/carers.</li> <li>• There are plans to develop parenting skills engagement consistent with the local authority's parenting commissioning strategy.</li> <li>• The centre has plans to enable parents to take an active role in its development and contribute to the self-evaluation of the programme and services of the centre.</li> </ul>
<p><b>Inadequate</b> Make A Positive Contribution</p>	<ul style="list-style-type: none"> <li>• Little or no use is made of proxy indicators such as local school attendance and exclusion profiles for siblings as a means of targeting activities to impact upon inter-generational need profiles for 0-5 children in the reach area.</li> <li>• The centre has no plans to use, as appropriate and relevant, Early Years Foundation Stage Profile data, school attainment and post-16 employment and training patterns for siblings of children in the reach area, to establish priorities and key activities.</li> <li>• The centre has no plans to acquire intelligence and information about siblings involved in the criminal justice system to develop positive impact for 0-5 year olds in the reach area.</li> </ul>

- The business / delivery plan has insufficient focus of activities to influence enhancing the life chances of 0-5 year olds in the reach area.
- There is insufficient planning and focus of activities to develop positive engagement with children linked with parents and extended family where substances misuse and or domestic violence is a known medium or long term issue in the family.
- Assessment of the impact of activities and outcomes is not used to inform future planning.
- Plans have not yet been put in place for centre staff, agents and partners to collaborate and share information, intelligence and knowledge of the reach area community to prioritise collaboration and service delivery in meeting the needs of 0-5 year olds in the area.
- The centre facilities have yet to be developed to provide an ethos and environment of inclusiveness. Staff, agents and partners have not developed approaches to modelling positive and consistent behaviours.
- No arrangements are in place to provide enhanced individual support e.g. for children with disabilities or on the cusp of care proceedings. Marginalised and “hard to reach” children and families are not specifically identified. Outreach activities are not in place, with little awareness of the need for greater focus and prioritisation.
- The centre does not have a focus on supporting or enhancing volunteering linked to the priority needs of the 0- 5 year olds in the reach area.
- The centre is beginning to promote consultation and participation through mechanisms such as a constituted

	<p>parents' forum.</p> <ul style="list-style-type: none"> <li>• No appropriate means of identifying thoughts, feelings and experiences of 0-5 year olds are being planned for to advance the communication skill needs of 0-5 year olds in the reach area.</li> <li>• The centre has insufficient links with adult learning providers to ensure pathways into adult learning and employment related skill development for relevant parents/carers. There are no explicit plans to ensure that all professionals are confident in identifying personal/employment skills gaps in parent/carers.</li> <li>• There are no plans to develop parenting skills engagement consistent with the local authority's parenting commissioning strategy.</li> <li>• The centre does not have plans to enable parents to take an active role in its development and contribute to the self-evaluation of the programme and services of the centre.</li> </ul>
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<b>Part C</b>	<b>Qualitative analysis of Centre contribution to Every Child Matters outcomes, with reference to performance on performance indicators</b>
<b>Section 1:</b>	<b>Achieve Economic Wellbeing</b>
<b>Outstanding</b> Achieving Economic Wellbeing	<ul style="list-style-type: none"> <li>• The centre uses well developed national and local indicator data related to Achieving Economic Wellbeing for the population of the reach area to inform the setting of priorities and action planning. In particular the centre uses information about inter-generational underachieving siblings and data about post-16 siblings not in education, employment or training (NEET) to establish relevant activities to support the families of 0-5 year olds in the reach area.</li> </ul>

- The centre has a highly developed approach to acquiring intelligence and information about poverty and low income circumstances for 0-5 year olds in the reach area. In particular the centre makes good use of Working Tax Credit childcare uptake data with data sets analysed at super output level within the reach area.
- The business / delivery plan has detailed priority actions and activities which are focused on enhancing links with the needs of parents/carers of 0-5 year olds in the reach area e.g. needs linked with teenage parents.
- The centre has a developed relationship and engagement with Jobcentre Plus with specific supporting activities to develop the uptake of the Working Tax Credit for childcare and support for employment-related training through crèche and other childcare developments.
- The plans and activities of the centre include developing partnership working with debt counselling agencies to mitigate the impact of debt and financial stress for needy families.
- The centre has a targeted approach and a set of arrangements to support unemployed parents and carers to access training and development services.
- A collaborative relationship is in place with local Adult and Further Education providers to support access for workless parents and parents on low income wishing to develop skills and competences in the labour market. The centre is innovative and proactive in established related services.
- A highly effective relationship has been establish with local social housing agencies focused on supporting the wellbeing of households with 0-5 year olds.

	<ul style="list-style-type: none"> <li>• Cultural isolation and exclusion, especially for black and minority ethnic communities, is a key focus of relevant activities where the needs of 0-5 year olds and their parents/carers are identified as priorities. The centre is innovative and original in its service offering to “hard to reach” communities.</li> <li>• The centre has a highly developed programme of activities and services delivered by Jobcentre Plus and other local agencies that contribute to the agenda. Parents are accessing information and advice on a range of topics such as housing, debt, benefits etc.</li> <li>• Collaboration with Jobcentre Plus is highly effective with support activities targeted at unemployed households with 0-5 needy children.</li> <li>• The local Children’s and Families Information Service is highly integrated into the signposting and information provision offering of the centre.</li> </ul>
<p><b>Good</b> Achieving Economic Wellbeing</p>	<ul style="list-style-type: none"> <li>• The centre uses some national and local indicator data related to Achieving Economic Wellbeing for the population of the reach area to inform the setting of priorities and action planning. In particular the centre uses information about inter-generational underachieving siblings and data about post-16 siblings not in education, employment or training (NEET) to establish relevant activities to support the families of 0-5 year olds in the reach area.</li> <li>• The centre is developing approaches to acquiring intelligence and information about poverty and low income circumstances for 0-5 year olds in the reach area.</li> <li>• The centre is developing an approach to acquiring intelligence and information about poverty and low income circumstances for 0-5 year olds in the reach area. In particular the centre is making some use of Working Tax Credit childcare uptake data with data sets analysed at super output area level within the reach area.</li> </ul>

- The business / delivery plan has developed priority actions and activities which are focused on enhancing links with the needs of parents/carers of 0-5 year olds in the reach area e.g. needs linked with teenage parents.
- The centre has a developing relationship and engagement with Jobcentre Plus with specific supporting activities to develop the uptake of the Working Tax Credit for childcare and support for employment-related training through crèche and other childcare developments.
- The plans and activities of the centre include partnership working with debt counselling agencies to mitigate the impact of debt and financial stress for needy families.
- The centre has a targeted approach and detailed set of arrangements to support unemployed parents and carers to access training and development services.
- A collaborative relationship is in place with local Adult and Further Education providers to support access for workless parents and parents on low income wishing to develop skills and competences in the labour market.
- An effective relationship has been established with local social housing agencies focused on supporting the wellbeing of households with 0-5 year olds.
- Cultural isolation and exclusion, especially for black and minority ethnic communities, is a key focus of relevant activities where the needs of 0-5 year olds and their parents/carers are identified as having priority needs.
- The centre has a developed programme of activities and services delivered by Jobcentre Plus and other local agencies that contribute to the agenda. Parents are accessing information and advice on a range of topics such as

	<p>housing, debt, benefits etc.</p> <ul style="list-style-type: none"> <li>• Collaboration with Jobcentre Plus is effective with support activities targeted at unemployed households with 0-5 year old needy children.</li> <li>• The local Children’s and Families Information Service is integrated well into the signposting and information provision offering of the centre.</li> </ul>
<p><b>Satisfactory</b> Achieving Economic Wellbeing</p>	<ul style="list-style-type: none"> <li>• The centre is beginning to use national and local indicator data related to <i>Achieving Economic Wellbeing</i> for the population of the reach area to inform the setting of priorities and action planning. In particular the centre is beginning use information about inter-generational underachieving siblings and data about post-16 siblings not in education, employment or training (NEET) to establish relevant activities to support the families of 0-5 year olds in the reach area.</li> <li>• The centre has plans for developing approaches to acquiring intelligence and information about poverty and low income circumstances for 0-5 year olds in the reach area.</li> <li>• The centre has plans to develop approaches to acquiring intelligence and information about poverty and low income circumstances for 0-5 year olds in the reach area.</li> <li>• The business / delivery plan has some priority actions and activities which are focused on enhancing links with the needs of parents/carers of 0-5 year olds in the reach area e.g. needs linked with teenage parents.</li> <li>• The centre has basic arrangements in place with Jobcentre Plus including a direct telephone link, notice boards and information leaflets readily available and accessible.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is an ambition to have partnership working with debt counselling agencies to mitigate the impact of debt and financial stress for needy families.</li> <li>• The centre has some arrangements in place to support unemployed parents and carers to access training and development services.</li> <li>• There is an ambition to develop collaborative partnership relationship is in place with local Adult and Further Education providers to support access for workless parents and parents on low income wishing to develop skills and competences in the labour market.</li> <li>• The centre has an embryonic approach to addressing cultural isolation and exclusion, especially for black and minority ethnic communities.</li> <li>• The local Children’s and Families Information Service is an emerging service link in the centre offering signposting and information provision to parents and professionals.</li> </ul>
<b>Inadequate</b> Achieving Economic Wellbeing	<ul style="list-style-type: none"> <li>• Little or no use is made of proxy national and local indicator data related to Achieving Economic Wellbeing for the population of the reach area to inform the setting of priorities and action planning. In particular the centre makes little use information about inter-generational underachieving siblings and data about post-16 siblings not in education, employment or training (NEET) to establish relevant activities to support the families of 0-5 year olds in the reach area.</li> <li>• The centre does not have plans to develop approaches to acquiring intelligence and information about poverty and low income circumstances for 0-5 year olds in the reach area.</li> </ul>

- The business / delivery plan has insufficient focus of activities which are focused on enhancing links with the needs of parents/carers of 0-5 year olds in the reach area e.g. needs linked with teenage parents.
- The centre has out of date and poor consistency of arrangements in place with Jobcentre Plus.
- There is a low awareness of the need for partnership working with debt counselling agencies to mitigate the impact of debt and financial stress for needy families.
- The centre has no arrangements in place to support unemployed parents and carers to access training and development services.
- There is a low awareness of the need to develop collaborative partnership relationship is in place with local Adult and Further Education providers to support access for workless parents and parents on low income wishing to develop skills and competences in the labour market.
- There are no plans or activities in place to address cultural isolation and exclusion, especially for black and minority ethnic communities.
- The local Children's and Families Information Service has no clear links with the centre in offering signposting and information provision to parents and professionals.

Part C Section 2:	Access for the most excluded groups
<b>Outstanding</b> Access for the most excluded groups	<ul style="list-style-type: none"> <li>• The centre has a well developed approach to identifying the needs of “hard to reach” and excluded families. The delivery priorities link to relevant priorities of the local Children and Young People’s Plan and, if relevant the Local Area Agreement.</li> <li>• The business / delivery plan has highly developed priority actions and activities which are focused on overcoming barriers to engagement with isolated and non-engaged needy families of 0-5 year olds in the reach area. A clear and specific portion of dedicated outreach resources is earmarked for action to increase engagement with specific groups of parents.</li> <li>• The centre activities include targeted opportunities for engaging fathers in the care and development of 0-5 year olds. Practice and activities reflect guidance from national specialist organisations and pressure groups with highly regarded best practice recommendations to support fathers.</li> <li>• Cultural isolation and exclusion, especially for black and minority ethnic communities, is a highly developed focus of relevant activities where the needs of 0-5 year olds and their parents/carers are identified as priorities. The centre uses innovative and original approaches to engage with “hard to reach” communities.</li> <li>• The centre has highly developed processes, for example recording usage data to inform their evaluation and measurement of the centre’s effectiveness of activities and services</li> <li>• “Hard to reach” parents in the local community with young children under 5, are significantly involved in designing and developing service provision including the “re-engineering” of traditional service provision.</li> </ul>

- Service provision is well designed with professionals aware of the need to engage with and support fathers in the care and development of 0-5 year olds in the reach area. Service delivery configuration takes accounts of the working patterns of fathers, night workers and population cultural specific requirements e.g. such as Faith events and key dates.
- There is a developed approach to evaluating how effective service provision is for engaging fathers and traditionally “hard to reach” parents including data on proportions of access and consistency of use.
- Service provision is designed to overcome barriers to access and with an emphasis on equality of access needs.
- Partner agency information and intelligence is maximised to target service provision and to overcome barriers for “hard to reach” parents accessing services.
- The centre has a clear set of arrangements to support children with disabilities and there is an effective engagement with the local authority’s implementation of features and requirements of the Early Support programme.
- All procedures and activities are monitored, outcomes assessed and plans reviewed in the light of findings. The centre has identified gaps in service provision and has plans in place to close them.
- The centre makes a significant positive difference to the lives and life chances of vulnerable children and their families, and champions their inclusion in the community.

Equality and inclusion training is part of the staff and inter-agency induction processes. More specialist multi-agency training is commissioned as necessary to support specific training and development needs of

	professionals.
<b>Good</b> Access for the most excluded groups	<ul style="list-style-type: none"> <li>• The centre has a developed approach to identifying the needs of “hard to reach” and excluded families. The delivery priorities link to relevant priorities of the local Children and Young People’s Plan and, if relevant, the Local Area Agreement.</li> <li>• The business / delivery plan has developed priority actions and activities which are focused on overcoming barriers to engagement with isolated and non-engaged needy families of 0-5 year olds in the reach area. A clear and specific portion of dedicated outreach resources is targeted at specific low engaged groups of parents.</li> <li>• The centre activities include some targeted opportunities for engaging fathers in the care and development of 0-5 year olds. Practice and activities reflect guidance from national specialist organisations and pressure groups with highly regarded best practice recommendations to support fathers.</li> <li>• Cultural isolation and exclusion, especially for black and minority ethnic communities, is a developing focus of relevant activities where the needs of 0-5 year olds and their parents/carers are identified as priorities. The centre is innovative and original in its service offering to “hard to reach” communities.</li> <li>• The centre has developed processes including usage data to judge the uptake and effectiveness of activities and service offerings.</li> <li>• “Hard to reach” parents in the local community with young children under 5 are involved in designing and developing service provision including the “re-engineering” of traditional service provision.</li> <li>• Service provision is designed with professionals aware of the need to engage with and support fathers in the care and development of 0-5 year olds in the reach area. There is recognition that service delivery configuration needs</li> </ul>

to take account of the working patterns of fathers, night workers and population cultural specific requirements e.g. such as Faith events and key dates.

- There are plans in place to develop an approach to evaluating how effective service provision is for engaging fathers and traditionally “hard to reach” need parents, including data on proportions of access and consistency of use.
- Service provision is beginning to be designed and reconfigured to overcome barriers to access and with an emphasis on equality of access needs.
- Partner agency information and intelligence is beginning to be used to some extent to target service provision and to overcome barriers for “hard to reach” parents accessing services.
- The centre has some arrangements in place to support children with disabilities and there is an effective engagement with the local authority’s implementation of features and requirements the Early Support programme.
- All procedures and activities are monitored, outcomes assessed and plans reviewed in the light of findings. The centre has identified gaps in service provision and has plans in place to close identified shortfall.
- The centre is beginning to make a positive difference to the lives and life chances of vulnerable children and their families, and champions their inclusion in the community.
- Equality and inclusion training is part of the staff and inter-agency induction processes. More specialist multi-agency training is commissioned as necessary to support specific training and development needs of professionals.

<p><b>Satisfactory</b> Access for the most excluded groups</p>	<ul style="list-style-type: none"> <li>• The centre has a developed approach to identifying the needs of “hard to reach” and excluded families. The delivery priorities link to relevant priorities of the local Children and Young People’s Plan and, if relevant, the Local Area Agreement</li> <li>• The business / delivery plan has plans for priority actions and activities which are focused on overcoming barriers to engagement with isolated and non-engaged needy families of 0-5 year olds in the reach area. A clear and specific portion of dedicated outreach resources is targeted at specific low engaged groups of parents.</li> <li>• The centre activities include some targeted opportunities for engaging fathers in the care and development of 0-5 year olds. Practice and activities reflect guidance from national specialist organisations and pressure groups with highly regarded best practice recommendations to support fathers.</li> <li>• Cultural isolation and exclusion, especially for black and minority ethnic communities, is a developing focus of relevant activities where the needs of 0-5 year olds and their parents/carers are identified as priorities. The centre is innovative and original in its service offering to “hard to reach” communities.</li> <li>• The centre has developed processes including usage data to judge the uptake and effectiveness of activities and service offerings.</li> <li>• “Hard to reach” parents in the local community with young children under 5 are beginning to be involved in designing and developing service provision including the “re-engineering” of traditional service provision.</li> <li>• Service provision is designed with professionals aware of the need to engage with and support fathers in the care</li> </ul>

and development of 0-5 year olds in the reach area. There is recognition that service delivery configuration needs to take account of the working patters of fathers, night workers and population cultural specific requirements e.g. such as Faith events and key dates.

- There is a developing approach to evaluating how effective service provision is for engaging fathers and traditionally “hard to reach” need parents, including data on proportions of access and consistency of use.
- Service provision is designed to overcome barriers to access and with an emphasis on equality of access needs.
- Partner agency information and intelligence is beginning to be used to some extent to target service provision and to overcome barriers for “hard to reach” parents accessing services.
- The centre has some arrangements in place to support children with disabilities and there is an effective engagement with the local authority’s implementation of features and requirements the Early Support programme.
- All procedures and activities are monitored, outcomes assessed and plans reviewed in the light of findings. The centre has identified gaps in service provision and has plans in place to close identified shortfall.
- The centre is beginning to make a positive difference to the lives and life chances of vulnerable children and their families, and champions their inclusion in the community.
- Equality and inclusion training is part of the centre staff and inter-agency induction processes. More specialist multi-agency training is commissioned as necessary to support specific training and development needs of professionals.

<p><b>Inadequate</b> Access for the most excluded groups</p>	<ul style="list-style-type: none"> <li>• The centre has an undeveloped approach to identifying the needs of “hard to reach” and excluded families. There is no explicit link with the priorities of the local Children and Young People’s Plan.</li> <li>• The business / delivery plan has insufficient focus of activities for overcoming barriers to engagement with isolated and non-engaged needy families of 0-5 year olds in the reach area. There is insufficient clarity about the specific portion of dedicated outreach resources which is targeted at specific low engaged groups of parents.</li> <li>• The centre activities do not include targeted opportunities for engaging fathers in the care and development of 0-5 year olds. Practice and activities reflect guidance from national specialist organisations and pressure groups.</li> <li>• Cultural isolation and exclusion, especially for black and minority ethnic communities, is not yet a focus of relevant activities where the needs of 0-5 year olds and their parents/carers are identified as priorities.</li> <li>• The centre does not have processes including usage data to judge the uptake and effectiveness of activities and service offerings.</li> <li>• “Hard to reach” parents in the local community with young children under 5 are not involved in designing and developing service provision including the “re-engineering” of traditional service provision.</li> <li>• Service provision is not designed with sufficient attention to the need to engage with and support fathers in the care and development of 0-5 year olds in the reach area. There is no recognition that service delivery configuration needs to take account of the working patters of fathers, night workers and population cultural specific</li> </ul>

requirements e.g. such as Faith events and key dates.

- There is no evaluation of how effective service provision is for engaging fathers and traditionally “hard to reach” need parents including data on proportions of access and consistency of use.
- Service provision is not designed and configured to overcome barriers to access and with an emphasis on equality of access needs.
- Partner agency information and intelligence is not used to any extent to target service provision and to overcome barriers for “hard to reach” parents accessing services.
- The centre has no arrangements in place to support children with disabilities and there is a lack of effective engagement with the local authority’s implementation of features and requirements the Early Support programme.
- There is an inconsistent approach to monitoring and evaluation of outcomes. The centre does not consistently and methodically identify gaps in service provision or seek to address these.
- The centre cannot confidently evaluate that it is beginning to make a positive difference to the lives and life chances of vulnerable children and their families, nor does it champion their inclusion in the community.
- Equality and inclusion training is featuring as part of the centre staff and inter-agency induction processes

<b>Part C Section 3:</b>	<b>Parental and Community Involvement</b>
<b>Outstanding</b> Parental and Community Involvement	<ul style="list-style-type: none"> <li>• The centre has highly developed processes to engage with and secure the involvement of mothers, fathers, carers including informal carers and grandparents, children and community groups as part of a methodical approach to the planning, development and review of the effectiveness of services for 0-5 year olds in the reach area.</li> <li>• A clear and well publicised complaints and user feedback system is established and working highly satisfactorily and being used to inform judgements about the quality and effectiveness of arrangements and services.</li> <li>• Community groups and stakeholders are closely involved in the formulation of priorities for the reach area. In particular all voluntary and private sector providers of childcare and other early years provision in the reach area are consulted.</li> <li>• Parish and District Council engagement is sought and there is involvement as appropriate.</li> <li>• Parents and carers constitute a majority element of the centre's advisory board and have a detailed involvement in the formulation and review of the business/delivery plan for the reach area. Black and minority ethnic communities are appropriately reflected in the makeup of the advisory board. Parents of children with disabilities and learning difficulties have a representative presence in the advisory board and its fora.</li> <li>• There is extensive evidence of plans being adjusted, and if necessary activities ceased, as a result of taking account of the views of parents and other stakeholders involved in the reach area.</li> <li>• The centre has a well developed consultation and engagement process, which solicits and captures the views of</li> </ul>

	<p>parents and carers not directly involved with services of the centre.</p> <ul style="list-style-type: none"> <li>• The planning, review and development of the business/delivery plan takes account of the views of all stakeholders in the reach area with special regard to the capture of views and opinions of traditionally “hard to reach” parents and stakeholders.</li> </ul>
<p><b>Good</b> Parental and Community Involvement</p>	<ul style="list-style-type: none"> <li>• The centre has developed processes to engage with and secure the involvement of mothers, fathers, carers including informal carers and grandparents, children and community groups as part of a methodical approach to the planning, development and review of the effectiveness of services for 0-5 year olds in the reach area.</li> <li>• A clear and well publicised complaints and user feedback system is established and working satisfactorily.</li> <li>• Community groups and stakeholders have some involvement in the formulation of priorities for the reach area. In particular most voluntary and private sector providers of childcare and other early years provision in the reach area are consulted.</li> <li>• Parish and District Council engagement is sought.</li> <li>• Parents and carers constitute a key element of the centre’s advisory board and have some involvement in the formulation and review of the business/delivery plan for the reach area. Black and minority ethnic communities are appropriately reflected in the makeup of the advisory board. Parents of children with disabilities and learning difficulties have a representative presence in the advisory board and its fora.</li> <li>• There is some evidence of plans being adjusted, and if necessary activities ceased, as a result of taking account of the views of parents and other stakeholders involved in the reach area.</li> </ul>

	<ul style="list-style-type: none"> <li>• The centre has a consultation and engagement process, which is beginning to solicit and capture the views of parents and carers not directly involved with services of the centre.</li> <li>• The planning, review and development of the business/delivery plan is beginning to take account of the views of all stakeholders in the reach area with special regard to the capture of views and opinions of traditionally “hard to reach” parents and stakeholders.</li> </ul>
<b>Satisfactory</b> Parental and Community Involvement	<ul style="list-style-type: none"> <li>• The centre has detailed plans to develop processes to engage with and secure the involvement of mothers, fathers, carers including informal carers and grandparents, children and community groups as part of a methodical approach to the planning, development and review of the effectiveness of services for 0-5 year olds in the reach area.</li> <li>• A publicised complaints and user feedback system is established.</li> <li>• The centre has in place some processes for the involvement of community groups and stakeholders in the formulation of priorities for the reach area.</li> <li>• There is an ambition to engage Parish and District Councils.</li> <li>• Parents and carers are involved in the centre’s advisory board and have some involvement in the formulation and review of the business/delivery plan for the reach area. Black and minority ethnic communities are beginning to be involved in the work of the advisory board.</li> <li>• The centre is beginning to consult and involve parents and carers in the formulation of priorities and activities for</li> </ul>

	<p>the centre.</p> <ul style="list-style-type: none"> <li>• There is an ambition to develop and deepen the involvement and contribution of “hard to reach” parents and stakeholders in the planning, review and development of the business/delivery plan.</li> </ul>
<p><b>Inadequate</b> Parental and Community Involvement</p>	<ul style="list-style-type: none"> <li>• The centre does not have developed plans to engage with and secure the involvement of mothers, fathers, carers, children and community groups as part of a methodical approach to the planning, development and review of the effectiveness of services for 0-5 year olds in the reach area.</li> <li>• A complaints and user feedback system is at planning stage.</li> <li>• The centre does not have in place processes for the involvement of community groups and stakeholders in the formulation of priorities for the reach area.</li> <li>• Parents and carers are not involved in the centre’s advisory board.</li> <li>• The centre has not developed consultation and engagement arrangements with parents and carers in the formulation of priorities and activities for the centre.</li> <li>• There are no explicit plans for the involvement of “hard to reach” parents and stakeholders in the planning, review and development of the business/delivery plan.</li> <li>• User satisfaction surveys are not undertaken, or are ineffective in gathering a wide range of views.</li> </ul>

Part C Section 4:	Centre Leadership and Financial Management
<b>Outstanding</b> Centre Leadership and Financial Management	<ul style="list-style-type: none"> <li>• The reach area has a well established and functioning advisory board providing leadership for the centre alongside a named and confident centre leader.</li> <li>• Senior managers of partner agencies and the management of the centre have a shared vision and focus on the needs of the reach area community.</li> <li>• The centre leader (manager/coordinator) has established a fully coherent and integrated set of activities, care packages and pathways that make the centre the undisputed hub for children aged 0-5 and their parents/carers in the reach area community.</li> <li>• The advisory board has clearly established procedures for conducting business, which are transparent and efficient and provide adequate challenge and support for the centre leader and partner delivery agencies operating to support the delivery priorities of the reach area.</li> <li>• The centre leader manages the annual business planning and self-evaluation process well with clarity and accountability arrangements clearly established for partner agencies and stakeholders. The centre leader is supported by a well develop set of support from the local authority especially with regard to, resource sharing, commissioned services and area wide shared services and priorities.</li> <li>• The advisory board and centre leader have a clear focus of outcome review in the annual self-evaluation and business planning review.</li> <li>• Accurate self-evaluation, including the use of hard data, informs centre business/delivery plan to meet community</li> </ul>

needs increasingly well.

- The advisory board and centre leader provide a focus on the quality and outcomes of priorities and activities, with a clear ability to manage priorities and resources effectively.
- Consensus building and alignment of activity is a discernable aspect of the leadership of the centre provided by the advisory board and the centre leader.
- There is clear accountability and decision making to support service delivery and improvement with named individuals, including within partner agencies identified for deliverables.
- Dedicated revenue budgets are well planned and reviewed annually by the centre leader involving the advisory board.
- Resources are aligned to support the delivery of priorities. There is an innovative use of shared resources across maintained, voluntary, private and statutory infrastructure (e.g. including health).
- Services and activities are monitored and evaluated for value for money against the impact of the services on children's long term outcomes.
- The centre leader (manager/coordinator) holds the NPQICL qualification and is undertaking further CPD qualifications.
- The centre leader actively applies the national standards for centre leaders as set out in the guidance – “national Standards for Leaders of SureStart Children’s Centres” published by the DCSF 2007.

- In centres serving the most disadvantaged communities/30% model CCs, the qualified teacher role is involved in delivery activities and planning across the full day and across the 0-5 age range provision in the centre.
- There is a clear pathway of progression and CPD for all dedicated centre staff.
- Appraisal is a high priority, with staff receiving professional as well as centre based supervision. All job descriptions reflect integrated ways of working.
- There is a stable set of staff and linked partnership professionals with clarity of purpose, depth of understanding of the reach area needs and an alignment of practice in delivery.
- The quality, practice and capacity of the workforce is supported in order to close the achievement gap of children at age 5.
- There is evidence of parents joining the workforce through clear pathways of training.
- Impact and outcome analysis, supported by local authority systems is a highly developed feature of the performance management of the centre.

<p><b>Good</b> Centre Leadership and Financial Management</p>	<ul style="list-style-type: none"> <li>• The advisory board has clearly established procedures for conducting business, which are transparent and efficient and provide adequate challenge and support for the centre leader and partner delivery agencies operating to support the delivery priorities of the reach area.</li> <li>• Senior managers of partner agencies and the management of the centre (both advisory board and centre leader) have a shared vision and focus on the needs of the reach area community.</li> <li>• The centre leader (manager/coordinator) has established an integrated set of activities, care packages and pathways that make the centre the undisputed hub for children aged 0-5 and their parents/carers in the reach area community.</li> <li>• The centre advisory board has clearly established mechanisms for review and challenge focused on the delivery plan including relevant challenge and support to the centre leader.</li> <li>• The centre leader, following the local authorities arrangements, manages the annual business planning and self-evaluation process well with clarity and accountability arrangements clearly established through discussion with partner agencies and stakeholders.</li> <li>• The advisory board and centre leader have a clear focus of outcome review in the annual self-evaluation and business planning review.</li> <li>• Accurate self-evaluation, including the use of hard data, is beginning to inform the centre business/delivery plan to meet community needs increasingly well.</li> <li>• The advisory board and centre leader are beginning to provide a focus on the quality and outcomes of priorities</li> </ul>
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and activities, with an emerging focus on optimising the management of priorities and resources.

- There are elements of clear accountability and decision making to support service delivery and improvement.
- Dedicated revenue budgets are well planned and reviewed annually.
- Resources are aligned with priorities.
- Services and activities are beginning to be monitored and evaluated for value for money against the impact of the services on children's long term outcomes.
- The centre leader (manager/coordinator) holds the NPQICL qualification.
- The centre leader is beginning to apply the national standards for Centre leaders as set out in the guidance – “national Standards for Leaders of SureStart Children's Centres” published by the DCSF 2007.
- In centres serving the most disadvantaged communities (30% models) the qualified teacher role is involved in delivery activities and planning across the full day and across the 0 – 5 age range provision in the centre.
- There is an emerging focus on planning CPD for dedicated centre staff.
- Appraisal is a high priority, with staff receiving professional as well as centre based supervision.
- There is a stable set of staff and linked partnership professionals with clarity of purpose, depth of understanding of the reach area needs and an alignment of practice in delivery.

	<ul style="list-style-type: none"> <li>• The quality, practice and capacity of the workforce is supported in order to close the achievement gap of children at age 5.</li> <li>• Impact and outcome analysis, supported by local authority systems is beginning to be a feature of the performance management of the centre.</li> </ul>
<p><b>Satisfactory</b> Centre Leadership and Financial Management</p>	<ul style="list-style-type: none"> <li>• The reach area has an established and functioning advisory board with emerging leadership for the centre alongside a named centre leader.</li> <li>• Senior managers of partner agencies and the management of the centre recognise the need to develop a shared vision and focus on the needs of the reach area community.</li> <li>• The centre advisory board has some procedures in place for conducting their business.</li> <li>• The centre leader, following the local authorities arrangements, manages the annual business planning and self-evaluation process well with clarity and accountability arrangements clearly established through discussion with partner agencies and stakeholders.</li> <li>• The advisory board and centre leader have made plans to focus on outcomes in the annual self-evaluation and business planning review.</li> </ul>

- Accurate self-evaluation, including the use of hard data, is beginning to inform the centre business/delivery plan.
- There are some elements of clear accountability and decision making to support service delivery and improvement.
- Dedicated revenue budgets are well planned and reviewed annually.
- Resources management is beginning to be aligned with delivery priorities.
- Services and activities are beginning to be monitored and evaluated for value for money against the impact of the services on children's long term outcomes.
- There is an agreed timescale for the centre leader (manager/coordinator) to gain the NPQICL qualification.
- The centre leader has plans in place to apply the national standards for centre leaders as set out in the guidance – “National Standards for Leaders of SureStart Children's Centres” published by the DCSF 2007.
- In centres serving the most disadvantaged communities the qualified teacher role is involved in delivery activities and planning across the full day and across the 0-5 age range provision in the centre.
- There are plans to develop a CPD offering for dedicated centre staff.
- Appraisal is a high priority, with staff beginning to receive professional as well as centre-based supervision.
- There is some movement in staffing with some challenges to ensuring that partnership professionals have a clarity

	<p>of purpose, depth of understanding of the reach area needs and an alignment of practice in delivery.</p> <ul style="list-style-type: none"> <li>• There are plans to develop a greater focus in activities in order to close the achievement gap of children at age 5.</li> <li>• The advisory board and centre leader recognise the need to do more to focus on outcomes.</li> </ul>
<p><b>Inadequate</b> Centre Leadership and Financial Management</p>	<ul style="list-style-type: none"> <li>• The reach area does not have a dedicated established and functioning advisory board with emerging leadership for the centre alongside a named centre leader.</li> <li>• The centre leader is beginning to develop the annual business planning and self-evaluation process.</li> <li>• The annual self-evaluation process is not in place.</li> <li>• Dedicated revenue budgets are not planned and reviewed annually.</li> <li>• Resources management is not aligned with delivery priorities.</li> <li>• There is no agreed timescale for the centre leader (manager/coordinator) to gain the NPQICL qualification.</li> <li>• There are no plans in place to apply the national standards for centre leaders as set out in the guidance – “national Standards for Leaders of SureStart Children’s Centres” published by the DCSF 2007.</li> <li>• In centres serving the most disadvantaged communities (30% models) the qualified teacher role is not involved in delivery activities and planning across the full day and across the 0 – 5 age range provision in the centre.</li> </ul>

	<ul style="list-style-type: none"> <li>• There are no plans to develop a CPD offering for dedicated centre staff.</li> <li>• Staffing is volatile with unplanned movements.</li> <li>• There is no ambition to develop a greater focus in activities in order to close the achievement gap of children at age 5.</li> </ul>
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<b>Part C</b>	<b>Partnership working</b>
<b>Section 5:</b>	
<b>Outstanding</b> Partnership working	<ul style="list-style-type: none"> <li>• There is a highly developed partnership working agenda with aligned priorities and activities across key partners – such as health visitors, midwives, employment advisors (Jobcentre Plus) early years settings in the reach area and local authority services such as portage and social care.</li> <li>• The centre benefits from a highly developed and orchestrated engagement by the local authority which reflects the vision and ambition of the local Children’s Trust together with well developed integrated working to deliver the priorities of the local Children and Young People’s Plan.</li> <li>• There are very good channels of communication between the centre, the LA and key partners e.g. PCT and Jobcentre Plus.</li> <li>• The centre is engaged with private, voluntary and community partners in assessing the needs of the community and has a brokered consensus and understanding about the needs of 0-5 year olds in the reach area.</li> <li>• The centre has a highly integrated offering across the reach area including satellite service provision with short and long term specialist inter-agency and collaborative working e.g. planning and support for children with</li> </ul>

	<p>disabilities and children with siblings in care or with safeguarding risks.</p> <ul style="list-style-type: none"> <li>• Where established and relevant, the centre is involved in regeneration and anti-poverty priority activities within a coherent sponsored local initiative.</li> <li>• The centre is engaged with the development of sustainable childcare working with partners in the reach area. The centre champions specialist childcare – especially for children with disabilities.</li> <li>• There is an increasing alignment of service delivery within the reach area with partner agencies adjusting service delivery arrangements to maximise the use of the centre facilities where practical.</li> <li>• Key elements of the extended services (schools) programme, especially access to childcare, is a shared delivery objective.</li> <li>• There is increasing collaboration and cooperation between partners with relevant involvement from the centre to support effective transition for 0-5 year olds between settings and especially to statutory schooling.</li> <li>• There is high ambition (logistics allowing) for co-location of key services within the centre.</li> </ul>
<p><b>Good</b> Partnership working</p>	<ul style="list-style-type: none"> <li>• At centre level there is a developing partnership working agenda with aligned priorities and activities across key partners – such as health visitors, midwives, employment advisors (Jobcentre Plus) early years settings in the reach area and other local authority services such as portage and social care, and parenting commissioners, parenting experts.</li> <li>• The centre benefits from a developing engagement by the local authority which reflect the vision and ambition of</li> </ul>

the local Children's Trust together with developed integrated working to deliver the priorities of the local Children and Young People's Plan.

- There are good channels of communication between the centre, the LA and key partners e.g. PCT and Jobcentre Plus.
- The centre is engaged with private, voluntary and community partners is assessing the needs of the community and has a brokered consensus and understanding about the needs of 0-5 year olds in the reach area.
- The centre has some integrated offering across the reach area including satellite service provision.
- The centre is beginning to be engaged with the development of sustainable childcare working with partners in the reach area. The centre champions specialist childcare – especially for children with disabilities.
- There is some alignment of service delivery within the reach area with partner agencies adjusting service delivery arrangements to maximise the use of the centre facilities where practical.
- Key elements of the extended services (schools) programme especially access to childcare, is a shared delivery objective.
- There is some collaboration and cooperation between partners with relevant involvement from the centre to support effective transition for 0-5 year olds between settings and especially to statutory schooling.
- There is high ambition (logistics allowing) for co-location of key services within the centre.

**Satisfactory**  
Partnership  
working

- There is partnership working with some aligned priorities and activities across key partners – such as health visitors, midwives, employment advisors (Jobcentre Plus) early years settings in the reach area and local authority services such as portage and social care, parenting commissioners and parenting experts.
- The centre benefits from some engagement by the local authority, which reflects the vision and ambition of the local Children’s Trust together with some mechanisms to support integrated working to delivery the priorities of the local Children and Young People’s Plan.
- There are basic channels of communication between the centre and key partners e.g. PCT and Jobcentre Plus.
- The centre is beginning to be engaged with private, voluntary and community partners is assessing the needs of the community.
- The centre has some integrated offering across the reach area including satellite service provision.
- The centre has plans to engage with the development of sustainable childcare working with partners in the reach area. Specialist childcare – especially for children with disabilities is recognised as a need by the centre.
- There is some alignment of service delivery within the reach area with partner agencies adjusting service delivery arrangements to maximise the use of the centre facilities where practical.
- There is recognition of the need to develop service alignment with the childcare elements of the extended services (Schools) programme.
- There is recognition of the need to develop collaboration and cooperation between partners with relevant

	involvement from the centre to support effective transition for 0-5 year olds between settings and especially to statutory schooling.
<b>Inadequate Partnership working</b>	<ul style="list-style-type: none"> <li>• There are no processes in place, supported by the local authority, to ensure that the vision and ambition of the local Children’s Trust informs the plans and ambitions of the centre. Similarly there are no explicit linkages with the local Children and Young People’s Plan.</li> <li>• Partners do not share a sense of purpose and direction for the centre in meeting the needs of the 0-5 population and their families.</li> <li>• Communication between partners is inconsistent.</li> <li>• The centre has little integrated service offering across the reach area including satellite service provision.</li> <li>• The centre does not have sufficient focus on the development of sustainable childcare working with partners in the reach area.</li> <li>• There is inconsistent and partial alignment of service delivery within the reach area with partner agencies.</li> <li>• There is no partnership alignment to support transition between settings and into statutory schooling.</li> </ul>

## Category Interpretation/Definition

CURRENT CATEGORY	CATEGORY NAME	CURRENT WORDS (DCSF Guidance)	MATRIX INTERPRETATION
Grade 1	Outstanding	for exceptional settings that have excellent outcomes for children	The children's centre has highly recommended and excellent practice in the evaluation area linked to supporting excellent outcomes and PI indicators for the population reach. There are well-developed and robust systems and procedures in place for the centre and partner agencies. Innovative arrangements and practices are evident.
Grade 2	Good	for strong settings that are effective in promoting outcomes for children	The children's centre has emerging good practice in the evaluation area linked to improving outcomes and PI indicators for the population reach. There are systems and procedures in place for the centre and partner agencies.
Grade 3	Satisfactory	for settings that have acceptable outcomes for children but which have scope for improvement	The children's centre has basic processes and approaches in place for the evaluation area with some improving outcomes and PI indicators for the population reach. There are emerging systems and procedures in place for the centre and partner agencies.
Grade 4	Inadequate	for weak settings that are not achieving improved outcomes for children	The children's centre has variable practice and approaches in the evaluation area are not achieving improved outcomes for children or increasing engagement with "hard to reach" groups. There are variable systems and procedures in place for the centre and partners agencies.

## Glossary

Children's Trust	The local interagency forum with strategic oversight of services for children and young people.
CPD	Continuous Professional Development – the process for developing and accrediting the ongoing skills and competences of adults engaged to support and work with children and families.
CYPP	Children and Young People's Plan
EYFS	Early Years Foundation Stage – the focus on 0-5 and set out in the Early Years Foundation Stage Framework.
ISA	Independent Safeguarding Authority. The agency overseeing vetting and barring rules relating to employment of adults working with children.
JCP	JobCentre Plus
NPQICL	National Professional Qualification in Centre Leadership
PCT	Primary Care Trust. The local health body charged with engaging with local authorities and through commissioning supporting the development of children's centres.