

Appendix 1

Youth Provision District Report

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Subject: KCC Delivered and Commissioned Youth Provision in Ashford

Classification: Unrestricted

Summary: This report provides an overview of youth provision available in the district of Ashford. This includes provision that is directly delivered or commissioned by Kent County Council (KCC).

1. KCC Directly Delivered Youth Offer in Ashford

- 1.1 The KCC internal youth offer in Ashford consists of a variety of key activities for young people to engage with. These include, but are not limited to, the following:
- i. **North School Group:** This is a group run for young people struggling to maintain education and focusses on raising self-esteem and confidence so young people can better engage in education and thrive in their wider lives.
 - ii. **Work Experience, Traineeships and Apprenticeships:** There is regular work experience for young people open to Children's Social Work Services (CSWS), Youth Justice, Special Educational Needs (SEN) and Early Help and Preventative Services (EHPS). We also offer traineeships to young people who are NEET. We are also planning on to recruit an apprentice.
 - iii. **Education employment and Training Drop-In:** This is run weekly where young people can pop in and access information and advice on post 16 education and employment opportunities. We also carry out tracking and door knocking of the "destination not known" cohort to ensure as many young people as possible are supported to be in education, employment, or training. We work closely with the CXK advisor to do this work.
 - iv. **Access Club:** This is a programme run for young people who have a disability and wish to access a youth centre and who may struggle to access a generic youth work session. We aim to build confidence and self-esteem for young people to access mainstream youth work sessions or offer bespoke informal education tailored to the needs of the disabled young person.
 - v. **Horticulture Group:** We run one session a week as an accredited programme around horticulture for young people with disabilities and an Education Health and Care Plan.
 - vi. **Adolescent Group:** This session is an open access youth work session open to all adolescent young people. However, we actively facilitate attendance of those most at need such as those

open to EHPS, CSWS, and Youth Justice through a proportional universalism model.

- vii. **Boys Group:** This is an open access session targeted for boys with challenges specifically relating to them. Again, we target young people most at need of support as in those open to services through a proportional universalism model
- viii. **Girls Group:** This group is like our other gender specific group and focusses on the specific needs of girls through a proportional universalism model.
- ix. **Wellbeing Groups:** We offer two groups focussed on young people's wellbeing and mental health and resilience. These are open to young people 10-19 (25 with additional needs). Young people can self-refer for this group or be referred by partner agencies.
- x. **Junior Group:** This is an open access group focussing transition from primary to secondary and addresses the needs of those children through a proportional universalism model.
- xi. **Community Café:** This is a group that offers opportunities for young people to engage in volunteering in a safe a supportive environment and gives back to the local community.
- xii. **Duke of Edinburgh (DofE):** An accredited open award centre that delivers currently bronze and silver DofE opportunities.
- xiii. **Peripatetic Detached:** This is detached work that responds to the local need and Community Safety Unit (CSU) and Antisocial behaviour Panel (ASB) and Multi Agency Adolescent Discussion and MAADAP requests. This runs two sessions a week.
- xiv. **Missing Return Interviews:** Missing person return interviews are carried out by EHPS staff, for every young person not open to CSWS. This is to ensure we understand the reason for their missing episode and ensure their safety and wellbeing.
- xv. **Additional Support:** This support is carried out by Youth Hub staff, for young people 8-19 (25 where they have additional needs). Additional support is a one to one intervention carried out with the young people after a Signs of Safety assessment. This work is carried out over 6-8 weeks. Those young people are encouraged and supported to access the universal offer to provided ongoing support.
- xvi. **Holiday Activities:** We run activities during the school holidays focussing on topics ranging from transition to wellbeing. These activities include residential's, educational visits, and work to support young people in care.
- xvii. **Parenting and Foster Carer drop in:** We run a programme of drop in sessions for parents to support them with parenting issues and giving advice and guidance.
- xviii. **Young parents programme:** We co work with children's centre staff the young parents programme within the district supporting with parenting skills and linking to training and support.
- xix. **Foster Carer Support Programme:** This is run in conjunction with the Children In Care Team to support foster carers in learning how to deal with adolescents.
- xx. **Kent Training and Apprenticeships:** We support the Ready to Work programme run at the Youth Hub.

2. KCC Commissioned Youth Offer in Ashford

- 2.1. There are 12 Youth contracts across Kent, delivered by 7 providers. The Canterbury Academy have been awarded the contract for Ashford.
- 2.2. The Youth Hub Delivery Manager has worked with the new provider to establish a programme of delivery that meets the needs of the district. The provider is subcontracting to other providers to deliver within the district.
- 2.3. We have two sessions of delivery in Tenterden through Highbury Hall and detached youth work in Hothfield and Wye.
- 2.4. There are also two open access sessions delivered at John Wallis Academy as well as a range of in school interventions funded by the subcontracting.

3. Governance

- 3.1. The overarching responsibility of the district Young Person Partnership Conversation (YPPC) is to ensure that there is a good understanding of the youth offer within their respective districts and for this to inform the Local Children's Partnership Group (LCPG). This enables youth work to remain consistently of a high standard for children and young people (aged 8-19 years and up to 25 with additional needs) living in the district. The YPPC's is open to both district and county Members.
- 3.2. The YPPC's take place three times a year within an agreed timetable that runs alongside the LCPG.

4. Partnership Working in Ashford

- 4.1. There are several key areas of work that KCC are involved in or leading on, alongside partners in Ashford, which have a focus on engaging with and supporting young people. Much of the partnership working is focussed on getting young people to access the Open Access provision, or to access the correct tier of support.
- 4.2. The Schools Link Worker role is carried out by the Youth Hub Delivery Manger and Adolescent team for secondary schools. This is in place to support schools with accessing universal, additional, and intensive family support, and consists of a termly meeting of advice and support.
- 4.3. The Youth Hub Delivery Manager attends Headteacher and Local Inclusion Forum Team Screening meetings, to support in information advice and guidance to these bodies around access to universal, additional and intensive family support. This is a monthly meeting.
- 4.4. The Youth Hub Delivery Manager and Senior Early Help Workers attend meetings of the Anti-Social Behaviour Panel, to discuss the needs of young people and the opportunities for young people to access universal, additional, or intensive family support. This also acts as an opportunity to assess young people networks and support partners in informal education interventions with young people identified.
- 4.5. The Youth Hub Delivery Manager attends the multi-agency, CSWS led Adolescent Risk Management Panel. The Panel looks at processes that are in place, the analysis of trends, and assessments of individual risk are carried out to inform individual plans to meet the needs of young people.

- 4.6. Youth Hub staff in Ashford support Highbury Hall Youth Café, as required. They also offer training for Highbury staff and the designated Youth Hub Safeguarding Leads undertake consultations on safeguarding concerns.
- 4.7. A bi-weekly meeting at the North School is supported looking at universal, additional, and intensive family support for young people who have behaviour or attendance issues that need more support than what the school can offer.
- 4.8. HeadStart is a County programme, supporting resilience and wellbeing for young people. This programme is working with 10 primary and 4 secondary schools in Ashford. The programme offers a range of support from counselling, mentoring, training for staff, and funding.
- 4.9. Joint work with the Joint Family Management Officer and Youth Engagement Officer is carried out including detached work and family support work
- 4.10. We support the MADAP meeting which is a multi-agency meeting focussing on a contextual safeguarding approach for young people and supporting colleagues with direct work and advice in working with or managing adolescents. The criteria for this meeting are young people at the edge of care, missing, or at risk of exploitation.
- 4.11. We support the Designated Safeguarding Leads meeting which is an education-based meeting for the Designated Safeguarding Leads from the secondary schools
- 4.12. Young Carers and short break programme drop in sessions are run at the Youth Hub by IMAGO.
- 4.13. Porchlight run a “Be You” programme at the Youth hub for young people from the LGBTQ community. Porchlight run the Mind and Body programme at the youth hub and refer young people to the open access offer.
- 4.14. The Access to Resource Panels are supported by the Youth Hub Delivery Manager to offer open access opportunities in care.
- 4.15. We liaise closely with AddAction supporting young people around harm minimisation with substance misuse.
- 4.16. Youth Justice staff support our adolescent open access group and support young people they are working with to access this. They also hold their Panel meetings here.
- 4.17. We run a highly integrated team at the Youth Hub including the Adolescent Support Team, Youth Justice, Adolescent Unit, CXK, Addaction, Open Access and Children’s Social Work Teams. This allows us to respond seamlessly to the needs of young people at various levels within the system and offer a wraparound service supported by open access.
- 4.18. The Youth Hub Delivery Manager attends the Local Inclusion Forum Team (LIFT) meetings for secondary schools and offers Open Access support to young people with SEND.
- 4.19. The Youth Hub carry out district conversations with a range of partners from education to health on what support they require for young people and both accept additional support and signpost partners to appropriate organisations.
- 4.20. Metro attend regularly at the Youth Hub to support our open access sexual health programmes.

Early Help and Preventative Services
Open Access Improvement Review Tool

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Open Access Improvement Review

Dates of Review: 2 - 3 rd October 2017	Reviewers: Debee Beale Marie Boniface	Centres visited: Bluebells CC, Willow CC, Ray Allen CC District: Ashford
Children's Centre Delivery Manager (CCDM): Ann Woodberry and Natasha Morgan Youth Hub Delivery Manager (YHDM): Jim Winter District Manager: Helen Anderson		Staff and Partners Present : Various including Staff team, Volunteers (CC), District Advisory Board Chair and various partners parents
Context This Open Access review was conducted to establish the Ofsted readiness of the Ashford District Children's Centres and how effectively they operate as part of the Early Help 0-25 Open Access offer for the District. The first four sections of the report look at and grade the Children's Centre Service Delivery under the Ofsted categories of 1) Access to Services, 2) Quality and Impact of Services, 3) Effectiveness of Leadership and Management and 4) Overall Effectiveness. Section five of the report looks at themes identified in the Review of District Based Working and section six summarises the Youth Work Observation undertaken during the review. Actions for development for both the Children's Centres and the Youth Hub are listed at the end of the report. Various documents were submitted as part of the review including the SEF and Action Plans for both the Children's Centres and Youth Hub. Service Delivery was observed and meetings were held with staff, partners, volunteers and parents to provide evidence to support the review.		
Theme		Score
<p>1. Access to services It is evident that the Management Team has a good understanding of the District data and could talk about how they routinely use this effectively to inform their service delivery decisions. The data pack is put to good use and is shared with the team and partners appropriately including at the DAB to ensure that priorities and targets are understood, including the priority LSOA's which are included in the action plan with an aim to increase Reach in the most deprived areas. Staff and partners, including the DAB chair, are aware of the District data trends and can articulate the priority areas for development and their responsibility with regard to this.</p> <p>It is clear that there are effective and well established partnerships across the District that identify and provide services to the families and young people in Ashford, particularly in relation to Teen Parents, Adult Ed and Health Visiting. This has resulted in the large majority of the District being registered (73.5%), maintaining contact with families, especially in the most deprived LSOA's once registered is proving more challenging with a lower reach figure of 47.1%, although this is 62.6% for the 0-2 age range which has been a focus for the District. There has been a year on year improvement in the Reach and Registration figures evidencing that efforts made to engage families are working.</p> <p>There is good provision of universal services within centres as well as outreach activities such as 'Gazebo and go' to engage the large rural community and in the harder to reach LSOA's. Partners such as Childminders, Health Visitors, Midwives, Breastfeeding Support and Adult Education deliver services from the centres. As well as less conventional partnerships such as the Goldwyn School Link Nurture Project which runs out of the Bluebells CC and is establishing excellent links with schools to creatively address Additional Needs.</p> <p>EStart is used effectively to monitor use of services and evidence outcomes particularly in the service summaries which are routinely completed to inform ongoing service delivery. This does highlight that reach for some of the most deprived LSOA's in the District is low, particularly the Bluebells LSOA E01023990 at 38.6% which is a significant drop since 2015. Improved engagement in this area is a focus for the team and there is a target to increase reach at Bluebells to 55% but this LSOA should become a target in the new Action Plan following Annual Conversation.</p>		2

Recommendation: *Continue to improve the District reach figure especially for the most deprived LSOA's in the District using the action plan, especially LSOA E01023990 which should be added at Annual Conversation.*

The reception area of all centres visited were welcoming and inviting with plenty of information for families and leaflets available on range of subjects and services as well as on centre activities. It is evident that there has been a lot of work to improve provision in all of the Centre crèche areas which are consistently of a high standard providing excellent development opportunities for young children in line with the EYFS. All centres have clear and well-designed staff boards with photographs of the staff. There are innovative ways of gathering parental feedback evident such as the tree at Bluebells CC.

Display boards were up to date, consistent and relevant with FF2, breastfeeding, active movement and healthy eating promoted effectively through all centres. All areas in the centres were clean and well-presented and outside areas seen were well maintained with work recently being carried out at the Bluebells outside area by volunteers as a result of the partnership with Goldwyn School, and with work underway at the Ray Allen Centre for a garden re-design funded by a Tesco Community Grant. Daily Checklists are completed and recorded by Business Support. Fire tests and drills are undertaken regularly and recorded, although the log had not been updated by Amey at the Ray Allen Centre and this was being followed up.

Recommendation: *Ensure records of Fire Tests are kept up to date by Amey at all centres.*

During the review various groups were observed including Music and Movement, Craft Attack Crèche and an under 3's group. At all of the sessions the rooms were well set out, with appropriate EYFS provision and checklists undertaken in line with Room and Group Risk Assessments. At the Music and Movement group one of the measures was not in place on the checklist but no action had been taken, so either the Risk Assessment needed updating or action was needed. This was being looking into. Parents spoken to feedback that they found the groups fun and informative and a good way to meet new people. They stated that they often visited different centres on different days to gain full access to what is on offer. Evaluation is undertaken and parents felt that they were listened to with regard to delivery of services

Recommendation: *Ensure that measures identified as not met on checklists are actioned and Risk Assessments updated appropriately if measure no longer needed.*

Service folders for all of the groups visited had a current service proposal in place that clearly identified the aims and objectives of the service, linking to data and evidencing why the service was needed. Outcomes linked to the aims and objectives and Summary of Services picked these up and reported on impact to carers and children. There were evaluation forms in the folders specific to the service being delivered but some of these were dated and could be more regularly updated. Planning was evident in the folders and it is clear work has taken place to ensure that this is updated and relevant according to the development needs of the children attending. Staff indicated that there had been some confusion around guidance on completing the planning between the Early Years Team and Senior management but that this was now being resolved

Recommendation: *Complete Parental Evaluations regularly to ensure they influence service development.*

Recommendation: *Ensure guidance on the completion of service planning is consistent for all staff.*

There is a whole District approach with regard to the take-up of the free entitlement for 2 year olds (FF2). There are 2 FF2 champions implementing clear and effective processes across the team to facilitate the take-up of places which currently stands at 71.85% for the District (4th in the County and a 5% improvement on last year's figure). There has been a focus on increasing the take up of places available through childminders and there is good engagement

with the Childminding Advisor who also attends the effective Joint Action Group (JAG). The whole team demonstrate an understanding of the FF2 offer and are confidently able to promote it to families. There are displays in the crèches in all of the centres highlighting who to speak to about FF2 as well as a board used for Outreach. Staff members also use the I-pad with service users to look at available settings with places. The information on the 30 hours funding which came into place in September 2017 has been shared with staff and is now being promoted through the centres. Families on the DWP list form target wards who have not taken up their FF2 offer are called, texted or visited at home to encourage them to take up their place or find out why they do not want to take up their place. This information is fed back to the central team. Challenges within the Charing ward with regard to take-up are being looked at with the School FLO and there are plans to engage the GRT community to increase take-up.

Recommendation: *Continue to look at ways of addressing the challenges with regard to the take up of FF2 places in the Charing Ward.*

There is a good 0-25 offer across the District with the CCDM and YHDM working closely together to deliver services across the age ranges. A good example of this is the work undertaken to reduce the NEET figures. There are currently 88 known NEETS in the area and 212 unknowns meaning that Ashford are currently 0.85% over target which equates to approximately 10 young people. Those that are known are being offered relevant training opportunities and appropriate guidance and there is a draft Action Plan involving CXK and schools amongst other partners. There is also a drop-in focussing on reducing the not knowns. Ten NEET Young Parents have been identified using eStart and IYSS and there is a comprehensive 49 week Young Parent programme offering entry level programmes and looking at moving NEET young parents to EET. There is good joint working with SCS, enhanced by the new IFSM, and the Units who are based in the CC's and Youth Hubs. The CCDM and YHDM attend Early Help allocation meetings to look at appropriate use of Additional Support. Open Access staff also benefit from attending Unit Meetings if they would like to discuss any work they need advice on and state this is very useful. Work with the 5-11age range is covered through joint working for Additional Support and CC and YH staff work together to share vehicles and offer outreach activities.

2. Quality and Impact of Practice and Services

There is robust delivery of Adult Education courses delivered through both CLS and South Kent College. The District has a target of 100 unique learners for the year which is an agreed reduction on last year due to difficulties with take up and retention for the CLS courses. There are plans to implement a tracker to monitor the courses families have attended and monitor their ongoing development in the Service Proposal but there is not currently any routine longitudinal evaluation on the impact on individuals in place. South Kent College so have some evaluation that they are willing to share with Children's Centres. There are challenges with the retention of participants on the longer CLS courses, but retention is good on the Maths and English courses offered by South Kent College at 85%. There are good progression contacts with Job Centre Plus and schools signpost to CC's as Parents are less likely to take up the offer of courses in schools.

Recommendation: *Develop a longitudinal evaluation process to track the progress of individual adult learners and the impact of the learning and also use information from South Kent College.*

The delivery of the EYFS is showing a clear improvement with some targeted developments by the lead Senior Early Help Worker. Each centre has now been allocated a lead Early Help Support Worker to ensure consistency of the EYFS provision for families with continuous provision. The SEHW has reviewed approaches to observation, assessment and planning and WOW moments from home are being asked for to engage parents. It is clear that the principles of EFICL and Born to Move are well embedded with the importance of development through play clearly evidenced in the displays, the layout of the crèche rooms and resources made available during group delivery. There were clear EYFS displays for parents to read in all crèches.

Tracking of children is taking place through the Kent Progress Tracker and Learning Journeys are in place for targeted children in crèche. The end of year EY review highlighted that there been some challenges with regard to Planning, Observation and use of learning journeys resulting in a 'Requires Improvement' judgement but plans are in place now to address this with a pilot to track 3 children for a longer period in Open Access. It is hoped that this with the other improvements made will move the District to a 'good'. The EFICL audit has taken place and the 'next steps' are being taken, such as encouraging parents to contribute to Learning Journeys at the start and end of intervention as well as with WOW moments throughout.

Staff demonstrated a good understanding of GLD data, the GLD for Ashford as a whole is 75%. FSP profile scores are used to identify the target schools where GLD is below 65% and focus is then on working with the schools and EY settings in these catchment areas to address the issue. A clear EYFS action plan has been developed to support this with identifiable targets. Every EY setting has a link worker who maintains regular contact and there is a core offer of services and resources provided. An audit of all transition services offered by EY settings was undertaken to identify gaps and support. Staff will be attending a district transition event at the Ark which will also be attended by EY settings and schools.

Recommendation: *Continue to monitor and improve the Early Years observation, assessment, planning and tracking to ensure a 'good' judgement at next Early Years review.*

Recommendation: *Pilot tracking targeted children in Under 5's groups (approximately 20) over a 6 month period to give more accurate data*

The District has a comprehensive Parenting Offer in place including Solihull Programmes, Kent Parenting Programmes, and Cygnet courses, delivered jointly with Speech and Language and the Specialist Teaching and Learning Service. The offer is co-ordinated by a steering group with all partners who deliver parenting courses in the District including schools, Occupational Therapists, Specialist Schools and Unit leads. There is a comprehensive offer of Freedom, Recovery and Day Programme for Adolescents Training run in partnership with the Domestic Abuse Forum. Children's Centre staff attend all district Early Years LIFT meetings to promote the Early Help Service and parenting offer.

There are currently approximately 30 volunteers across the District including Breastfeeding Peer Supporters. These are co-ordinated effectively by a SEHW who maintains the new volunteer tracker with DBS checks and relevant training. Volunteers feel that their views were heard and they had an opportunity to feedback on the services. They are currently consulting with parents to gain views and feedback to take to the District Advisory Board and are interested in meeting regularly as volunteers to co-ordinate parental feedback. Providing on-line training to volunteers is a challenge and the Improvement Team have been asked to look at the possibility of providing face to face Information Governance Training again. Parents consulted during the review felt the groups had helped them to make friends and feel less isolated and often replicated the activities in the centre at home. Adequate supervision is provided for volunteers. It was felt that there was the opportunity to track volunteers to evidence development and journey into work e.g. Peers supporters becoming Midwives.

Recommendation: *Consider regular volunteer meetings to feed parental views into service planning and priorities via the District Advisory Board.*

Recommendation: *Improvement Team to look into providing face to face Information Governance Training to volunteers again*

Links with health partners are strong and services are co-delivered by Health Visiting and Children's Centre staff to meet shared health targets. There are currently plans to co-locate Health Visiting in the Ashford Children's Centres as a Pilot for rollout across the County. Both Health Visiting and Midwifery clinics are held in the Children's Centres helping to engage the most vulnerable new parents with services at the earliest

possible stage. The Teenage Midwifery clinic that runs alongside the Teenage Parents group is effective in engaging Teenage Parents with a current 80% reach but there is a risk of losing this specific service. Health targets are identified at Annual Conversation including increasing Breastfeeding rates, reducing obesity, Oral and Sexual Health promotion, as well as increased links with Health Visiting and Midwifery. There are Food Champions and Public Health leads ensuring that public health campaigns are promoted across the District and this is fed back via the Public Health Audit. Links with Peer Support Breastfeeding are good and rates are consistent with the Kent and national average.

Service Users are kept informed of how they can influence the running of the centres with innovative “You said, We Did” displays such as the one at Bluebells, which clearly demonstrate action taken as a result of parental input. There is a strategy to promote services through partners, centres and social media and the Face Book page is proving effective. Families spoken to during the review were positive about the work of the centres and expressed that they felt confident to share their suggestions about the service they needed. They felt welcome at all of the centres across the District and were keen to praise the staff delivering the groups as professional and caring.

Although there is a good provision of universal and targeted services being delivered across the District it is not yet successfully engaging a large majority of families and young people in the area or enough from targeted groups and LSOAs. More needs to be done to evidence a good contribution to targeted families’ personal development and wellbeing with established tracking and evaluation systems, both for children and adults. There is confidence that the necessary changes can be made to achieve a ‘good’ judgement in this area in the near future.

3. The Effectiveness of Leadership, Governance and Management

It is evident that the senior management team know the Centres and District priorities well and are using the KCC central processes and the support of the Improvement Team to implement the Performance Management cycle effectively. The SEF, Action Plan and Annual Conversation set and agree relevant performance measures to improve the lives of families and young people in Ashford. It is clear that managers have a good knowledge of all parts of the 0-25 Service and the partnership between Children’s Centres and Youth is strong. The District Action Plan was appropriately updated following the Annual Conversation and the Senior Leadership Team has agreed the targets for the year. Targets set reflect the whole Districts needs and are shared across children’s centres and youth services, ensuring that there is a comprehensive 0-25 District offer. The Children’s Centre Delivery Manager job share arrangement appears to be working very well and there is a good understanding of roles and responsibilities. The transition has been well managed and staff stated that they have not been adversely affected by the new structure.

There is an effective District Advisory Board (DAB) with a longstanding and experienced Independent Grandparent Chair who has a very good understanding of the needs of the Ashford District. The Chair feels that there have been a lot of central and District changes and that although things are settling down following this she sometimes feels less informed than she used to. Some information is yet to be confirmed like the changes to DABs and YAGs and possible links to the LCPGs. Information does come from the central Chairs Meetings but these do not happen as often as they used to. The DAB meets quarterly in line with the Performance Management Cycle and although attendance from key partners such as Health Visiting, Childminding and PSB is good engagement from Schools and Midwifery is becoming a concern. DAB members are aware of targets and agreed priorities and Action Plan is discussed at every meeting. Board members provide some challenge to the Management team and this is evidenced in changes to the Action Plan.

Parental engagement at the DAB has been a challenge but a volunteer is now attending regularly and feeding back on behalf of parents that the volunteers consult with. The District SEF identifies appropriate needs and challenges and the District will need to decide if they continue with this process following changes to the central guidance and

offer or only use the Action Plan to update the DAB. The Children's Centre action plan is good but could be further improved by reducing the number of targets and refocussing in light of the changes to the Children's Centre offer to a more targeted one.

Recommendation: *Review the number of targets in the Action Plan following the Annual Conversation in line with the new more targeted Children's Centre offer.*

Recommendation: *Ensure that the DAB Chair is kept up to date with District priorities and changes to central processes.*

Safeguarding processes are secure. ID is checked at all centres and visitors badges issued appropriately. The Single Central Record is up to date and evidences safer recruitment of staff and volunteers, as well as relevant mandatory staff training being completed by all staff members, although this process has now changed and the Senior Leadership Team need to decide how they will evidence Safer Recruitment and Training going forward. There is some further development needed but this is planned into the management meetings and each manager takes responsibility for staff under their Line Management. There is joint training across the service (CC, Unit, and Youth) to ensure consistency of safeguarding practice. The recent safeguarding audits submitted for each centre demonstrate evidence of effective policies and procedures that promote the welfare of both staff and children and young people. When questioned Staff members are confident about safeguarding procedures and processes to raise concerns, and the Designated Person process is fully embedded.

Recommendation: *Review the process for evidencing safer recruitment and mandatory training in light of the changes to the Single Central Record Processes*

Health and safety of the centres is good with risk assessments being up to date and of good quality. Daily checklists are effective as they use the risk assessment to ensure that staff are aware of the risks but this process needs to be consistently followed in highlighting action taken if measure is not in place as previously stated. Staff are vigilant in their checks of visitors to the centres and sharing of essential health and safety information. Daily building checklists were completed consistently in those centres visited.

Recommendation: *Ensure that measures identified as not met on checklists are actioned and Risk Assessments updated appropriately if measure no longer needed.*

Staff members shared that they have good experiences of support for their roles within their 1-1 supervision with their line managers but that reflective practice groups have been inconsistent and often cancelled. They commented that they felt being able to attend the Unit Meetings was very supportive of their Additional Support work in the absence of the reflective practice groups taking place. There are robust Lone Working Processes in place to ensure that staff are safe including the use of Outlook and a Buddy system.

Recommendation: *Ensure that Reflective Practice Groups are run regularly to support Additional Support work.*

Health and Safety of the centres visited was good, information on fire evacuation processes and designated safeguarding leads was available with the visitor passes at each centre. Nominated fire wardens and first aiders were on display in reception and each centre displayed an up to date H&S poster. Safeguarding Boards were in prominent positions in all centres and were well maintained with relevant information. Building and Fire Risk Assessments and folders were in place and there was evidence that fire drills are undertaken regularly with comment on time taken to evacuate. There was some information missing from the weekly fire points checks folder at the Ray Allen CC but this was being followed up and has been picked up in a previous recommendation. A Grab Bag was in place in those centres visited. It is evident that building checks are undertaken regularly and updated by the contractors Amey. Fire

<p>exits were kept clear and there were no obstructions noted. Daily checklists linked to the service risk assessments were undertaken for all groups observed. Fire evacuation and assembly point notices were prominently displayed through all centres visited, up to date posters on mobile phone use were also evident in all centres viewed as were boards on e-safety.</p> <p>There is a consistent approach to engaging with Specialist Children’s Services through the Complex Case Panel and the Link Social Worker who also attends the DAB, ensuring that relevant families are engaged in Children’s Centre activities. The list of families open to SCS is cross checked on eStart by Business Support ensuring that registration is good and it is hoped that the reach of families known to SCS will improve as a result of promotion of Open Access services at the SCS District Days and the new IFSM in place.</p>	
<p>4. Overall Effectiveness of Children’s Centre provision (including EYFS)</p> <p>Given the current performance, SEF and review of the District data we would agree with the current District SEF judgement in regards to an overall judgement of Requires Improvement. Based on the evidence presented the judgement for each area is as follows:</p> <ul style="list-style-type: none"> • Access to Services – 2 - Good • Quality and Impact of Practices and Services – 3 – Requires Improvement • The Effectiveness of Leadership and Management - 2 - Good <p>The Early Years Advisory Team has graded the District as ‘Requires Improvement’ limiting the Overall effectiveness judgement to Requires Improvement but with the many elements of good evidenced during the review and the planned improvement in tracking processes and evidencing the quality and impact of services a ‘good’ grade is achievable. Implementing some of the new processes from the revised Open Access offer and updating the Action Plan to focus on more targeted work should enable the Management team to evidence good overall effectiveness in the near future.</p>	3
<p>5. Review of District Based Working</p> <p>Open Access priorities identified:</p> <p>For Early Help / Social Care / Health and Well-being</p> <ul style="list-style-type: none"> • To improve communication between Early Help, SCS and schools • To clarify the role of Early Help when cases are passed to a commissioned service closed to Early Help, yet sit on a waiting list. • To further develop the role of Open Access, particularly for families who decline Early Help Unit support <p>For Early Years / Children’s Centres</p> <ul style="list-style-type: none"> • To develop links between schools and settings • To develop resources to support with speech and language • To continue to develop support for children with additional needs in settings (staff training and time) so that statutory assessment happens earlier. <p>For SEND Outreach and LIFT</p> <ul style="list-style-type: none"> • Review and optimise the high needs funding application process • Consider the work of nurture groups to address challenging behaviour and identify funding requirements and gaps • Review the district position with regard to accessing SEND services and identification of support and pathways for learners educated at home and those outside of education <p>For 14 to 19 (including young people Not in Education, Employment or Training (NEETs))</p>	

- To establish the details for young people who have an unknown status and to revise the SEND NEET data sets
- To consider the Canterbury and other successful models further with the aim of transferring best practice within the county
- To develop pathways and services such as level 2 courses, traineeships, and English/Maths courses as required, to match these to need geographically and to arrange funding and employer sponsorship as required
- To challenge follow on plans and pathways for young people completing one year courses post 16 years
- Review the SEND offer for the district
- Increase engagement with FE colleges in the district
- Explore the potential of the Early Help Open Access offer and pathways for NEETs

There is an action plan in place to address these priorities and the District Manager reports positive progress.

6. Youth Work Observation –

CONTEXT – Requires Improvement

The combined results of three hub observations and the OAIR observation clearly showed that the youth hub is an excellent resource for young people. It is fully accessible and the varying needs of the young people that use the centre have been considered within both its design and the equipment that is available. The hub was very tidy and during the OAIR observation the garage conversion was being well utilised as additional youth space for a presentation for young people that are in foster care that had recently taken part in a two part residential. In the submitted observations there are consistent themes of clear signage and information around the hub as well as displays that have been created by young people that attend the sessions. Overall the whole centre has a feeling of inclusivity and the displays were up to date and the hub was a positive, safe space for young people. Resources looked well cared for and suited the interests of the young people in attendance. As visitors we were signed in on arrival and were able to see accurate records being kept of the young people on attendance sheets. The downfall that is common throughout all the observations is the poor quality of the risk assessments for both the building as a whole and for the individual activities on offer. This lack of adhering to H&S was reinforced during the girls session that we observed in that the staff did not know where risk assessments were kept, they also could not list risks that they should be aware of when carrying out the cooking with young people and when a folder was eventually found in the office it held forms that was out of date, not on the KCC five steps form and referred to items in the kitchen such as the waste disposal unit that was not even present. Unfortunately, these issues had been raised by the Head of Service (South) and there was no clear evidence that the recommendations had been addresses. There was similar concerns raised with the fire evacuation procedures, in that young people were unclear of the assembly point and reported that even though they had been attending over sustained periods of time they had never completed a fire test. One staff member was also not clear of the assembly point either. Due to the health and safety issues an excellent environment can only be scored as Requires Improvement.

Recommendations:

All risk assessments need writing on KCC five steps forms – to include building and activities. Emma Fairbairns would be available to support Jim Winter and his staff team in training if required.

Fire training for staff and fire drill for young people.

PLANNING – Requires Improvement – with good elements

Staff in the girl's session appeared to have taken on board some of the suggestions made in previous observations for example young people were being encouraged to plan with the staff the recipes that they wanted to cook in future sessions and were being encouraged by staff to take a lead on the cooking. The cooking session itself was very ambitious and staff were keen to take on board recommendations to cook from scratch, however, they were creating three separate recipes from scratch and as a result the session overrun and staff did not do the things that they said they would normally do e.g. evaluate with young people because they were washing up and monitoring the food. Planning at the hub needs a consistent approach as some staff are still using old paperwork and there seems a lack of awareness as to how the county paperwork links the project proposal and the young people evaluations and the summary of service. The foster care residential was well planned and appeared very organised, with individual risk assessments for each participant that seemed to inform the planning of the activities on offer. Staff also reported that they adapted the second residential based on their evaluation of the first trip. However, there was not clear written evidence of this evaluation or of young people evaluations and the examples of good practice from this great piece of work may get lost if this reflection is not captured and passed to others areas that are about to start similar pieces of work. The staff also reported very positive feedback from the foster carers and again there was not written evidence of this.

3

QUALITY OF RELATIONSHIPS – Good

The young people were very welcoming and showed us around the centre and there was evidence of progression into leadership roles. At times some of the behaviour at the girls group was challenging and staff intervened appropriately. There seemed a lack of organisation for both staff and young people role's with the cookery session, and at times all three staff were in the kitchen cooking and there appeared to be a lack of other activities on offer to engage all the young women present. It was very apparent that the staff knew the young people that attend the hub very well and are able to evidence this really well on eStart and this allows staff to see the interventions that other staff have made if they have attended other sessions. The young people that attended the presentation event in the garage were able to articulate the difference that the residential had had on them and this was very impressive given their ages. Within the girls sessions there were elements of this also, however, there were some quieter participants that seemed to be lost from session and its planned activities.

2

SESSION DELIVERY – Good

The young people that attended the presentation event were engaged in positive activities throughout their time at the centre and played games with the staff happily without their foster carers. There were encourage to express their views on the residential and some spoke on behalf of the group to share their views with the audience. There was evidence of appropriated boundaries in both the groups that were observed and the other observations agreed with this. While there was evidence of young people being asked to take on more leadership roles there was no evidence of co-delivery in any of the observations and staff may need to engage with this concept at a deeper level by planning sessions with their senior members and giving them some real responsibilities. Staff do actively involve themselves with the activities on offer and the young people respond well to this approach.

2

OUTCOMES – Good

There were some missed opportunities for the young people to gain accredited outcomes for their involvement in youth work at the hub. The senior members could complete an Asdan award, or the girls could gain a food hygiene certificate in the cookery sessions or an Asdan activity award. Unfortunately there accredited outcomes are not planned for within the session plan so staff have not given this much thought in their planning although the staff are capturing eStart outcomes for individuals. The young people that attended the presentation evening were recognised for their achievements and presented with a variety of certificates and this was a very positive piece of work and it was evident that these young people displayed a range of skills that were learnt over the two residentials. There seemed a lack of progressive work with the girls session with staff designing sessions based on what the girls wanted to do the following week and some more challenging long term work could be planned in around girls issues, such as a self-esteem four week course, including body image, social media etc. This could then become part of an accredited course. Unfortunately as staff transport young people home from the session not all staff are involved in the evaluation and this appeared rushed as the cookery session had overrun. The presentation evening was also not evaluated at the end of the session and so there is not the written evidence that matches the great outcomes that took place. Staff reported that the eStart outcomes that are allocated to young women would normally be shared with the young people, however as they had not purchased prizes for this then the process was not carried out, however, young people could still be recognised for their achievements without prizes.

2

Actions for development for Children's Centre	Person Responsible	By When
Continue to improve the District reach figure especially for the most deprived LSOA's in the District using the action plan, especially LSOA E01023990 which should be added at Annual Conversation.	CCDMs and Team	To be decided in District
Ensure records of Fire Tests are kept up to date by Amey at all centres.	CCDMs and Business Support	
Ensure that measures identified as not met on checklists are actioned and Risk Assessments updated appropriately if measure no longer needed.	CCDMs and EHSW	
Complete Parental Evaluations regularly to ensure they influence service development.	CCDMs and Team	
Ensure guidance on the completion of service planning is consistent for all staff.	CCDMs and SEHW	
Continue to look at ways of addressing the challenges with regard to the take up of FF2 places in the Charing Ward.	CCDMs and FF2 leads	
Develop a longitudinal evaluation process to track the progress of individual adult learners and the impact of the learning and also use information from South Kent College.	CCDMs	
Continue to monitor and improve the Early Years observation, assessment, planning and tracking to ensure a 'good' judgement at next Early Years review.	CCDMs and SEHW	
Pilot tracking targeted children in Under 5's groups (approximately 20) over a 6 month period to give more accurate data	CCDMs and SEHW	

Consider regular volunteer meetings to feed parental views into service planning and priorities via the District Advisory Board	CCDMs and SEHW	
Improvement Team to look into providing face to face Information Governance Training to volunteers again	Improvement Team	
Review the number of targets in the Action Plan following the Annual Conversation in line with the new more targeted Children's Centre offer.	CCDMs	
Review the process for evidencing safer recruitment and mandatory training in light of the changes to the Single Central Record Processes	CCDMs	
Ensure that the DAB Chair is kept up to date with District priorities and changes to central processes.	CCDMs, DM and Improvement Team	
Ensure that Reflective Practice Groups are run regularly to support Additional Support work.	CCDMs	

Actions for development for Youth Hub	Person Responsible	By When
All risk assessments need completing on KCC five steps forms – to include building and activities. Emma Fairbairns would be available to support Jim Winter and his staff team in training if required.	YHDM and Improvement Team	To be decided in District
Fire training for staff and fire drill for young people	YHDM and Team	

Completed versions of this form will be sent to the Children's Centre/Youth Hub Delivery Manager and copies to their District Manager, Heads of Service and held by Information and Intelligence.