

Appendix 2

Youth Provision District Report

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Subject: KCC Delivered and Commissioned Youth Provision in Canterbury

Classification: Unrestricted

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

1. KCC Directly Delivered Youth Offer in Canterbury

1.1. The KCC internal youth offer in the Canterbury District consists of a variety of key activities for young people to engage with. These include, but are not limited to, the following:

- i. **Herne Bay High School Groups:** These groups run twice a week for young people struggling to maintain education. They focus on raising self-esteem and confidence so young people can better engage in education and thrive in their wider lives. The young people all work towards an accredited outcome via ASDAN. The plan for the new term is that this will be rolled out to young people not in education or those struggling from other schools; to include whole day activities to further engage young people who are struggling with mainstream classes.

Additionally, a youth forum is run within the High School, looking at concerns and items of interest to the young people, school and wider community.

- ii. **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. This group is run in partnership with the SNAAP charity, using staff from both services.
- iii. **Open Access Groups:** These sessions, run from both Herne Bay and Whitstable Youth Centres, are open access youth work sessions. They are open to all adolescent young people. Although, we actively encourage attendance of those most at need e.g. open to Early Help and Preventative Services (EHPS), Children's Social Work Services (CSWS) and Youth Justice.
- iv. **Project Group:** This group actively encourages young people to take part in a set activity over several weeks (e.g. Music, Art, Cooking, Sport). The young people all have the opportunity to receive an accredited outcome via ASDAN.
- v. **Girls Group:** This group focusses on the specific needs of girls.

- vi. **LGBTQ+ Group:** A group that offers support to young people within the LGBT community and those struggling with their sexuality and identity.
- vii. **Wellbeing Groups:** We offer a weekly Emotional Resilience Youth Group to young people in both Canterbury and Whitstable. The group can be attended by any young person on a rolling programme of activities.
- viii. **Junior Group:** This is an open access group focussing on transition from primary to secondary school and addresses the needs of those children. It aims to encourage young people to eat smart and get active offering cooking activities and 10 minute shake up games.
- ix. **Art Group:** A group run for young people aged 8-18 years with an interest in art and trying new art forms.
- x. **Duke of Edinburgh's Award (DofE):** An accredited open award centre that delivers Bronze and Silver DofE opportunities to young people over the age of 14.
- xi. **Friday Night Cage Rage:** A football activity run at Memorial Park in Herne Bay to alleviate problems of ASB that were being reported to the police. All young people, aged 14-19 can take part, they do not have to be part of a team. This session is run in conjunction with Active Life.
- xii. **Howe Green Detached:** This is street-based detached work that focusses on the Howe Green Estate, offering activities for young people and advice and guidance to any new residents.
- xiii. **Sturry Detached:** This street-based detached project is subject to change, as identified by the Crime Reduction Unit. The project offers activities to young people in our more rural areas.
- xiv. **Missing Return Interviews:** Missing person return interviews are carried out by Youth Hub staff, for every young person not open to CSWS, 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 aged 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.

2. KCC Commissioned Youth Offer in Canterbury

- 2.1. There are 12 Youth contracts across Kent, delivered by 7 providers. Canterbury Academy are currently subject to a 5-year contract with KCC to deliver universal youth provision in Canterbury (let by KCC on 1st December 2016, following a competitive process).
- 2.2. The youth offer from Canterbury Academy, includes the following programme of support:
 - i. **Open Access Groups:** This session is run from Riverside Youth Centre and is open to all young people aged 11-18, with general Youth Club activities available.
 - ii. **Bike Project:** Young people are encouraged to 'earn a bike' by learning how to service and repair cycles. The young people can receive both recorded and accredited outcomes.

- iii. **Volunteer Group (15-19 years):** A weekly group for the senior members to look at relevant issues from their local area and centre. The group develops community projects and raises funds to help others.
- iv. **Inclusive Us/Bright Chance:** 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. This group is run in partnership with the SNAAP charity, using staff from both services. Young people from The Canterbury Academy, volunteer within the group to provide Buddies for disabled members. Bright Chance is for the older young people who are moving into adulthood. This programme offers life-skills and youth activities.
- v. **Work within The Canterbury Academy:** Interventions run within the school environment with young people achieving recorded and accredited outcomes. This is a varied programme which includes support around mental health, wellbeing, and resilience.
- vi. **After School Youth Club and Lunch Club:** The youth centre on the Academy site is open for Canterbury Academy students to access support both during and after the school day.

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

- 4.1. The Youth Hub Delivery Manager meets regularly with police officers from the Community Safety Unit (CSU), Community Wardens, City Council and the Youth Justice Team to discuss specific young people that are regularly involved in antisocial and criminal activity. The purpose of this meeting is an information sharing and exploratory one that leads to ensure everyone is working together to safeguard both the community and the young people.
- 4.2. The Youth Hub Delivery Manager attends the Adolescent Risk Management (ARM) Panel working with Early Help Units and CSWS to ensure that young people are offered a robust and integrated service and are effectively safeguarded.
- 4.3. The Senior Early Help Worker attends the Alcohol Partnership Meetings aimed at cutting down the prevalence in under-age drinking, proxy selling and failing to check age.
- 4.4. The Youth Hub Delivery Manager attends Strategic Tasking Group meeting with Kent Police, City Council, Community Wardens, university pastoral staff, church volunteers, neighbourhood watch, HeadStart and other partners to ensure areas of concern are discussed, information shared and partnership working explored.
- 4.5. The Youth Hub Delivery Manager attends monthly NEET meetings with CXK, Youth Justice and the partnership manager to ensure resources are targeting the correct young people and support given to enable them to move into education, employment or training.

- 4.6. The Youth Hub Delivery Manager attends public health meetings and feeds back quarterly to public health on events and activities taking place in the Youth Centres.
- 4.7. Whitstable and Herne Bay Youth Centres have good links with both the Youth Engagement Officers and the local Wardens and work together to both safeguard and challenge young people who attend youth sessions.
- 4.8. Work with Active Life and Porchlight to look at sporting activities available to young people and how this can enhance the current sessions on offer and future additional sessions in areas of high anti-social behaviour.

Early Help and Preventative Services
Open Access Improvement Review Tool

Document Owner	Alan Collado
Version	1
Approval Date	
Issue Date	
Review Date	

Open Access Improvement Review Form

Dates of Review: 30 th and 31 st March 2017	Reviewers: Debee Beale, Emma Fairbairns and Marie Boniface	Centres visited: Joy Lane, Little Hands, Poppy, Briary, Spring lane Community Centre, Apple Tree Park Life Youth Centre District: Canterbury
Delivery Managers: Alison Bounds Dawn Ledingham District Manager: Rob Jobe	Staff and Partners Present: Various including Staff team, Volunteers (CC), Senior Members (Youth), District Advisory Board partners and various partners.	
Context This Open Access review was conducted to establish the Ofsted readiness of the Canterbury 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.		
Theme		Score
1. Access to Services The Delivery Manager and Senior Early Help Workers demonstrate a very good understanding of data and it is clear that they are routinely using this to good effect to inform decision making. The staff team and partners evidence that the data pack is shared appropriately to ensure they understand priorities and targets including priority LSOA's such as Greenhill and Eddington. Staff members accurately use the data to produce further graphs to identify the areas for development, resulting in services reaching the appropriate people at the right time across the District. They are all aware of their target groups and areas and are knowledgeable of the families accessing services, using this knowledge to create welcoming and friendly environments. There is also very good joint working with the Commissioned Centre and Manager to ensure a whole District approach providing over 100 services weekly. These effective and well established services ensure the large majority of the District are registered (75% - above Kent average). Maintaining contact with families, especially in the most deprived LSOA's, once registered is proving more challenging with lower reach figures (52% - still above Kent average and third best in the county). There is recognition that the reach figure needs to be improved and the very successful summer programme from last year is being repeated and improved to try to achieve an increase. The District has identified and registered more BME families than the KCC baseline and is reaching the large majority of these (67%) with various well attended BME services provided. There is very good provision of universal services both within centres and at outreach venues to engage the community. There are plans in place to deliver more services in outreach locations to increase reach to target LSOA's such as Heron ward. Partners such as Health Visitors, Midwives, Breastfeeding Support and Adult Education deliver services from the centres and effective joint working with key partners is evident and described as 'amazing' by those partners. EStart is used effectively to monitor how many families use and continue to use services until their needs have been effectively met. There has been a significant improvement in the last 2 years within the Poppy Catchment area showing a 43% increase in reach since April 2015. Despite this reach for some of the most deprived LSOA's in Poppy, Joy Lane and Little Hands remains low and improved engagement in these should become a focus		2

<p>for the team as identified in the Action Plan.</p> <p>Recommendation <i>Continue to improve the District reach figure especially for the most deprived LSOA's in Poppy, Joy Lane and Little Hands.</i></p> <p>There is very effective practice with regard to the take up of the free entitlement for 2 year olds (FF2) with a whole District approach including the Commissioned Centre. There are 2 FF2 champions (one for KCC and one for the Commissioned Centre) within the district resulting in a very good understanding of the needs of the community and maximising opportunities for promoting FF2, including a laminated information card with bar code to encourage parents to take up places and partners including childminders to promote the take up. There are clear and effective processes in place to facilitate the take up which currently stands at 75% for the District which is second highest in the County. The FF2 champion recognises that there is more work to do in some wards and especially in the Little Hands catchment area and there are plans to promote alternative provision working with the sufficiency team, as well as door knocking to target families. The whole team demonstrate an understanding of the FF2 offer and are confidently able to promote it to families. There are displays in all centres highlighting who to speak to about FF2, making it easy for parents to enquire.</p> <p>Recommendation: <i>Continue to work with the Sufficiency team to promote alternative FF2 provision in the Little Hands catchment area to increase take up.</i></p> <p>There is good partnership working with the Early Help Units and Specialist Children's Services, ensuring that there is a continuum of services for all families in Canterbury, this could be further improved by better links with the named Social Worker. Staff members feel that their managers allocate work priorities appropriately with regard to Additional Support but there are challenges around the levels of Additional Support work and thresholds with continued pressures for Unit work in the District. There is also nervousness with regard to how the new front door proposals may impact on the type and level of work received by Open Access, posing a threat to the comprehensive universal service they offer and providing further challenge to achieving reach targets.</p> <p>There is outstanding partnership working with local Midwifery teams which were clearly evidenced within the YAPS group where the local lead midwife actively engages young parents in to the group and joins them for part of the service. Links with Health Visiting are also excellent with joint sessions for 'preparing for parenthood' and introducing solids workshops being delivered across the centres, this will also deliver training to staff enabling them to give key messages to families. The 'Preparing for Parenthood' service has been piloted successfully delivered jointly by Children's Centres, Health Visitors, Midwives and Breastfeeding Peer Supporters and is an example of good practice. Another example of good practice is the 'Time for You' perinatal mental health service being delivered in partnership with the voluntary provider 'thinkaction' and Health Visitors.</p>	
<p>2. Quality and Impact of Practice and Services</p> <p>The Staff team delivering the EYFS have very good knowledge of their target groups and are clear on which families should be accessing their services, they are proactive in seeking creative ideas for new services. Their enthusiasm and skills were evident in the groups and services that were observed. Their delivery is of a very good quality and staff act as role models for parents. It is clear that the principles of EFICL, Born to Move and healthy lifestyles are well embedded and staff members fully understand their importance and promote this to parents. Parents were seen actively engaging with their children and encouraging them to join in with singing sessions within groups. Tracking of children is well embedded with target children being tracked through universal, targeted and crèche services. There is evidence of children making positive progress in their learning and development on the Kent Progress Tracker. Recent notes of visits from the Early Years Advisers identify the good quality of staff delivery and the effective monitoring of sessions through the use of the best practice audit tool. The Staff team are extremely motivated, passionate and proud of their work with children and families and their enthusiasm was evident. Parents commented that the staff members were "exemplary" and this was reflected in the observations of their delivery. Parents voiced confidently and</p>	2

enthusiastically that they returned to the services because staff were 'friendly' and it was a 'safe environment'

Processes put in place such as the Early Years Action Plan and the regular meetings to review children's progress and ensure they are being tracked by the most appropriate key person all evidence that Early Years delivery takes highest priority and is of very good quality.

Delivery across the Districts is mostly consistent in its quality and all staff members are aware of health campaigns with the use of Born to move, and food champions in all services. Staff members are motivated and enthusiastic ensuring that they showcased all their hard work. EFICL was evidenced through learning Journeys where parents are given the books and asked to contribute to their contents with some parents completing these weekly to show their child's progress.

There are wide ranges of parenting programmes being delivered across the District which range from locally delivered services such as Solihull and about boys to services delivered by Kent Adult Education, this is co-ordinated by the children's centres' senior early help workers. The Kent Parenting programme is also being rolled out across the District. The delivery plan of the Kent parenting programme is co-ordinated by a unit lead for the whole District.

Partnerships with Early Years and School Settings are well established such as campus meetings held regularly with Briary Primary school which are effective in supporting local families and identifying target groups. Attendance at the coastal alliance meetings is increasing the partnership working with schools in the District.

The Delivery Manager and the Manager of the Commissioned Service Riverside work closely together, meeting regularly to share information and attend the Early Years Lift Meetings and Early Support Meetings.

Planning of services is very good and clearly evidences links to children's interests through effective evaluation of sessions. Regular internal observations are now in place with a regular timetable of observations being followed. The Staff team are knowledgeable of the children accessing their services and their keenness to support their development is clearly evidenced in the planning of sessions.

There is a very strong Public Health lead in place ensuring that the delivery of Public Health messages is consistent and effective across the District. Training was delivered to staff across the District highlighting the priorities and ensuring that the correct messages are being delivered where needed most including, reducing hospital admissions, Increasing Breastfeeding rates, promoting healthy weight, increasing immunisations and reducing smoking in pregnancy. The staff team are confident to speak with parents on these matters. There is also a calendar of Public Health campaigns for all of these priorities resulting in improving outcomes and reducing inequalities for children and families across the District.

The District also has an effective volunteer champion who is responsible for the recruitment and support of all volunteers. They reported that the new volunteer process is working well with new applicants coming through the online tool. There are currently 32 volunteers across the District these include Breastfeeding Peer Support volunteers helping the District to achieve a breastfeeding rate of 45.4% which is above Kent average, although the team are aware that rates need to be improved in the Poppy catchment area as they are currently 35% in comparison to 56% in the Tina Rintoul catchment. Volunteers are being tracked and there is evidence of volunteers going into paid employment within and outside of the children's centre as well as onto further education. The reasons people volunteer is varied with volunteers who are parents, those looking to adopt children and those with additional needs. One volunteer has been supporting the centre for 8 years and was very positive about her time at the centre.

Recommendation: *Improve provision of ante-natal packs and the delivery of 'preparing for*

parenthood' for the Poppy catchment area to address low breastfeeding rates

The District is also engaging student placements from Christchurch University with one student stating that she had "originally wanted to be an Early Years Teacher but since her placement she now wanted to work in Early Help". The District has also recently taken on a traineeship through KT&A.

Service Users are kept informed of how the centres keep their children safe through the use of notice boards which are bright, colourful and visually easy to read and understand. The centres' notice boards on Schema, e-safety and safeguarding were consistent across all buildings and of good quality, enhanced by the introduction of the "Board Champion" who creates a board and shares the resources with all centres through the shared drive. The District effectively uses social media to advertise its services, they monitor the use of their Facebook site which shows a large number of parent's comments and likes. They use of events to advertise sessions and services which is proving popular.

There is robust delivery of courses across the District, planning is currently split between the 2 SEHW's. The course provision is good and the team have taken the decision to run more short courses to encourage engagement. Last year the District achieved the target set by Adult Education for unique learners and is well on track to achieve this again. From April 2016 to March 2017 the District saw 157 learners and this figure did not include parenting programmes.

The District has Training and Employment Officer who runs drop in sessions in Joy Lane, Poppy and Riverside, through these sessions she has had contact with 46 individuals all of which have been supported through various services, the worker is employed by Riverside, the commissioned provider, and her services are shared across the whole District. Adult Learners have case studies but there is no formal tracking process within the centres to ensure that they are effectively able to support adults progress and monitor their journeys

Recommendation: *Implement a formal tracking process for adult learners to ensure that their effectively supported ongoing personal development journey is evidenced.*

The Pilot Re-engagement programme within the YAPS groups is in its infancy but appears to be progressing well with individual assessment and progress plans supporting young parents' access to Employment, Education and Training (EET). Around half of all young parents have completed this tool. Many young parents have gone onto further education and employment. The feedback to the centres from the young parents is extremely positive.

Ground rules within the YAPS group are set by the parents giving them ownership. Some behaviour in the session observed indicated that there is a need to ensure that new parents are introduced to the group rules on their first visit to make sure that they are aware of their responsibilities, such as acceptable use of mobile phones.

Recommendation: *Ensure that ground rules for groups are followed and guidance on mobile phone use is adhered to especially for attendees who are new to the group.*

The current NEET Figures are 86 (2.89%) with the target being 2.25% and work with NEET is a priority for the District. There are processes in place to ensure that there is support available for those that are NEET such as drop in sessions and door knocking to family homes. Those that are NEET mostly do not want to, or are unable to engage, which is a challenge for the District as these are often the most vulnerable and hardest to reach. The YHDM is aware of the work in CC's and signposts any young parents to the groups. The YHDM is concerned with the proposed closure of the JCP buildings in both Whitstable and Herne Bay and the impact this may have on the young people of the District with transport links being expensive into the city.

The District Participation meetings are effective and the CCDM works with the YHDM and Manager from the commissioned provider to ensure that updates and information is shared appropriate relating to young people who are NEET.

There are good quality Service Proposals for all groups that clearly outline the needs of the centre and the outcomes they aim to achieve, the information within the Service Proposals accurately depicts the needs of the District and the justification for the delivery of specific services. Service summaries are well embedded with evidence of these going back over 2 years, content of the summaries shows clearly that the centres are reaching their target groups at their services and these could be further improved by utilising the action planning element of the summary to link them more effectively into the District service planning as staff were not confident how their feedback informed the planning.

The District is currently undertaking an E-Qualities award for equality and diversity and from this they have effectively reviewed their services to ensure that the services delivered are fully inclusive. Evidence of this was seen in their annual planner of celebrations where careful thought and consideration has been taken to identify the cultures that they celebrate are those with meaning to the local community. This work has been undertaken with parents' views and input. They are closely monitoring the reach and registration of BME groups across the District. This report is positive and needs to be monitored for evidence on how the information produced in graphs and data sets is used.

3. The Effectiveness of Leadership, Governance and Management

Centre leadership and management are using the KCC central processes and the support of the Improvement Team to implement the Performance Management cycle extremely effectively, including the SEF, Action Plan and Annual Conversation, to set and agree relevant performance measures that improve the lives of families and young people in Canterbury.

The SEF is of excellent quality and clearly shows the level of work being undertaken in Canterbury, this could be further improved through the use of more "So What" impact statements. All targets set at the Annual Conversation are a true reflection of the needs in Canterbury and Managers and partners are working closely to achieve them.

The District Action Plan has been appropriately updated following the Annual Conversation and the Senior Leadership Team has agreed the targets for the year. Targets set reflect the whole District's needs and are shared across children's centres and youth services, ensuring that there is a comprehensive 0-25 District offer. There is still some work to be done to move away from the City and Coastal split but the recent changes to line management will have a positive impact on this.

The joint working with the Youth Hub was evident and there are clearly strong relationships being built. One Staff member is working across both youth and children's centres with Children's Centre staff recently starting to work at evening youth sessions.

Membership of the DAB is strong and partners are very aware of the priorities for the District, there are clear links between the Link Meetings, DAB, LCPG and parents. There is excellent joint working with Home-Start and joint delivery of services is effective. Partners spoken to during the review were very positive about the work of the District and the joint focus of targets and priority areas.

Parental engagement at the DAB has been a challenge but the recent addition of a Parent Rep is showing a positive direction of travel. The Parent Rep felt confident that she was able to present the Parent Voice to the meeting. Information is shared in a variety of ways which includes joint team meetings with the Commissioned Centre. All centres have displays telling parents how to get involved in the centres services.

Parent Forums have been revitalised and there are effective mechanisms to gather parents feedback on services, these are completed by workers spending time in groups and asking for feedback, they also use comment cards and evaluation to gather information. All comments and suggestion have been discussed and responses fed back to parents through groups and displays.

A recent Annual Parent Satisfaction Survey was carried out across the district, A report on the findings was given and feedback from families is positive with 67% saying they were very satisfied and 26% saying they were satisfied with the Children's Centres. Feedback received is used to develop the services further. Parents commented on how the centres have made a difference to theirs and their children's lives, such as 52% said their child had more confidence, 25% said they have learned new skills and 71% said that it gave them new ideas to try when playing with their child.

Staff voiced that they feel extremely supported by their managers and were keen to highlight that they could not work to the high levels achieved without the level of support they receive both formal and informal. Supervision is booked in advance and priorities discussed, ensuring everyone is motivated and enthusiastic about their roles including the managers. The KCC TCP appraisal system is followed effectively by the Delivery Managers and SEHW's with accurate records of supervisions and appraisals maintained. Targets are discussed at all supervision sessions and the staff members feel that managers are always available to listen to them. The 'Ad-hoc' supervision available to the Delivery Managers could be improved with regular supervision meetings booked and recorded to maintain the current levels of motivation.

Recommendation: *Delivery Managers to receive regular supervision that is routinely booked and appropriately recorded.*

Safeguarding processes are secure. ID is checked at all centres and visitors badges issued appropriately. Visitor health and safety information is available to anyone new to the centre both with a leaflet and safeguarding information on well-presented notice boards. Safeguarding Audits were submitted on time and were the most compliant in the County, even in the absence of the Delivery Manager. Safeguarding incidents are dealt with effectively and appropriate conversations with parents around any concerns were observed at 2 sessions. Staff members were confident about the process to raise any safeguarding concerns when asked. Trained Designated Persons are in post and there is central recording of safeguarding incidents. This could be further improved by making it District wide not split between Coastal and City.

Recommendation: *Remove the City/Coastal split from the Central record of incidents log to further improve the whole District approach to safeguarding concerns.*

The Single Central Record is well maintained for the Children's Centres evidencing safer recruitment and adequate Mandatory Training. The document is now a District model covering all Early Help staff and needs to be overseen by the Senior Support Officer to ensure all relevant staff details are up to date.

Recommendation: *District Manager to ensure the Single Central Record is up to date for all District Early Help staff. Senior Support Officer to take updates needed to Leadership Meetings monthly to be actioned by appropriate Managers with District Manager signing off quarterly with comments on gaps*

There is a named social worker agreement in place but this now needs to be established more fully to strengthen the links and communications about families known to both services and improve the CHiN reach figures.

Recommendation: *Improve the named social worker link to ensure effective communication with regard to families that both services are involved with and increase the CHiN reach figures.*

Health and safety of the centres is of a very high standard with all risk assessments being up to date and of good quality. Excellent daily checklists were seen to be routinely used for all buildings and groups, having recently been updated to ensure that they link directly to the appropriate risk assessments. All partner agencies using the centres also complete daily checklists for their services clearly evidencing the importance of health and safety to the

<p>running of the centres. All centres are well maintained, welcoming and safe. Parents were keen to share that they felt that they and their children were safeguarded at the centres and this is why they returned time after time.</p>	
<p>4. Overall Effectiveness of Children’s Centre provision (including EYFS) 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 Good. There are outstanding features in most areas and with an improvement in data and some further development as identified in the recommendations an overall Outstanding grade is achievable.</p> <p>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 – 2 - Good • The Effectiveness of Leadership and Management - 2 - Good <p>Note – The Early Years Advisory Team has also graded the District as ‘Good’ in every category including tracking, quality of delivery, environments and planning. The Delivery Manager is very experienced in Early Years and uses the experience of the Early Years Advisor effectively.</p>	2
<p>5 Review of District Based Working The District based Working Review took place on 3rd March 2017 and although the report has not yet been received in the District the Draft priorities for Open Access include:</p> <p>Priorities from Data Review session:</p> <ul style="list-style-type: none"> • The Children’s Centre internal audit tool to be used to review performance of Canterbury Children’s Centres. Dates for Canterbury review scheduled for 30th and 31st March <p>Priorities identified in the Early Help, Social Care, Health and Well-being session:</p> <ul style="list-style-type: none"> • Explore potential to build on the Community Youth Tutor model at Canterbury Academy • Through joint working with schools and partners, continue to communicate and embed Early Help processes and procedures (access to services, service provision, case closures, stepdowns etc.) • Provide schools and partners with Early Help structure, contact guidance and service offer guidelines <p>Priorities identified in the 14 to 24, including NEETs and Youth Hubs:</p> <ul style="list-style-type: none"> • Widen the emphasis of District Participation meetings to include identification of potential NEETs and role of Early Help in preventing NEET, particularly around transition <p>Priorities identified in the Early Years Providers and Children’s Centre session:</p> <ul style="list-style-type: none"> • Explore the reasons behind poor attendance at EY LIFT • Develop a better understanding of the number and reasons for referrals to LIFT from Early Help • Early Years LIFT Terms Of Reference and action plan to be circulated and followed up especially with maintained nurseries • Ensure that maintained nurseries are fully aware of the Children’s Centre offer and establish named link workers • Explore the opportunity for primary schools to contribute the 8 to 11 year old component of the newly commissioned youth offer (Canterbury Academy) • Potential to further enhance information sharing with partner services such as health visitors • The potential for closer integration between Early Years settings and health was recognized through requests for Joint Reviews of children at two years 	

- Invite Health to SENCO forums to provide update on roles and activities
- Support settings to encourage parents to claim Early Years Pupil Premium

These had not been circulated to the District at the time of the Review and are subject to change

Recommendation: *Ensure that Open Access priorities identified from the District Based Working review are embedded in the District Action Plans.*

6 Youth Work Observation - Parklife Youth Centre – Asdan Red Nose Day Session – 22nd March 2017

1. Context – 2 - Good. Park Life Youth Centre is a purpose built youth centre that is co-located with a Children's Centre and a day nursery. There are a range of posters and displays including change for life, safeguarding and also some of the young people's art work. The area is welcoming and young people seemed very relaxed here. There appears to be some storage issue however as boxes were stacked up high on cupboards and the kitchen area was particularly cluttered which was not ideal for food preparation. The building is all on one level so is wheel-chair accessible. All the items in the room such as pool table and table football are movable so can accommodate different groups with differing needs. The building is easy to find and there are two large signs that are visible from the roadside. The main entrance is bright and friendly, however, it seems to have a strong children centre/nursery focus and on first impressions you would not immediately realise that the building has multi-usage for young people. I was later informed that young people have now been asked to enter the building from the side entrance – however there was no clear signage of this and it seems a shame that young people cannot access the same space as the rest of their community. There are display boards with a variety of information in the youth room however there is no safeguarding board that is relevant to young people and the safeguarding poster displayed is for the children centre staff when they use the room. It would be good to see a staff photo board so that young people knew who the first aider or trainer safeguarding officer was. The resources being used for the session had been designed by the young people and ranged from a treasure hunt, a chocolate fountain, lucky dips and ball games. Young people had brought items in from home and prepared display boards to complement the games they had designed. Overall the youth centre would be rated as a good with some outstanding practice with the young people having designed games and resources for their Red Nose event.

Recommendation: *General de-clutter of the youth room at Parklife - particularly the kitchen area when preparing food and snacks.*

Recommendation: *Create a notice board with young people about how they are safeguarded in the centre and display who they can talk to if they have concerns.*

2. Planning – 2 - Good. Sessions are well planned by both staff and young people and the new county templates have been embedded well. Some evidence of individualised learning is required and currently there is no evidence that young people are involved in shaping the design of the sessions. While the staff's planning forms seen were of a high standard, the paperwork was generic and was used for every Asdan group that was run at Parklife. Rob has run the same course over many years and has adapted the format so that it is refined and the format works well. The staff clearly knew the young people that were participating in the Asdan programme and each young person had been referred for a different reason, for example, some were there for social reasons and others based on their behavioural needs. However, the paperwork did not reflect those needs and the same format was followed on each course regardless of the needs of the group. The challenge of running an accredited course is that there is a set format to achieve however it would be good for the staff to adapt the basic planning format to reflect the young people that they are working with. Young people complete their own planning forms as evidence for their Asdan award and staff supported this process. The young people had planned games or activities that the nursery school children could participate in. They had thought through what adaptations that they might need to consider if there was bad weather and they wanted to plan games that all the

children could access. There were children from the nursery that had additional needs and they remained fully engaged in the activities. When the rain did arrive the young people quickly worked together to adapt their treasure hunt without the intervention of staff. The main concept of the Asdan programme is around inclusion and the school refers young people to the youth team so that they can develop confidence, self-esteem and social skills so that they can re-engage in mainstream education. Young people had displayed a range of skills within their planning. The activities on offer were creative and each group had produced pieces of artwork to showcase the games they had arranged. The young people took ownership of the event and there were sports events - encouraging the children to be active; there were team games that taught the children to take turns and also cake decorating where one young woman had brought 50 cakes in from home. Both staff and young people complete written evaluations about the session. For the young people these form part of their Asdan evidence. When looking at the staff planning paperwork there was no evidence that the group's feedback would influence any future changes to the Asdan set programme. Rob has been developing this Asdan course over many years and the paperwork seems to remain the same for every course. In the initial stages of development the influence that young people have had over the way that it was delivered may have been more evident however currently it is not clear.

Recommendation: *Adapt planning forms to evidence individualised learning and how young people influence future plans.*

3. Quality of Relationships – 2 - Good. The young people were engaged in the activities. Behavior was challenged appropriately with good communication between staff and the young people. As a visitor to the centre the young people were polite and welcoming and showed manners and respect for staff, the building/equipment and each other. When the nursery staff and children came into the youth space the young people responded appropriately and took their individual roles seriously. It was evident that staff motivated young people to achieve outcomes and they acted professionally in their work. Staff were friendly with clear boundaries which the young people respected. Low level disruptive behaviour was challenged and appropriately addressed. Young people in attendance showed real confidence and self-esteem throughout the event and appeared to have gained new skills through the activities and the youth work that took place. The interactions between young people and all staff present were very good. Some of the young people had taken part in other Asdan courses with Rob and this was a progressive step for them. When required to lead their own activities the young people required very little staff support and they lead with strength and confidence. This piece of youth work is particularly impressive as some of these young people were referred to the Asdan group due to their lack of social skills or low levels of confidence. There was a lovely atmosphere to the event and the young people were supportive of each other, helping one another without being prompted and they all showed real care for the small children taking part from the nursery. They wanted the children to have fun and enjoy themselves and worked hard to communicate the aims of their activities to them, adapting their language to help them understand. There was a clear and positive code of conduct around 'Respect' that Rob was able to show me, however, this has been good to have displayed in the centre. Young people and staff were clear on their boundaries and behaviour was appropriately challenged. Young people appreciated the eggs and shopping that Rob had bought on their behalf.

Recommendation: *Display 'Respect' code of conduct and restorative approaches*

4. Session Delivery – 1 - Outstanding. Young people each led their own activities that they had designed and created. This co-deliver was of a high quality and there was minimal staff support required at the time of the event. Staff facilitated the planning of the activities and helped the young people to reflect on what went well. All of the young people were fully engaged and there was a real 'buzz' to the session. Each young person had clear roles to complete and showed leadership in their own events. There was positive encouragement from peers and staff at all times. The activities that were planned were initiated by young people and the decision making was shared between the young people and the youth workers. An

excellent example of co-delivery. The project empowered young people while at the same time enabled them to access and learn from their experience. There was good evidence of young people learning new skills and developing themselves. The Asdan process puts a planning and review process around the activities that the young people carried out and this allowed them to reflect on their learning. Organising the event was something new to the young people and it clearly challenged them. There were nerves as the children and nursery staff entered the youth centre and excitement when they raised money for charity. There was no evidence of oppressive or bullying behaviour so it is difficult to comment how they would have been challenged however, from the way the young people interacted with each other and the respect they showed to staff and visitors it was clear that there does not appear to be an issue with such behaviour. Young people all appeared to be friendly with one another and seemed to feel safe and secure in the session. Staff showed some great youth work skills of moving between giving the young people the freedom to take a true ownership of the event while also offering support and guidance should the young people need it. The staff facilitated a blend of informal and relaxed atmosphere at the start of the session when young people were able to have a drink and eat toast through to more formalise written work when the young people were completing Asdan paperwork and reflecting on their learning.

5. Outcomes – 1 - Outstanding. All the young people are on route to achieve their Asdan accreditation and there is good evidence that young people are learning and developing through this process. Some of the young people are new to the Asdan process and would not currently be able to evidence their story of development although they are already able to identify the skills that they have learnt. The young people are clearly responding the informal education process that is being used by the youth team and the project is able to develop qualities and behaviour that these young people have struggled to find with the school setting. Although there is currently no provision for a Silver Asdan award at the youth centre, young people can progress with the Asdan COPE award at their school and use credits from this accreditation towards it should they want to. It would be good to see some of these young people being encouraged to progress into Senior Member roles in the evening youth club sessions and using their leadership skills developed in the Asdan sessions to progress. Although there was no direct evidence of restorative approaches being part of the centre's code of conduct staff, young people were encouraged to reflect on their behaviours. This was clear when Rob took one of the young people aside when he was displaying some low level disruptive behaviour. The young person had a quiet chat with Rob and then returned and completed his remaining work without any conflict. The long term relationship and community engagement with the nursery is very positive and the nursery owner is very complimentary of the joint working that is carried out. There are some wonderful display books that highlight this relationship that parents, families and young people can see. These books and large prints on the wall show very clearly positive images of young people engaging with their communities and supporting charity work and intergeneration work. Outcomes from the sessions are also celebrated back at the young people's school in assembly and this again promotes that positive engagement of young people that the formal education processes are not always able to discover.

Actions for development	Person Responsible	By When
Continue to improve the District reach figure especially for the most deprived LSOA's in Poppy, Joy Lane and Little Hands.	Ali Bounds & team	District to decide
Continue to work with the Sufficiency team to promote alternative FF2 provision in the Little Hands catchment area to increase take up.	Ali Bounds & team	
Improve provision of ante-natal packs and delivery of 'preparing for parenthood' for the Poppy catchment area to address breastfeeding rates	Ali Bounds & team	
Implement a formal tracking process for adult learners to ensure that their effectively supported ongoing personal development journey is evidenced.	Ali Bounds & team	

Ensure that ground rules for groups are followed and guidance on mobile phone use is adhered to especially for new attendees to the group.	Ali Bounds & team	
Delivery Managers to receive regular supervision that is routinely booked and appropriately recorded.	Rob Jobe	
Remove the City/Coastal split from the Central record of incidents log to further improve the whole District approach to safeguarding concerns.	Ali Bounds & team	
District Manager to ensure the Single Central Record is up to date for all District Early Help staff. Senior Support Officer to take updates needed to Leadership Meetings monthly to be actioned by appropriate Managers with District Manager signing off quarterly with comments on gaps.	Rob Jobe & Vanessa Emmanuel	
Improve the named social worker link to ensure effective communication with regard to families that both services are involved with and increase the CHiN reach figures.	Ali Bounds & team	
Ensure that the recommendations from this review are embedded in the District Action Plan and agreed by the District Advisory Board	Ali Bounds & team	
Actions for development for Youth Work Observation	Person Responsible	By When
General de-clutter of the youth room at Parklife - particularly the kitchen area when preparing food and snacks.	Rob Buchanan	1 st May 2017
Create a notice board with young people about how they are safeguarded in the centre and display who they can talk to if they have concerns.	Rob Buchanan	1 st May 2017
Adapt planning forms to evidence individualised learning and how young people influence future plans.	Rob Buchanan	1 st May 2017
Display 'Respect' code of conduct and restorative approaches.	Rob Buchanan	1 st May 2017