

2018-19

Cheltenham Children & Family Centres Performance Report



Gloucestershire

COUNTY COUNCIL

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Children & Family Centre Locality Performance Report 2018-19

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1. Introduction

Name of Locality	Cheltenham
Name of Provider	Gardners Lane & Oakwood Federation
Children and Family Centres in Locality	Gardners Lane Hesters Way Oakwood (Whaddon)
Children's Centres in locality (community led buildings)	Charlton Kings Library Leckhampton Rowanfield Up Hatherley Library

Since 1st April 2017, 16 children and family centres have been managed by 3 organisations who bid to run 6 locality contracts across the county.

Barnardo's – Gloucester City, Forest of Dean and Stroud
Gardners Lane and Oakwood Federation (GLOW) – Cheltenham and Tewkesbury
Gloucestershire County Council (FF+) - Cotswolds

There is a performance report for each locality and an overall service performance report for the targeted family support service running from these 16 children and family centres. Each report is an evaluation of a range of key areas of children and family centre activity during the year 2017-2018.

The monitoring of current children and family centre activity and impact is based on a variety of data sources. These include:

- Troubled Families central data team
- Performance and Data team
- Gloucestershire County Council's Liquid Logic and EHM systems for collecting data
- OFSTED data
- Sufficiency Assessments
- Data collected through contract monitoring with Children's Centres
- Headcount data

In addition to the 16 children and family centres under contract for the targeted family support service Gloucestershire County Council has handed over 29 children centres that are currently in the process of being de-designated, following an EOI process undertaken for each of these buildings. Each centre has been handed over as a community hub asset to local providers to sustain the running of universal services for children and families.

Number of Families and Young Children Receiving Children's Centre Services

Performance Measure: Numbers of families receiving services through Children's Centre

Data Source: Quarterly Contract Monitoring

Families accessing services at Children & Family Centres 17/18				TOTALS
	Gardners Lane	Hesters Way	Oakwood	
Number of families that have received a targeted family support service	38	32	27	97
Number of individuals that have received a targeted family support service	110	93	79	282

Priority Groups seen by Children and Family Centres				TOTALS
	Gardners Lane	Hesters Way	Oakwood	
Teenage Parents	5	1	9	15
Workless Families	18	19	35	72
CIN	87	118	75	280
CP	19	46	32	97
CIC	31	30	17	78

Troubled Families Data		
	Total Number of families in Cheltenham	Children' Centre proportion of target for 17/18
Total number of families in Cheltenham with children 0-11 that meet Troubled Families Criteria	220	88

The Children's Centre's proportion of target for Year 1 was 88 families, 97 families received a targeted support service exceeding the Year 1 target.

Troubled Families Outcomes Criteria for Cheltenham Locality 17/18		
Criteria		Total Number of families in Cheltenham
1 – Parents and children involved with crime or anti-social behaviour	1a	0
	1b	1
	1c	1
	1d	6
2 – Children who have not been attending school regularly	2a	8
	2b	0
	2c	1
	2d	0
	2e	0
	2f	0
	2g	1
	2h	6
3 – Children who need help	3a	77
	3b	16
	3c	6
	3d	1
	3e	9
4 – Adults out of work or at risk of financial exclusion or young people at risk of worklessness	4a	66
	4b	1
	4c	0
	4d	15
	4e	9
	4f	7
5 – Families affected by domestic violence	5a	31
	5b	13
	5c	9
6 – Parents and children with a range of health problems	6a	3
	6b	39
	6c	14
	6d	35

Referrals into Children and Family Centres				
	Gardners Lane	Hesters Way	Oakwood	TOTALS
Number of cases open	53	52	38	143
Number of cases not engaged	2	2	2	6
Number of cases closed and outcomes achieved	15	26	26	67

What the data tells us

- The Children and Family Centre exceeded its set target for the number of families supported in year 1.
- The first year of delivery of the targeted support service has been difficult to record and evidence accurately due to the late implementation of the liquid logic IT system.
- Children and Family centres were also introduced at the mid point of year 1 to the validation and closing of cases using the outcomes spreadsheet. The data shown only reflects the opened and closed cases measured against this new criteria.
- Year 2 of the contract will start to show a true reflection of the work being undertaken by the targeted support service and the outcomes achieved by families.
- Children & Family Centres went from delivering a 0-5 service to a 0-19 integrated service which has meant additional staff training has been undertaken to meet the holistic needs of whole family working.
- The service is supporting a high number of children in need.
- The service is providing packages of support to children on child protection plans where the longer term plan is for the child to stay within the family home.

Case studies – individual work

Study 1:

Background/Context – family circumstances; identified needs (Bullet point)

- Child (6 years old) living with mother, maternal grandparents and uncle in a 3-bedroom house in Cheltenham
- Mother and father are separated; father has contact with child during the week after school
- Maternal great grandmother died in November 2017; this bereavement had a significant impact on the family
- School reported child had been suffering from chronic headlice and tooth decay
- Support was offered by school staff to mother regarding addressing the headlice e.g. purchasing headlice lotion, headlice combs, demonstrating to mother how to check child's hair, however there was no improvement
- School highlighted that mother presents as someone who may have accessed help previously for special educational needs; no formal diagnosis.

Partner agencies involved

- School – Referred into Early Help
- School Nurse – Referral had been made following initial TAF Meeting however only became involved when Child Protection procedures were initiated
- Social Worker
- CCP Family Worker
- Advocate
- Fire Service

Input (what was done, key enablers/intervention that led to change)

- Following allocation of the referral and meeting with mother, a Team Around the Family meeting was arranged. This consisted of school headteacher, school SENCO, FSW, child's teacher, mother and grandmother. Father was invited however did not attend. Actions for both professionals and mother were agreed in each meeting and reviewed every 2 weeks. Following the second TAF Meeting professionals highlighted to mother that should there not be any improvements by the next meeting they would have to escalate their concerns.
- Home visits were arranged and attempted by FSW however were often unsuccessful with mother cancelling appointments or no one being present at the house. FSW eventually gained entry into the property, where the home conditions were found to be unsafe, unsanitary and evidence of significant hoarding
- A MARF was subsequently completed by the FSW and whilst it was picked up by the Children's Assessment Team, the child was permitted to remain in the property with her mother and grandparents. A Strategy Meeting was requested by both FSW and the School; this meeting appeared to go ahead without any input from school or FSW
- FSW later raised concerns about the child remaining at the property as the bathroom was inaccessible and the previous outlet of the late great grandmother's property was no

longer available. Decision was made for child to reside with the father

- Referral made by FSW to CCP for practical support with tidying the house as well as financial advice
- Referral to Fire Service made by FSW due to concerns around fire risks/hazards in the property
- 1:1 Direct Work was completed with child in school. This piece of work looked at identifying key places for the child (e.g. school, Nanny's house, daddy's house, friend's house, mummy's house) and exploring what she liked about these places and if she would change anything about them
It also allowed the child to pinpoint significant people in her life and discuss what kind of person they were, what she liked about them etc.

Outcomes – What changed?

- Child was made subject to a Child Protection plan under the category of Neglect
- Decision made for child to reside with her father due to the poor home conditions of the mother's property
- In-depth assessment of the property completed by the Fire Service deeming it unsafe for the child to return

Comments from Parent/carers/partners

Comments made by School Headteacher during Core Group:

"You received really positive feedback about your work with the family and were described as the 'glue' to the case who has gone above and beyond to meet the needs of [child] and are really committed to making a difference."

Future actions

- Outcome following assessment of mother's learning needs and capacity to meet the child's needs
- Long-term living arrangements for the child

Impact

- Home environment was seen. This allowed professionals to get a better picture of the child's life and why the potential issues of headlice and tooth decay persisted
- Child is living in a clean and safe environment
- Child no longer has headlice
- Child is now registered at the dentist and has had treatment for her tooth decay

Study 2 :

Background/Context – family circumstances; identified needs (Bullet point)

All names in this case study have been changed.

Case file was opened by Family Support Services at Gardner's Lane Children's and Family Centre after a referral was sent via Early Help requesting support for the family in October 2018.

- Family Structure - Single female parent age nineteen, with 3 month old baby. Previously lived with her mother in Gloucester.
- Then lived in supported housing which was provided by Stonham Housing, whilst receiving support in Cheltenham.
- Mother and Child became known services when she became pregnant and begun to receive support from Community Midwife in Gloucester.
- Became known to Social Care Children's Services Gloucester when midwife reported that unborn baby was at risk due to mother's ongoing drug taking (cannabis use) chaotic life style which was described as sofa surfing, partying, having poor relationships and having poor mental health.
- Biological father also posed a risk to the unborn and was known to be a perpetrator of domestic abuse.
- Relationship between mother and biological father was identified as unhealthy with domestic abuse taking place.
- Unborn became subject to Child Protection Plan and as part of the CP Plan, mother and baby was moved to Cheltenham in August 2017 and was placed into supported housing.
- Once in Cheltenham, a referral was made to Early Help. This was then allocated to Family Support Services at Gardner's Lane Children and Family Centre.
- Referral identified a need for parenting support work and ask for help with developing mothers understanding of her baby's current and future needs, to help her implement routines and to develop her support networks with in the local community.
- Allocated Family Support Worker from GLCC became part of the core group.
- Core group meetings were attend and requests on early help referral became part of the Child Protection Plan.
- Mum and baby was then introduced to Gardner's Lane Children's Centre and home visiting support begun.
- To develop peer support networks and to provide additional targeted support. Mother and baby was invited to attend 'Invitation family time' once weekly at GLCC. Baby Club at GLCC and to attend Best Start Parenting Programme at GLCC.
- Mother and child began to attend GLCC and met other young parents whilst in group at Invitation Family Time. Whilst attending mother begun to have conversations with FSW and Parents around parenting, taking advice and begun to discuss weaning, feeding, issues around safety, relationships and also gave the child opportunities to mix with peers of similar age.

Partner agencies involved

- Gardner's Lane Children's and Family Centre, Family Support Services Staff running Invitation family time.

- Cheltenham Borough Homes and Stonham Housing Support Services.
- Health Visitors – Gardner’s Lane.
- Social Services, Cheltenham Children’s Team
- GP Services.
- Mental Health Services.
- Gloucestershire Little Bundles Charity.

Input (what was done, key enablers/intervention that led to change)

- **Centre Introduction** – Completed by Family Support Worker with a focus on relationship building.
- Invited and introduced to use the Centre for Invitation Family Time Group, Baby Club and Midwife Services.
- **Best Start at Gardner’s Lane Children and Family Centre** – As identified on CP Plan, invited to attend six week programme with advice and support around feeding, developing a healthy diet for child, holding and handling baby confidently, baby massage, oral hygiene, potty training and sign posting to other partner agencies such as the Library, Local Resource Centres and Community Hubs.
- **Invitation Family Time at Gardner’s Lane Children’s Centre** – Group designed to work with targeted families around giving, Child development advice, direct one to one Parenting Support and creating quality play opportunities for children attending to develop socially and to role model and help parents to understand the importance of play in early development.
- **Health Visitor home visiting monthly** – Health support and further advice around feeding, diet for child, potty training and routine developmental checks.
- **Family Support Services** – Home visiting, relationship building and supporting the family through the CP Plan with practical support and also using Solihull Approach Parenting to build on current parenting Skills
- **Partnership working with CBH/Stonham Housing** to resolve issues around implementing routines, developing healthy financial circumstances, preparing for future home and moving into long term accommodation.
- **Partnership working with Health Visitor** – Routine health checks, monitoring, and supporting with strategies to promote healthy eating routines, sleep routines, keeping baby safe and developing day routines.
- **Safety planning** and developing an understanding as to what baby would need to be safe. Also supported with DV understanding what might be going on and dealing with this in the future.
- **Planning ahead and thinking about Achieving Two Year and Funding Early Years Provision for nursery** – given advice and support with understanding Early Years Provision focusing on early years learning goals, developing social skills, communication skills, and education skills.
- **Sign posted to Solihull Approach To Parenting and Triple P Programme.**

Outcomes – What changed?

- Relationship building with parent develops.
- Starts with meeting parent at home and within the Children's Centre.
- FSW role was clarified and clear working expectations was agreed upon establishing trust and a clear sense of direction for the family.
- Parent and child were met at the Children's Centre by both health visitor and family support worker on two separate occasions. This contained any anxieties parent was feeling at the time.
- Parent begins to see the centre as a safe place and started to attend invitation family time and attended appointments to also see midwife within the centre.
- Attempts were made to attend baby club without any support.
- Professional working relationship allowed for needs to be identified, parents voice collected, child's voice acknowledged and a support plan was set up through My Plan, which went onto to feed into CP Plan.
- Through maintaining a good relationship and maintaining frequent home visiting. Parent addresses concerns around her mental health.
- Engaged with Best Start Programme and the educational work around weaning and feeding, she begins to implement better routines around sleep.
- Parent develops an understanding around early childhood development and responding to these to meet the child's needs.
- Through attending invitation family time develops support networks with other young parents and made friends with other young local mums and father's through attending the group.
- Through observing the different ages of children playing within the Invitation Family Time Group and with the support of other group members and the Family Support Worker, parent was able to see next stage in children's development first hand and watch other parent's role model how to deal with this effectively.
- Parent built up an understanding on how services can support her and child as a family. This increases her awareness of local resources within the community and takes child to local library for playgroups.
- Uses the Family time to network this information (library, or local activities) and encourages other parents to attend with her.
- Whilst in family time invitation group, the Child begun to see more opportunities to interact with similar peers resulting in further support work around language development and communication.
- Whilst in family time Parents were able to support each other with developing and extending play opportunities for children.
- Housing needs identified and plan put in place to move family to long term accommodation.
- Housing topics would frequently come up in Invitation Family Time. Support offered in family time group around home safety, understanding issues such as maintaining a household, managing bills, decision-making when budgeting.
- Child removed from CP Plan.
- Case closed after family moved to new home in Gloucester.

Comments from Parent/carers/partners

- Thank you for supporting me with coming to the Centre. I have made friends and I've had fun watching my daughter play.
- I have learned so much, I will tell others about this.
- I don't feel I need much support any more, I know who to go to if I need help.
- I feel safe and ready to go back to Gloucester, I'm looking forward to my new home.

Impact

Previous research and evaluations show that developing an effective professional relationship makes a real difference in improving outcomes for services users. No matter how programmes and funding change across services, it is the 'healthy human relationship' that are at the core of effective service delivery.

The Munro review highlights the importance of professional relationships in improving outcomes for families and the need for staff to have the skills and experience in being able to achieve this.

The Family Support Service Staff at Gardner's Lane Children's and Family Centre are all able to offer skills such as understanding when people are in crisis, containing strong feelings, identifying strengths and working with them from a holistic approach. They frequently work from a motivational basis through using motivational interviewing skills, they encourage clients to move forward, to find their own solutions, through using solution focused therapy skills. But also keep the voice of the child at the forefront of their work to ensure the child's needs are consistently met.

Through attending services at the children centre, such as Best start and Invitation Family Time. The parent was able to go away with the reassurance that such groups within the community are there to offer help and that there is a particular structure to this, that says 'it is safe, its ok, I know they will listen to and support me'. This is consistent with the restorative practice model where most work can be done effectively with people when we are working within the 'together box'. This gave the parent the confidence to also engage with Mental health services consistently and to be resilient when services came to an end.

We know that children brought up by parents with poor parenting skills are twice as likely to display serious anti-social behaviour according to research carried out by the Department for Education. The research shows that inconsistent parenting at home was creating a generation of children with anger management problems, poor attention spans, poor social skills, social resilience and low levels of attainment.

The early help parenting support offered to this particular parent through Family support services and reinforced through Family time group support work, gave the mother the opportunity to develop skills and knowledge around understanding early childhood development, her child's upcoming development, what to expect in these situations and how to deal with this effectively. It also helped her to address and recognise that parenting can sometimes go wrong when parenting. She was able to see that when this happen this was not the child being naughty, difficult or stubborn. But to see it as the child's emerging development, the child trying to learn, trying to communicate and how to be helpful in these situations.

Developing this curious approach to parenting with the mother and other parents in family time encouraged her and other parents to consider attending further parenting workshops. Information was provided to this parent before moving to Gloucester around what is currently being provided within the county in particular Gloucester for her to attend in her next nearest children and family Centre.

Supervised Contacts taking place in Children and Family Centres				TOTALS
	Gardners Lane	Hesters Way	Oakwood	
Number of Contacts booked	48	92	5	145
Number of hours booked	84	159	8	251
Number of families attending	8	6	4	18

Families accessing Universal Family Support Services based in the Children & Family Centres provided by partners and stakeholders				TOTALS
	Gardners Lane	Hesters Way	Oakwood	
Number of Adults attending	3,359	2,712	1,513	7,584
Number of Children attending	4,096	2,301	416	6,813

Services accessed were:

Adult Education; GDASS; Greensquare; Health Visitors and Midwife's; Parent Run Groups; Safeguarding; Social Care; Supervised contact; Early Start; Immunisation; SALT; Stay & Play; Baby Bounce and Rhyme; Toddler Time; Baby weigh – drop in; Health Visitor appointments; Music groups; Code club; Art & Craft events; Author events; Dogs Trust; World Read Aloud Day; Other professionals working with children; Stay and Play; Seasonal events; Brownies Library visit; Explore Learning Writing workshops; Summer Reading Challenge.

What the data tells us

- The Children and Family Centres are being used as a hub for community supervised contacts
- In addition to the targeted family support service the centres are facilitating additional targeted and universal services to support children and families
- These universal and targeted services run by partners are well attended by local families

Delivering ‘evidenced based’ parenting programme

Performance Measure

1. How many adults/ families have started a programme
2. How many have completed the programme?
3. What evaluation tool/process have you used to measure outcomes?
4. Percentage of participants on the programme whose progress has been evaluated.

Data Source: Self reported by Children’s Centre provider Gardners Lane & Oakwood Federation

	Gardners Lane		Hesters Way
Parenting Programme	Solihull	Best Start	Solihull
No of parent starting	17	5	8
No of parents completing	9	3	3
No of evaluations completed	9	3	3
No of parents identifying positive change	9	3	3

What the data tells us

- A good range of partners are engaged – recent appointment of a Partnership Manager will build on and improve this.
- Programmes are evaluated using a range of methodologies
- A programme of support for families to improve parenting is well embedded
- Pre-birth classes are reaching families at a much earlier stage to embed positive parenting.

Case studies – group work

Study 1:

Background/Context –

The Chill and Chat programme has been designed to be used with a small group of Year Five children identified by the school. Its aim is to:

- Provide a safe environment to enable the children to express themselves and share their worries.
- Improve self-image.
- Raise self-esteem, confidence and resilience
- Give opportunities to build on existing strengths by working together within the group.
- Increase knowledge and skills around the topics covered.

Partner agencies involved

Gardner's Lane Primary School/Oakwood Primary School – prior to the current programme format being written, the programme was delivered in other forms over a number of years by a variety of Community Family Workers.

Hester's Way Primary have commissioned the programme in its current form:

- March – July 2016
- April – July 2017
- March – July 2018

Input (what was done, key enablers/intervention that led to change)

The Chill and Chat programme provides 12 hour long sessions in school – divided into 4 topics – Getting to know you, Making Friends, Worries and how to beat them, Keeping Safe. Over the 12 weeks the children are able to complete the following activities:

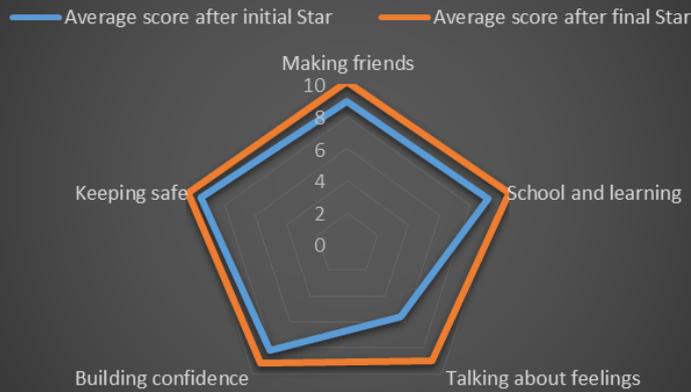
- Creating a group agreement.
- Making a name plaque.
- Using the 'chill and chat' letterbox to post notes to the facilitator about their likes, thoughts, wishes, questions and worries.
- Sharing low level information about themselves during the 'M+Ms' game.
- Making a "Wanted for being amazing" poster.
- Completing an emotions quiz.
- Completing a group activity matching people to their jobs/professions.
- Creating a comic photo fit face.
- Playing the "A or B" choices game to provoke individual thought and decision making.

- Creating a "Good friend potion" collage.
- Playing the "Chair game" to increase confidence and group participation.
- Completing a "What is laughter?" flip chart activity.
- Dressing up in comic accessories and taking photo portraits.
- Making a picture frame for their portraits.
- Completing a joke or laughter survey.
- Completing the "Hotting up and cooling down" activity to identify what makes conflict better or worse.
- Decorating a biscuit for a friend - to practise asking questions and listening to others.
- Filling in a "signs of stress" tick list.
- Practising two stress busting visualisation techniques - "wipe off your whiteboard" and "ninja point of power".
- Designing and making a worry box.
- Completing a "House of worries" flip chart activity.
- Designing and making a 3D "House of good things".
- Completing a personal "Mega-five" handout to identify trusted individuals.
- Playing the "in the style of.." game to encourage group participation and turn taking.
- Making an emotional barometer to identify emotions and indicate strength of feeling.
- Participating in a "keeping safe" flip chart activity.
- Designing and making a keeping safe diorama.
- Completing an Internet logo quiz.
- Designing and making a "stay safe" bead decoration.
- Participating in an "Ask the experts" panel game about Internet safety.
- Creating a "Chillers and Chatters know how" display (including information/discussion regarding the NSPCC Pants Rule).
- Being involved in numerous conversations regarding the topic of the session and/or spontaneous discussions arising out of behaviour in group, questions, comments etc.

Outcomes – What changed?

Quantitative/Distance travelled evaluation - the children were asked to score themselves on building confidence, talking about feelings, making friends, school and learning and keeping safe, using a 1-10 star and its accompanying statements. This evaluation was carried out at the beginning of the programme and again after delivery of the final session. The following chart was generated using the average scores and shows an improvement in all areas.

5 Point Star Evaluation



Comments from the “Chillers and Chatters”

Tell me something about “Chill and Chat”

- We love the arts and crafts.
- We get to have yummy snacks!
- We always have fun together.
- It’s a really good way to make friendships better.
- Some friends come with you to the group and you can make other friends when you get there.
- It has helped me communicate better with other people.
- We can learn to stay safe.
- We know that it’s ok to keep good secrets but not to keep bad ones.
- We can tell ‘her’ things if we are worried.

Is there anything that needs to be changed about “Chill and Chat”

- We could have longer sessions.
- Let’s have more weeks.
- I like it how it is.
- Nothing.
- You could maybe tell people earlier about the letterbox – just in case we are worried about anything.
- Sometimes it would be fun to have more people – but then I do like that there are only a few of us because we can get to know each other better and have more chance of talking.

What would you tell the next group about going to “Chill and Chat”

- It’s really good – you won’t regret going to it.
- I would tell them that it’s really fun.
- That you don’t have to say things out loud if you don’t want to.

- That they will wish for 9,000,000,000 more sessions.
- You won't want to mess around because you won't want to miss anything that is happening.
- You don't have to call 'her' "Miss".
- It's fun.
- It's awesome!
- 'She' is very kind. You could always talk to 'her' about your feelings.
- It's really fun and you get to have treats.
- You will be making things and doing fun activities.
- You get snacks.
- You get to make fun models and dress up funny.
- If you needed any help while you were at Chill and Chat you could grab 'her' afterwards and she would try her best to help you.

Future actions

March 2018 - informal training session run by facilitator to enable Family support workers to use the Chill and Chat ideas and resources to support in the delivery of work with individual children/families.

Impact

The programme has been commissioned by the school as they felt that its content supports and complements the work already being put in place by the Parent Support Advisory Team.

The children referred to the course are identified by staff as needing some extra input in a small group situation – as the programme is aimed at Year 5 children anything that is highlighted by their attendance at the group can be picked up and worked on during their time in year 6.

Study 2:

Background/Context – family circumstances; identified needs (Bullet point)
<ul style="list-style-type: none">• Child is a 5 year old male.• Referral for support received following Mum raising concerns around child's behaviour both in the home and at school.• Concerns around the impact of his behaviour in school on his social development and academic attainment.• Mum contacted social care following advice from child's health visitor in October 2017 in order to get support in how to manage her concerns around child displaying difficult behaviour around contact with his Dad, Dad. Mum reported that child will have a melt down and say "no, not daddy's, not daddy's" and saying that he did not want to go to his house.• Mum reported that child will often become shut down and does not want to talk about how he is feeling or what is worrying him.• Decision made to commence an Early Help Assessment in order to better understand what life is like for child, the reasons for child's reported emotional behaviour, and also to better understand child's feelings and views.• Outcome of the Early Help Assessment showed a need for support to be put in place for child in managing his emotional behaviour and begin to teach him the skills to begin to express his feelings• Assessment also highlighted that child is a Young Carer. Mum has reported a lot of health needs that will often leave her unable to get out of bed. child was identified as a Young Carer, and takes on caring roles in the home• Mum and Primary School reported Mum's mental health as a concern, and the impact of this on her ability to be consistently emotionally available for child and support him in managing his own emotions
Partner agencies involved
<ul style="list-style-type: none">• Primary School• Gloucestershire Young Carers• Counselling Service
Input (what was done, key enablers/intervention that led to change)
<ul style="list-style-type: none">• Early Help Assessment• Direct pieces of work with child<ul style="list-style-type: none">- Mum's health- Genogram

- My Journey
- House of Worries and House of Good Things
- Direct pieces of work with Mum
 - Parenting support/ behaviour strategies
 - Support around impact of health needs on child
- Referral for counselling for Mum
- Resources sought from GYC – further information around future support accessed
- Pastoral support and nurture groups put in place in school for child
- Communication log put in place re. child's behaviour and Mum's health

Outcomes – What changed?

Behaviour in school

- Child now observed as being happy and settled in school
- Previous concerns around child showing physical behavior towards other children that led to them getting hurt has not been observed
- School reported that there are significant improvements in child's school work – child used to become upset and show difficult behavior when he felt that he was unable to do work, however, this is no longer something that is being observed from child, and he is now doing work despite finding it difficult. This is a really positive change for child
- Child is focused on his school work and is making good progress academically – his behavior and worries are not impacting on this, as they previously were preventing him from learning
- In May, child shared with his pastoral support worker that he was feeling worried about where he was going to fit in to the family home following Mum telling him that they were expecting a baby. Agreed that this was really positive for him to share this worry, and he was then able to be supported with it

Behavior at home

- Observing less difficult behavior from child at home
- Both parent reporting behavior management strategies in place at home are working and child is responding to them
- Both parents reported that they have clear expectations in place around child's behavior
- Both reported that they communicate around child's behavior – for example after having contact with Dad, he will update Mum around what type of weekend child has had

Managing worries

- When child is with Dad, they have implemented 'talk time' – this is where Dad and child will sit down 1:1 and talk about what is happening and how they are feeling

- One-to-one pastoral support in place for child on a weekly basis
- Mum reported that she feels that child is more open about his feelings
- Observed decrease in the anxious behaviors seen from child – e.g. chewing clothes

Self-esteem/confidence

- Previous concerns around lack of self-confidence in trying to do his work on his own have significantly decreased – child is now happy to give the work a go
- School reported that they have observed child as displaying as happier and more settled, and there being less emotional behaviour from him, for example not being upset when coming in in the morning

Concerns around O's contact with his dad

- Parents agreed their relationship has improved, and believed it was important that this would continue for child
- Both agreed that it was positive that child saw them communicate and have relationships with each other
- Both felt that they were able to share any worries or concerns with each other

Mum's mental health

- Funding to continue for Mum to receive counselling sessions through Primary School
- Weekly counselling sessions have been offered to Mum
- Mum has reported that the counselling sessions have been helpful

Mum's physical health

- Resources accessed through Glos Young Carers and used with child
- Practical strategies put in place around reducing child's anxiety when Mum is unwell – e.g. putting in place a plan child is aware of if Mum is unable to care for him
- Strategies put in place in order to encourage child to share any worries he has around his mum both in school and at home
- Communication log in place between school and Mum to share when she is unwell so that child is given an opportunity to talk about this

Comments from Parent/carers/partners

Future actions

- Child to continue to receive support from school until the end of the summer term – school to review this
- Child to be referred to Gloucestershire Young Carers when he meets the

criteria age of 8 in order to access further support around being a Young Carer

- Primary School to continue to monitor child and his emotional well-being

Impact

- Through the support put in place, there has been an observed improvement in his educational attainment. If this was not to happen, then the impact of this could be that child would not achieve academically and therefore may not have any aspirations in place. This may mean that he is more likely to become involved in ASB or criminal activity in the future.
- Mum's emotional well-being and mental health has been improved through the support provided through counselling. This has allowed Mum to be more emotionally available to child. If this was not to happen, then this would negatively impact on the relationship between Mum and child, and also child's emotional well-being.
- Child's emotional well-being has been improved through the support put in place. If this support was not to be put in place, it could be seen that child's mental health as an adult may have been negatively impacted, and he may be more likely to experience mental health issues.
- There has also been an observed improvement in child's behaviour through the support put in place and the actions taken by both the family and professionals. If this was not to happen, and child's behaviour was to continue to be difficult, this may have negatively impacted the relationship between Mum and child. Through support being put in place around behaviour, it has allowed there to be a positive and communicative relationship, and the secure attachment from which child can thrive is able to continue to be in place.
- Child will be able to continue to have contact with his dad which will allow him to continue to build a relationship with him. If this was not able to happen, then child may have experienced difficulties in the future in building relationships, as he could potentially have issues around attachment.

Family Support Standards

Family Support Service Standards	Q1	Q4
Service Standard	Standard Score	Standard Score
Service Standard 1	5	5
Service Standard 2	4	5
Service Standard 3	4	5
Service Standard 4	4	5
Service Standard 5	3	4
Service Standard 6	4	4
Service Standard 7	4	5
Service Standard 8	4	4
Service Standard 9	4	5
Service Standard 10	5	5
Service Standard 11	3	4
Service Standard 12	4	4
Service Standard 13	4	5
Service Standard 14	3	4
Service Average	3.9	4.57

- The family support standards guidance attached as Appendix 1 is used as part of contract monitoring to monitor the progress and the service. An action plan is submitted annually to improve standards and is monitored quarterly.
- The data shows a baseline assessment figure and end of Year 1 improvements.
- Overall the service has maintained family support standards and has improved in some key areas.

Performance Measure: Data collected from Universal Children's Centres

Families accessing services at de-designated community run Children's Centres

Universal Services	Charlton Kings Library	Leckhampton	Rowanfield	Up Hatherley Library	TOTALS
Number of children accessing universal services	1,487	0	285	1763	3,535
Number of families accessing universal services	0	0	0	0	0

Targeted Services based in de-designated community run Children's Centres	Charlton Kings Library	Leckhampton	Rowanfield	Up Hatherley Library	TOTALS
Number of children accessing targeted services	0	1	0	0	1
Number of families accessing targeted services	0	1	0	0	1

Parenting Courses offered from children's centre buildings:

Solihull

The range of other services offered from the centres:

Supervised contacts; Inspiring Families; Storytime; Adult Education; GDASS; Greensquare; Health Visitors and Midwives; Communication & Interaction Group; Family Group Conference; Family Contact; Freedom Programme; Family Support Worker sessions; TAC meetings; Health Social/Total Communication Meetings.

What the data tells us

- Leckhampton Children's Centre was adopted by Leckhampton Primary School. The space has been used for supervised contact for a family. However it was felt by the Contact Team that the room was too small to use in the future. The space is now being used mainly by professionals supporting children within the school.

- The children's centre library services do not collect information on specific services accessed by families with children 0-11 years, however numbers are encouraging.
- A wide range of universal services are on offer to children and families in the locality

Ofsted Inspection & Early Years Provision

Performance Measure: Ofsted Inspection Framework for nurseries on Children's Centre sites

In April 2017, the local authority commissioned the charity organisation Gardner Lane & Oakwood Federation to run the group of Children and Families Centres known as the Cheltenham Locality Children & Family centres on its behalf, offering targeted provision.

The remaining children's centres are being developed as hubs for education and childcare, universal services and are delivered by private, voluntary and community groups as follows:

Previous Name of Children's Centre	Now managed by
Charlton Kings	Charlton Kings Library Service
Leckhampton	Leckhampton Primary School
Rowanfield	Gardners Lane & Oakwood Federation
Up Hatherley	Up Hatherley Library Service

Attached to a number of these centres are on site Early Years provision. These are:

Centre	Managed by	No. of places	Operational Hours	Ofsted
Gardners Lane	Gardners Lane & Oakwood Federation	80	Mon to Fri 8.45-11.45 & 12.30-3.30 Term Time Only (38 weeks)	Good – 26 th April 2018
Hesters Way	Gardners Lane & Oakwood Federation	30	Mon to Fri 8.45-11.45 & 12.30-3.30 Term Time Only (40 weeks)	Outstanding – 10 th March 2016
Oakwood	Gardners Lane & Oakwood Federation	66	Mon to Fri 8.45-11.45 & 12.45-3.45 Term Time Only (40 weeks)	Outstanding - 2 nd February 2016
Rowanfield	Gardners Lane & Oakwood Federation	36	Mon to Fri 8.45-11.45 & 12.15-3.315 Term Time Only (40 weeks)	Outstanding - 18 th July 2016

What the data tells us

- The nurseries are doing very well, 3 of which are rated as Outstanding and 1 is rated as Good.

Take up of 30 hours entitlement for 3 & 4 year olds

Performance Measure: Take up of Early Years 30 hours entitlement by three and four year olds by children's centre reach area

The Government has made childcare more affordable for working parents by increasing the early education and childcare offer from 15 to up to 30 hours per week and for 38 weeks of the year (or all the year round equivalent) for some 3 and 4 year old children.

Since September 2017 families with a 3 or 4 year old who meet certain criteria can receive up to an additional 15 hours of early education and childcare per week which is in addition to the current entitlement of 15 hours per week, which all 3 and 4 year olds are entitled to when they reach the qualifying age.

The following table represents a full Academic Year showing the number of children in receipt of 30 hours since its inception.

Children's Centre	Charlton Kings	Gardners Lane	Hesters Way	Leckhampton	Oakwood	Rowanfield	Up Hatherley		Cheltenham Totals
No of 3yos @ 31.8.17	126	250	208	212	301	107	192		1396
No of 4yos @ 31.8.17	154	266	202	225	256	119	205		1427
Autumn 2017 3yos	46	131	41	102	105	24	67		516
% take up	37%	52%	20%	48%	35%	22%	35%		37%
Autumn 2017 4yos	1	0	0	0	1	0	8		10
% take up	1%	0%	0%	0%	0.4%	0%	4.0%		1%
Spring 2018 3 yos	34	137	37	98	142	28	65		541
% take up	27%	55%	18%	46%	47%	26%	34%		39%
Spring 2018 4 yos	27	50	12	34	50	8	34		215
% take up	18%	19%	6%	15%	20%	7%	17%		15%
Summer 2018 3 yos	36	157	44	98	136	26	64		561
% take up	29%	63%	21%	46%	45%	24%	33%		40%
Summer 2018 4 yos	36	78	22	60	74	18	53		341
% take up	23%	29%	11%	27%	29%	15%	26%		24%

What the data tells us

- The data in the above table is taken from the termly headcount. The majority of children using their entitlement were aged 3. The number of 4 year olds has increased term by term and the 3 year olds have been stable.
- The highest percentage of families accessing the 30 hours funding in the Summer Term is in the Gardners Lane reach area where 63% of 3 year olds and 29% of 4 year olds took up the offer. The lowest percentage being Hesters Way area showing 21% of 3 year olds and 11% of 4 year olds taking up the offer.

Take Up of the Two Year Old Entitlement

Performance Measure: Take up of Early Years Education of eligible two year olds by children's centre reach area

Data Source: Capita One Finance Extract

The Department of Education has specified the entitlement criteria. Free places are to be targeted with a primary focus on economic disadvantage with the council having a statutory duty to secure 570 hours of free education for each eligible child. This equates to 15 hours per week over 38 weeks of the year.

A child will be entitled to the hours from the term after their 2nd birthday, if both of the following conditions are satisfied: (1) the child has attained the age of two (2) the child or parent meets the eligibility criteria if you live in England and get one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit – for places starting in the summer term of 2018 (on or after 1st April 2018), or any subsequent term, if a parent is entitled to Universal Credit they **must** have an annual net earned income equivalent to and not exceeding £15,400, assessed on up to three of the parent's most recent Universal Credit assessment periods
- Tax Credits and a parent has an annual income of under £16,190 before tax
- The guaranteed element of State Pension Credit
- Support through part 6 of the Immigration and Asylum Act
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they are looked after by a local council
- they have a current statement of special educational needs (SEN) or an education, health and care (EHC) plan
- they get Disability Living Allowance (DLA)
- they have left care under a special guardianship order, child arrangements order or adoption order.

Children Centre Reach Area	Age 2 at 31 st Aug 2017	Number of 2 yr olds potentially eligible for funded place (3 terms from the start of the next term)	Current number of 2YO children accessing a place (Headcount Spring Term)	Difference/ Shortfall
Charlton Kings	125	8	3	38%
Gardners Lane	253	85	49	58%
Hesters Way	202	93	63	68%
Leckhampton	206	18	18	100%
Oakwood	240	46	45	98%
Rowanfield	141	45	29	64%
Up Hatherley	182	21	21	100%
Cheltenham Totals	1349	316	228	72%

What the data tells us

- The reach area with lowest number of potentially eligible children is Charlton Kings with 8 children, and the highest is Hesters Way with 93 children.
- The lowest take up of 2 year old places has been in The Charlton Kings area at 38%, with the highest take up being in both the Leckhampton and Up Hatherley areas at 100%.
- The County is maintaining an overall total take up of approximately 84%, however during the Spring Term 2018 the take up dropped to 74%. The reasons for this have been discussed at national level and it is thought that this may be due to the changes in the Universal Credits.

Appendix 1 – Family Support Standards guidance

[..\Performance and Contract monitoring \(TSS\)\Copy of FSS Standards Matrix for RAG rating.xlsx](#)