

Childcare in Homerton Children's Centre



History



- Started in 1942 for evacuees on Homerton College site
- Moved to present site in 1968 – still strong links with the Faculty
- Quiet residential urban area
- Became an EEC in 2003
- Children's Centre in 2009
- Opened for two year olds in 2012



Now



- We are a Children's Centre and Community Childcare hub
- Training centre
- A maintained nursery school 100 3-4 year olds
- Two year old provision (inc. funded places)
- Wrap around care
- Holiday club
- Open 8.15 – 5.45



Context



- Currently there is a population figure of 1185 children in our Reach
- 1 LSOA in the 20% most deprived, 2 in the least
- 20% come in to the nursery below average and 20% leave above average (2013)
- Areas of rapid growth
- Facing 22% cuts in our CC and approximately 7% in our Nursery School. Our private care is sustainable

Making a difference in a Children's Centre



- Integrated organisation with one Head
- Quality of staff in maintained nursery and childcare; teachers, nursery nurses, EYPS, EYTS, teaching assistants. Expertise e.g. EYFS, SENCO, ECAT, ASD, vulnerable 2's
- CPD opportunities working closely with 5 other nursery schools applying to be a Teaching School Alliance
- Training centre – All areas including ICT

Family Workers



- Social care and counselling backgrounds
- Trained in a multi-agency approach e.g. safeguarding, parenting, working with victims of DV, alcohol identification, drug dependency
- Working closely with social care and health
- 10 CP, 24 CIN, 4 LAC, 32 CAFS since Sept 2011
- 24 children with Early Support
- Obtained funding for 32 two year olds; 25 came to Homerton 4 were placed in other settings, 3 moved out of area

Community Childcare hub



- Working with 14 Early Years settings, 5 of who are childminders
- Networking to improve quality e.g. ECAT, using assessment to identify areas for improvement
- Empowering practitioners and developing an effective and sustainable self-improvement model using our experience from our Nursery Circle
- Networking to develop funded places for two year olds
- Blended childcare for parents

Adult and child pathways



- Two year olds with funded places often already known by FWs; easier to build trust in attending the setting
- When two years start attending their parents come most days and are able to drop in and see a FW
- When they are absent FWs immediately follow up with a home visit if necessary



The difference this has made to adult pathway

Case Study 1

- Referred by a health visitor
- Single mum suffering from depression, history of DV and Mum a regular cannabis user.
- Living in considerable poverty, substantial debt including rent arrears and much of mums' income support was being deducted at source. Court proceedings with a strong possibility of eviction. The house was extremely sparsely furnished
- T had just had his two year old birthday and was not accessing any groups or any experience outside of the family home.



The difference this has made to adult pathway

Case Study 2

- Referral by social care
- Single mum with child subject to a CP plan not living with mum but with a family member
- Mum was pregnant with a second child due a few weeks after FW involvement
- Complicated relationship with both fathers

The difference this has made to child's pathway



Two development bands difference from base line to exit data

	Funded places for twos	Private provision for twos
Communication and Language	9 out of 13	2 out of 8
PSED	6 out of 13	3 out of 8
Physical development	10 out of 13	3 out of 8

Parents said....



How do childcare sessions help your child?

- Helped with toileting and nutrition. Gave her good social skills in preparation for Nursery.
- They're amazing!!
- I do more with x playing like pirates, Number Jacks
- Brought him on leaps and bounds. He has learnt so much it's unbelievable
- Without it, I'd be in hospital
- She is able to interact with children her age, able to learn a lot more, speak more.
- Suffering from bi-polar it has helped me feel less stressed and has helped with x meeting other children and learning to play with them

Parents said....



- X's confidence has developed greatly, as have her language skills, ability to play and share with other children and general knowledge
- The sessions bought him out of himself and gave him confidence
- His physical and mental self.
- Preparing her for school. Providing a wide range of activities. Taking instruction from other adults. Playing with lots of different children.
- They help with literacy and numbers, have helped her confidence and social skills. Sharing with other children, taking turns etc. She has made new friends.
- Grandmother is the main carer. Gives her a break every day.



Benefits of integrated provision

- Maintained nursery - 5 outstanding Ofsted judgements; vast experience and knowledge
- Support from SENCO for behaviour plans, SEN, 1-1's or small group work
- Expertise of play worker and crèche staff – using nursery staff
- Monthly meetings with SENCO, FW and childcare room leader within centre and with appropriate agencies
- Staff and teacher meetings with FWs, tailoring support to families and sharing info on attendance and child development
- Family worker follow up meeting with parent e.g. attendance, child at the heart of the work, following CP plans etc
- Tracking children alongside parent journey
- Transitions

Benefits of integrated provision



- Families drop-off children daily, regular access to target families
- Nest and nursery has better knowledge of our Reach and a wider access to multi-agency work
- Easier to encourage target families to attend the centre breaking down their barriers to school
- Networking with local early years settings including childminders to improve quality
- Provision for funded places for two year olds
- Use of additional staff and facilities at no or less cost to CC
- Centre is open longer hours than LA centres therefore able to take calls from social care, health, midwifery appointments, parents etc throughout the day