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The Children’s Society

The Children’s Society is a leading national children’s charity committed to making childhood better for all children in the UK.

We provide vital help for tens of thousands of children every year:

- We provide specialist support at a local level for those forgotten children who face the greatest danger and disadvantages in their daily lives; children who are unable to find the support they need anywhere else.

- Our work in children’s centres, schools and churches gives children the chance to develop the skills and confidence they need to make the most of their childhood and play a full part in their local communities.

- Our thought-provoking research influences everyone – from people like you and me to politicians and decision makers – about how to create real change.

- Our hard-hitting campaigns attract large public support and make institutions, government bodies and authorities take action to make childhood better for all children.

Our mission

We make childhood better for all children in the UK.

Our vision

We see a world where every child enjoys a good childhood.

Our values

Love, Justice and Forgiveness.
Foreword & Acknowledgements

I am delighted to welcome you to Oldham Children’s Centres annual report.

This report gives an overview of the work of Alexandra, Coldhurst, Medlock Vale, Royton, Shaw & Crompton and Werneth Children’s Centres and illustrates the positive difference our services have made on improving impact for children and their families over the past year.

Our six teams are dedicated and passionate about making a positive difference to the children and families they work with and do so through excellent practice.

The range of case studies and quotes throughout the report from parents and partners give first-hand view of service provided by the teams and enthusiasm they have for what they do.

I would like to thank the senior leadership, their teams and volunteers for their hard work and on-going commitment to children and families in Oldham.

I am grateful to all of the Advisory Board members who, individually and collectively, have made a significant contribution to the effective governance and work of the Children’s Centres this year, through a range of activities and roles.

Our gratitude is extended to the many partner agencies with whom we work closely to deliver integrated services and partnership working is going from strength to strength.

We would like to express our thanks to the many individual donors and fundraisers who have supported our work over the last year.

Above all our thanks to the children, parents and carers using children centres services and for the positive feedback and enthusiasm we receive from you; this has given us the inspiration and motivation to continue to develop and improve quality of service provision.
The Programme

Legislative Framework and Strategic Context

The Childcare Act 2006 places a duty on local authorities, working with their NHS and Jobcentre Plus partners to improve the wellbeing of young children. Specifically, there is a reciprocal duty to improve outcomes for children in their early years and reduce inequalities between disadvantaged and other families with young children through the provision of integrated early childhood services, under the leadership of the local authority.

Publicly funded early childhood services - whether part of central government, the health service, local authorities, schools or partner agencies - are branded “Sure Start”.

Improving Outcomes and Reducing Inequalities

Sure Start encompasses universal services required by all children and families – maternity care, health visiting, early education – and more targeted services aimed at ensuring that the families of children who are likely to have poorer outcomes are appropriately supported.

It is known that by the age of three there is already a marked difference between the cognitive and behavioural attainment of children from advantaged and disadvantaged backgrounds.

- mothers from less advantaged families typically think that their children have more behavioural problems than those from advantaged backgrounds.
- Three-year-olds of parents with no qualifications are – on average – around 13 months behind those whose parents are highly qualified.
- young children living in families with an income below the poverty threshold are - on average - nine months behind those who live above it.

This is not because these children are born less able, but rather that the cumulative effects of poverty and disadvantage progressively slow down their development. (ref: Joseph Rowntree Foundation / Millennium Cohort Study)

The objective of Sure Start Children’s Centre is to provide a stronger foundation for children’s earliest development, focusing most on those who are most likely to be held back by the circumstances of birth, whilst ensuring that the majority of families have access to the universal services that they need at a time that best aids them to support their own children.
For Oldham, this approach offers the potential for reducing persistent under attainment at school linked to early childhood disadvantage, tackling health inequalities amongst children, and over time for a reduction in expensive remedial activity as a result of effective and timely preventative work.

**Policy Context**

In 2011, the Coalition Government announced its continued commitment to Sure Start children’s centres, but introduced a requirement to ‘focus much more effectively on those families who need them the most’ (DfE, 2011). This marked a clear policy shift towards ‘targeted’ services. Recent policy developments have also emphasised the importance of early intervention and focusing on outcomes. While the Coalition Government wishes local authorities to continue to prioritise funding for early years provision, it has removed the ‘ring fence’ on funding for Sure Start children’s centres. Local authorities and children’s centres therefore need to address the challenges of multi-priority policy agendas in the early year’s sector, and demonstrate their focus on supporting the most vulnerable families.

**Performance Management Framework**

- Accountability for improving outcomes as specified in the Childcare Act 2006 lies with the local authority on behalf of the Children’s Trust.

- Individual Sure Start Children's Centres and districts have been subject to a regulation and inspection framework carried out by Ofsted. In July 2012 West District a pilot Ofsted inspection took place under the new framework and we were able to provide feedback to the inspection team about the new framework.

- In addition, an annual performance management cycle involves self-evaluation, an “annual conversation” between the local authority and the districts drawing on the SEF judgements and consideration of impact data, and development planning at both centre and local authority level.

- Quality improvement is at the heart of our work in Children’s Centres. It means that our Children’s Centres listen to parents’ and carers' views. We gather information about their perceptions and personal experience of services and use that information to further improve them.

- Children’s Centre Leaders, data managers and monitoring officers have used a range of data to support their targeting. They used it both retrospectively (to demonstrate that they are working with disadvantaged children and families) and prospectively (to engage families and refer cases appropriately). For children’s centres, local data, and data from partners is most important. Live
birth data is not always available to children’s centre staff, due to difficulties in
gaining the relevant permissions from health services. Effective data sharing
requires trust between professionals from the various agencies involved; and
protocols to gain consent from families for their personal information to be
shared.

- Children’s Centre staff used a range of approaches to identify families in need of
support. The evidence suggests that it is important for children’s centres and
local authorities to adopt a combination of approaches, rather than using one or
two. This represents a good investment of effort because it increases the chance
of identifying needs and targeting support appropriately. Building long-term
relationships with families has enabled services to be well targeted and attuned
to address the needs of children and families. Staff also recognise when family
or children’s needs change, so that services can be appropriate and effectively
managed.

Identifying and targeting needs and services effectively can be challenging to achieve
in practice. Their challenge has been to deliver a mix of universal and targeted
services whilst prioritising resources and refocusing on priority groups. Localism –
local knowledge, targeting and partnerships – is key to the effectiveness of their
work.

Local Context

The Sure Start Children's Centre programme in Oldham reflects strategy of a
universal core offer and carefully targeted deployment of resources to achieve the
greatest impact.

In April 2012 services were re-commissioned and The Children’s Society was
awarded contract for two districts, comprising of six children’s centres. The funding
is devolved to the each Sure Start Children's Centre within a district according to a
formula linked to the size and relative needs of the community served. Those
centres serving the greatest numbers of families with the greater levels of
disadvantage (as evidenced by data) will have the largest share of the available
staffing and financial resources as this will result in the greatest impact for families.

Royton, Shaw and Crompton District

There are four LSOA’s ranked within the lowest 23,000 (out of 32,482) LSOA's (Lower
Super Output Areas) across England and Wales (Source: Local Index of Child
Wellbeing, 2009 Communities and Local Government. There is an estimated 2196
children under the age of 5 within these wards. The remaining 1840 children under 5
live in the 70% most advantaged Lower Super Output Areas.
Royton, Shaw and Crompton Children’s Centres merged to become a district model of delivery in April 2012. Prior to this the two children’s centres worked in partnership, but under separate governance structures, which had started, to transition in 2012 to become one over-arching governance. There are two centre hubs within the district (Royton and Shaw and Crompton). The reach for each centre is detailed below.

<table>
<thead>
<tr>
<th>Centre Hub</th>
<th>Reach figure</th>
<th>&lt;30% LSOA</th>
<th>&gt;30% LSOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Royton North and South</td>
<td>1091-Phase2</td>
<td>152</td>
<td>939</td>
</tr>
<tr>
<td>Shaw and Crompton</td>
<td>1105-Phase-2</td>
<td>204</td>
<td>901</td>
</tr>
<tr>
<td>Total for district</td>
<td>2196</td>
<td>356</td>
<td>1840</td>
</tr>
</tbody>
</table>

**West District**
West Oldham is the largest of six districts in Oldham, consisting of four children’s centres with a district reach figure of 5146 of which 5029 (97.7%) fall within the 30% most deprived with the remaining 117 (2.3%) being 70% least deprived. The District Advisory Board has been established through the evolvement and realignment of the four centre Advisory Boards. Terms of reference and membership show clear multi agency governance arrangements.

<table>
<thead>
<tr>
<th>Centre Hub</th>
<th>Reach figure</th>
<th>&lt;30% LSOA</th>
<th>&gt;30% LSOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra</td>
<td>1159-Phase2</td>
<td>1142</td>
<td>17</td>
</tr>
<tr>
<td>Coldhurst</td>
<td>1379-Phase-1</td>
<td>1379</td>
<td>0</td>
</tr>
<tr>
<td>Medlock Vale</td>
<td>1098 – Phase 2</td>
<td>1044</td>
<td>54</td>
</tr>
<tr>
<td>Werneth</td>
<td>1510 – Phase 2</td>
<td>1464</td>
<td>46</td>
</tr>
<tr>
<td>Total for district</td>
<td>5146</td>
<td>5029</td>
<td>117</td>
</tr>
</tbody>
</table>

**The services we provide**
Children’s Centres is one of the main vehicles for ensuring that integrated and good quality family services are located in accessible places and are welcoming to all. We aim to support young children and their families, particularly the most disadvantaged, to reduce inequalities in child development and school readiness. The mechanism for achieving this is through supporting children’s personal, social and emotional development, improving parenting aspirations and skills, providing access to good early education, and addressing family health and life chances.

Early Childhood Services include:
- **Child development and school readiness** - supporting personal, social and emotional development, physical development and communication and language from pre-birth to age 5, so children develop as confident and curious learners and are able to take full advantage of the learning opportunities presented to them in school.

- **Parenting aspirations and parenting skills** - building on strengths and supporting aspirations, so that parents and carers are able to give their child the best start in life.

- **Child and family health and life chances** - promoting good physical and mental health for both children and their family; safeguarding; supporting parents to improve the skills that enable them to access education, training and employment; and addressing risk factors so that children and their families are safe, free from poverty and able to improve both their immediate wellbeing and their future life chances.

**Our Vision**

We are committed to improving outcomes for young children; reducing inequalities and supporting the national aim of bringing child poverty to an end. This is done by:

- Actively promoting community cohesion and deliver services through the provision of universal and targeted childhood services and support. We provide advice, assistance and sign post to parents and parents to be in gaining access to services elsewhere.

- Our added values lie in our ability to be innovative, flexible and responsive to local need.

**Strategic goals**

- Service improvement – By raising service quality and increasing cost efficiency we have been working towards improve impacts for young children and their families
- Connecting with communities and service users – We work within a community development framework that empowers local parents to influence and shape services for families with young children
- Innovation – We create innovative solutions to meeting the aspirations and changing needs of our local communities
- Empowering staff – We develop and empower staff to face new challenges in order to respond to the changes of a dynamic environment. This is within a supportive and motivating framework that relies on distributed leadership and on-going professional development
• Increasing service user choice – Recognising and responding to the different needs of our communities by delivering services at times and venues and in the best ways to meet those needs
• Investing in the community – We support local regeneration by providing training opportunities for volunteers, parents and carers and actively targeting our recruitment to the local community

Who are the children and young people we work with?

We provide, co-ordinate and facilitate services for families across two districts. These include the following:

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What we do</th>
<th>Main Clients</th>
<th>Number of children and young people</th>
</tr>
</thead>
</table>
| **Child development and school readiness** | • Stay, Play & Learn sessions  
• Book Corner  
• Story Rhyme Time  
• Speech & Lang. sessions  
• Holiday Activities  
• E.Y.F.S courses  
• Parenting classes  
• English Literacy  
• Numeracy  
• ESOL classes  
• Local housing, police and Councillor surgeries, | Families with children aged 0-5 years.                                      |                                    |
### Child and family health and life chances

- Home Visits
- Volunteering
- Ante/Post-Natal Clinics
- Baby clinics
- Baby massage/moves
- Jumping Beans
- Walk for Health
- Health
- Cook for Life
- Stop Smoking service
- We offer support and guidance as well as outreach support, and signposting to other services.

### District Working

Children’s Centres in Oldham have taken a proactive approach during a time of changing landscapes with Ofsted, LA expectations shifting against the back drop of government policy devolving decision making and doing more for less.

Oldham Children’s Centres have been realigned into districts over the last twelve months to meet with LA expectations on district working. Werneth, Medlock Vale and Alexandra Children’s Centres are in West District and Royton, Shaw and Crompton are two centres situated within one district with the same name.

The districts have merged the individual governance arrangements i.e. six individual Advisory Boards to create District Advisory Boards which support and challenge the services provided by organisations to meet communities’ needs. The core purpose is evident via individual and group meetings set up in the districts to evolve working
practices such as Royton, Shaw and Crompton have evolved five groups parenting aspirations, child and family health and life, school readiness, parents forums, finance group. In West Oldham the District Advisory Board agreed to a series of individual meetings and to attend the district meetings to decide priorities for the under 5’s and their families. District partnerships, hub groups, extended clusters, troubled families, area action team and ward meetings are the mechanisms used to ensure the under 5’s offer is embedded into district decision making groups. Parents are engaged in decision making via parent forums, during January to March 2013 West Oldham did a series of consultations in their parent forums and in other groups to find out how parents wanted to be represented on the District Advisory Board, the parents shaped the strategy for being involved in decision making structures to make sure representation was not tokenistic.

The Children’s Society has been commissioned to deliver against a challenging set of targets based on Ofsted expectations and payment by results targets. In order to achieve this Interim District Leads have been appointed to support the evolvement of district working to ensure accountability of district practices to meet targets. The District leads are now at the point of drilling down on the data to ensure that service is diversified to meet the ward profile.

The district teams have been working collaboratively with wide ranging partners including parents to design, deliver and evidence impact of services to meet localised need.

During this time of transition the teams have worked on the development or realignment of continuous improvement cycles such as self-evaluation forms, development plans and evaluations models to ensure consistently high standards across the districts. The senior leadership have also supported staff on an individual basis and through district workshops to support them to transition to district working. After the district workshop participants stated “Have a clearer view of the targets we need to focus on and how I need to evidence the difference I am making”, “More understanding of district working. Glad our district team managers are positive and supportive.”

**District Advisory Boards -Chairman’s Notes**

One of the main tasks this year was the combining of the children’s centres into districts working, Royton, Shaw & Crompton being managed through a single District Advisory Board. This has proved to be a successful model offering a number of advantages and although it has been a difficult year financially with yet again less financial support from local and general government bodies, we have adapted and are
working hard towards the future and a better outlook and start in lift for all the children within the local community.

The leadership from the children’s centres’ senior management have been clear and precise with strong objectives and achievable goals. The centres’ staff have excelled realizing well beyond their allotted tasks while supporting visitors in a real and friendly atmosphere conducive to supporting the local community. Trained volunteers have played a major part in the process and much relies upon their support and good will. The Parents Forum have worked diligently in a number of area, fundraising, organising events, supporting the centre’s staff with both groups working closely together so to increase their efficiency. In addition to all this many parents have offered their support to the centre’s staff helping anneal the Children’s Centres into becoming very much a part of the community. All this determination has been supported and nurtured by the Children’s Society and their local representatives. The local Children’s Centres would be hard pressed without this help and considerable thanks must be offered to all these groups for their support and their tireless unselfish efforts.

Councillor John Hall Chairman Royton, Shaw & Crompton Advisory Board.

I have been involved with Coldhurst Children’s Centre for a number of years –both because one of my churches was used as a base for outreach work, and also because my little girl attended the daycare. I enjoyed serving on the Coldhurst Children’s Centre Advisory Board for some of that time too. When the Children’s Centres moved to the District Model I became chairman of the District Advisory Board for West Oldham. This year has been a period of rapid development for the District Advisory Board and I think (hope!) that having somebody from outside the professional sphere to chair the meetings has been helpful and has made it easier to hear the voices of parents. As well as providing an opportunity for individuals from different agencies working with families with young children to meet and share ideas, the Advisory Board has an important role challenging and supporting the work of the centres. As chairman of the Advisory Board I have been involved alongside the centre leaders working to agree targets for the year ahead with the Local Authority. As an Anglican Parish Priest I have a duty to serve all of those who live within my parishes, and being a member of the Advisory Board gives me an opportunity to work with and for the members of our Asian Communities. It is also good to be working in partnership with the excellent centre leaders and staff.

Fr Nick Smeeton, Vicar
Holy Trinty Coldhurst & Oldham Saint Stephen and All Martyrs
Voice, influence and listening

Children’s voices
Children’s voices are central to the work we do. We actively seek the views of children throughout all activities to inform what we do.

Children’s voices are captured in a range of ways including:
- Having conversations pitched at the children’s level of development.
- Observing body language including their likes, dislikes and interests.
- Using observations to plan suitable opportunities, which are aligned to the children’s level of development and interests, thus enabling them to extend their learning further.

Within sessions parents are encouraged to observe their children and to recognise their children’s interests. An example of this is the play together; learn together sessions which include parental views and home work being taken so that parents are equipped to extend their children’s learning and interests further. The children’s achievements are then celebrated at the next session they come to.

A comment from a child who was helped by her keyworker:
“You can be my Fairy Godmother for helping me today”

One child made this comment when describing his picture to his Mum when he drew a picture of his key worker
“This is a picture of Elaine, she is a children’s worker. I like her because she laughs all the time”

Children’s voices from a crèche session
A child playing with play dough said “I am going to make a lion” his friend playing alongside him said “it’s a butterfly look; I am going to show Mummy after”.

A child made a thank-you card to their keyworker with support from the parents they wrote:
“Thank-you for all the lovely craft activities what you have done for me”
Parents / carers voices

Parents and Carers are actively engaged into the centres to ensure that they have a key role in shaping services within each of the centres.

We have ‘You said, We did’ boards in each of the six centres. Below are just a few of the services shaped through effective consultation with parents / carers.

**You said “we would like sessions at Easter”**
**We did** planned and Easter Event at the centre in partnership with the parents”.

**You said “Could we change a play and stay sessions to the afternoon?”**
**We did “a consultation with families then added an afternoon session”**.

**You said**: We need a maths course- our kids will know more than us soon!
**We did**: Oldham College run a weekly maths course which will continue through the year.

**You said**: We would like more sewing classes.
**We did**: New six week basic sewing class started in September 2012 and another six week course started in January 2013.

**You said**: We need some baby areas in the garden and some shaded areas.
**We did**: We were successful in applying for a grant from Villages housing and the babies now have a much safer place to play.

**You said “we would like sessions at Easter”**
**We did** planned and Easter Event at the centre in partnership with the parents”.
Parents / Carers Forums

As part of the Children’s Centre delivery we have parents forums in each of the six centres (two in Royton, Shaw and Crompton and four in West Oldham). The format of the forums varies across the centres in line with the diversity of the communities we serve. The parent’s forums have been central to ensuring that parents / carers are consulted and that their views are valued.

Examples of how parents have shaped services include:

- Being involved in making decisions on what services we provide and when we provide them.
- Consulting with other parents / carers in regards to a suitable charging policy within the less disadvantaged communities.
- Working with the local authority to devise questionnaires, which will be, used borough wide.
- Encouraging other parents to become involved in both accessing services and becoming members of the forums.

The following comments were made by Parents / Carers who attended Werneth Children’s Centre’s Parents Forum.

"The parents forum comes up with ideas to raise awareness by standing in groups and asking parents about the centre and this gets acted upon”.

"The staff within the centre are very friendly, warm and they go out of their way to offer support. I feel valued as a parent”.

"It is the staff’s sincere desire to help all parents which brings us back to the centre”.
Parents forum – Shaping services

Representation on the Advisory Boards and other groups, which are responsible for planning service delivery, enables parents to have an active voice in the services we provide to their community. We strive to have 50% parental representation on the advisory boards in order to ensure they are able to shape services. We make every effort to ensure that representatives are from a range of backgrounds so that they reflect the diversity of the communities we serve. For instance:

**Royton, Shaw and Crompton**

*Children’s Centre Advisory Board*

Meet every 3 months.

Aim of membership of parents / carers on the board is 50%

**Royton and Shaw and Crompton Parents Forums**

Meet every 6 weeks.

Constituted groups

Have an active voice in service planning and delivery.

Aim to represent the community by actively seeking views of others within the community.

Letters and face to face contact with service users about proposed changes.

Feedback from any comments compliments or complaints are fed into the parents forum group

Informed of data or local intelligence so that we can shape service to meet identified need.

**Membership**

The group aim to have a fair representation of the community in order to seek a balance of perspectives. This includes both at meetings and when consulting with local children and families.

**Next step**

To continue to pilot merging the two forums to strengthen the good work they both do.
Representation on the Advisory Boards and other groups, which are responsible for planning service delivery, enables parents to have an active voice in the services we provide to their community. We strive to have 50% parental representation on the advisory boards in order to ensure they are have a fair voice and are able to shape services. We make every effort to ensure that representatives are from a range of backgrounds so that they reflect the diversity of the communities we serve.

**Parent’s participation in the West Oldham Advisory Board**

Parents are paramount to the decision making processes of the West Oldham Advisory Board with representation of 50% of the overall make-up of the board.

We are aware that with the Advisory Board becoming district focussed and having increased professional representation around the table, this lessens the attractiveness to the local community to buy in and participate. To overcome this West District have adopted the following process to ensure the parents have an active voice and are highly represented on decisions that affect West district Children’s Centres and the wider district agenda.

**Parent’s participation in the Royton, Shaw and Crompton Advisory Board**

Membership of parents is increasing and we are continuing to encourage this through additional engagement within the parent’s forums. We currently have eight parent/carer representatives on the Advisory Board but are aiming to increase this further through the strengthening of the parents forum groups.

Members have challenged the local authority on a number of occasions in regards to the format of reports they receive as members of the Advisory Board. This reflects the confidence that individuals have developed and the feeling of being in a safe environment when challenging others.

**Fundraising by Parent’s / Carers**

The Parents and Carers support the shaping of services further through the fundraising work they carry out. As constituted groups they raise funds which are then allocated to support local families who are in need of support or to support the sustainability of services.

Alexandra Parent’s Forum was successful in securing £4,796 from the Respect Our Communities Award - the monies were applied for to deliver a programme of summer activities within the Alexandra Reach Area. The activities and sessions provided were open to all families with children 0-16 years of age. The forum members consulted other families and children and participated in the planning of the programme, resulting in an end of summer achievement celebration event. There was a variety of
activities and sessions provided, ranging from Learning and Play sessions, Arts and Craft, Multi-sports, Feel Good Fridays, Thai Boxing, Bike Rides, Accredited Adult Sports Leader Award, Accredited Junior Sports Leader Award, Drama workshops.

Werneth Parents Forum held their first event, in June 2012 which was a Pamper Day, this was thoroughly enjoyed by all who attended. The parents said they have learnt new skills through organising this event and their confidence in being able to fundraise has grown. Parents Forum contributes to the children’s centre’s planning and they have recently decided to spend our donations on a pram store.

Shaw & Crompton Parents Forum used their role effectively when a morning play and stay was at risk of ending due to lack of capacity due to a need for a pm group. The forum consulted other parents / carers and proposed that the forum could pay for the staff member to be in on a Tuesday morning.

Fair representation of the local community

‘Friends of Shaw and Crompton Children’s Centre’

The Parent’s forum has been established for over 3 and a half years and is very active. Members consult parents and carers and challenge the centre to ensure we are meeting community needs. They are very active at fundraising in order to support families in need and to support the sustainability of services e.g. Play and Stay on a Tuesday morning.

Membership of the group is constantly reviewed in order for us to reflect the backgrounds of our service users.

Between October 2012 and March 2013, 30 Parents/careers were invited to attend or provide feedback if they were unable to attend the Parents Forum meetings.

Of these:
2 were from Target A / vulnerable groups (child protection, child in need, CAF or AEN)
8 were lone parents
3 were from BME backgrounds
2 Fathers
7 of the 30 live in 30% LSOAs
16 of the 30 were not from vulnerable or excluded groups

(Please note that some individuals fall into more than one category, hence the variation in over-all total)
Families classed as vulnerable make up 6.6% of the Parents Forum population which is reflective of the population in general. BME representation is 10% - the BME families make up 11.4% of the population of Shaw and Crompton. 23.3% of the parent’s forum come from the lower 30% areas. Lower 30% families make up 18.46% of the population.

Next steps: Continuing to improve our parents / carers forums during the next financial year

Next Steps in West Oldham

Each centre will have a parents’ forum meeting every 4/6 weeks, consisting of a minimum of six parents/carers. The forum will look at processes such as Have your say, Satisfaction survey reports, interest lists and You said/We Did to ensure wider consultation and evidence of needs leads discussion and decision making at centre level.

At least one meeting per quarter will have the Placement Ambassador to discuss the District Advisory Board (DAB) Agenda for consultation and agree options for the way forward. The Placements Ambassador will attend the next DAB to feedback from the Parents Forums and will then feedback from the DAB at the forums next meeting.

In West Oldham we aim to develop district forum events per year consisting of the following functions:

1. Taking place in Feb/Mar to influence district priorities and development plan
2. Taking place in Nov/Dec Review and celebrate to support the evolvement of the District SEF.

Next steps for Royton, Shaw and Crompton Parents Forums

To encourage attendance by members who have opted to receive minutes and to be invited so that face to face contact increases.

To work closely with Royton Children’s Centre’s Parents Forum to determine if the forums would benefit from merging.
Community
Service users actively promote services within the community at a range of venues including; parks, shopping areas, schools and by door knocking in areas we need to target. We are constantly working to be a central part of the communities through partnership working.

An example of this was a project in the Medlock Vale area where they have been involved in community fundraising events with Wildbrook Community Allotments and Villages Housing Association. This enabled them to provide a range of activities within the community and to promote the Children’s Centres. Wildbrook Allotment now invites them to any events they plan and support the centre to register and engage families. Villages Housing donated £500 to the Centre to enable us to complete some work on the garden to improve the quality of our outdoor play area.

Within the Shaw and Crompton area there is a high level of involvement with the Parish Council. This has enabled us to join them at community events and to ensure the profile of the centre is constantly at the forefront. This has included having market stalls at Family Fun Weekend events and previously being their named charity.

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There is a high level of community engagement at the universal play and stay sessions. The ante-natal groups have resulted in an increase of parent engagement.

Royton Children’s Centre operates from the health and well-being centre in Royton in order to make services more accessible to the local community. This is very effective
and enables us to ensure families who do not have the means to travel far can still access the service. The service is within walking distance of the most deprived pocket of the community.

**Cultural awareness**

At Werneth they hold regular events to celebrate and learn more about cultural festivities. As a result of efforts like these 63.1% of adults in Werneth believe that “people of different backgrounds get on well together in the local area” compared to 51% in the rest of Oldham.

At the Christmas Party 2012, 100% of attendees said they agreed or strongly agreed that the cultural celebrations we provide helped them to learn about other cultures and improve community cohesion (46% strongly agreed).
Volunteers and Social Work Students

Transition from Volunteer Co-ordinator to Placements Ambassador

April 2012 saw a new era in terms of the volunteer work as there was a transition of staff and roles and this required the volunteers to be adaptable. The volunteers are a vital part of the Oldham Children’s Centres run by The Children's Society. There are six very diverse children’s centres across Oldham covering the West district and Royton, Shaw & Crompton district area. The six centres are Alexandra, Coldhurst, Medlock Vale, Royton, Shaw & Crompton and Werneth.

The six centres differ widely in the areas they are sited; however, across all of the centres the response to the volunteering has been extremely positive. Building on the successes of the 2011/12 where the previous Volunteer Co-ordinator had worked hard to get the area of work to be at the stage it is today. As a result of our commitment to volunteers we still have volunteers working with us from when we were first commissioned by OMBC to run their centres in 2009.

Due to staff restructuring the role of the Volunteer Co-ordinator no longer exists, however the new role of the Placements Ambassador took over the recruitment and training of the volunteers. Alongside this work the Placements Ambassador is also responsible for the recruitment of Social Work students from across a number of universities, including Manchester Metropolitan, Stockport College, Bradford and Huddersfield.

Volunteers

Volunteering can have many benefits for those taking part:

- Gaining valuable life experiences and skills
- Building confidence and self-esteem
- Gaining new skills and qualifications through training
- Experiences that supports return to paid employment
- Satisfaction in helping others
- Meeting new people and making new friends
- Having fun

Each centre aims to be able to take up to five volunteers each, this would be a total of 30 volunteers; however this is dependent upon the individual needs of the centres at different times throughout the year. Some children’s centres have the capacity to have more volunteers, whilst others may have less. What is apparent from the range of work that our volunteers undertake is that they are the backbone of our work force. Volunteers add their own expertise to their role; many are parents themselves and can relate to the other parents attending the centres. All volunteers undertake
comprehensive training programme and operate in a professional manner. They support the sustainability of the Children’s Centres and the work which we undertake.

"I absolutely love being a volunteer, Linda the other volunteer has been a really good support. I have learnt such a lot in such a short time. My aim was to get back to being a foster parent but I couldn’t give up being a volunteer now! I love it when I go in a session and I hear a parent say "Awe she’s here! and I know they mean this in a really positive way, it makes me". Elaine volunteers at Medlock and Alexandra CCs and is a Breast Feeding peer supporter.

"Being a volunteer is really good; it’s built my confidence up a lot. I enjoy doing the toy library and crèche, talking to the children and parents. I used to be nervous about taking phone calls, but I am now very confident, I will approach parents I don’t know and ask them to fill out forms. I think that volunteering has helped my confidence and communication and I am not shy anymore! Before I came to volunteer I didn’t make friends easily; I know feel I am part of the team at Werneth and I love working there.

Ifat (Volunteer at Werneth CC)

I understand what is meant by Excluded and Hard to Reach Families?

Seama’s knowledge increased by 60%
Aleya’s knowledge increased by 20%
Ireen knowledge increased by 60%
Jannatun knowledge increased by 60%
Habibur knowledge increased by 80%

The volunteers collectively had an overall self reported increase in their knowledge of 56%.
I understand what is meant by excluded and hard to reach families

Ifat, Alla, Anastasia and Suzanne said that they had a good understanding of excluded and hard to reach families before the training commenced.

Runa saw a 40% increase after training
Taslima 20% increase after training
Danielle 20% increase after training
Linda 40% increase after training
Jane 40% increase after training
Elaine 60% increase after training.

A total of 15 new volunteers have attended the Induction Training. This was split into two sessions in order to meet community need as many of the Coldhurst Children’s Centre volunteers are reluctant to attend other centres. This is something the Placement Ambassador is currently working to address.

Following the results from this Placements Ambassador arranged for the Centre’s Services Co-ordinator to attend the Volunteer Quarterly meeting to update the volunteers on what we call our Target A families’ or those families most in need of support.

Social Work Students

Over the last 12 months we have had a total of 13 social work students attending our placements. The students usually undertake a hundred day placement with us and undertake a number of roles from supporting play and stay sessions, running training to working with our most vulnerable and needy families. Each student brings with them financial benefits which also go a way to supporting the work which we undertake. Each of the students gain a unique learning opportunity and this is supported by their monthly peer support meetings. Here students have the
opportunity to meet each other, share their placement projects, share case studies and good practice. This opportunity enables the students to reflect upon their own practice and the practice of others.

"I have really enjoyed my placement at the children society as it has helped me expand both my knowledge base and skills by allowing me to not only work directly with children and families but also deal with a range of issues such as child protection, safeguarding, benefits issues all of which are useful skills I feel that help to improve my practice in social work".
Keith, Social Work Student at Royton, Shaw & Crompton District

Student Social Work Placement Experience

“When I was offered a Student placement at Medlock Vale Children’s Centre, I can honestly say I was terrified! Having always worked with adults, and planning a career in adults services I thought that I would struggle to fit in, to pass or to enjoy the experience. I wondered what my University were thinking with my lack of experience! The staff at Medlock Vale made me feel welcome as soon as I arrived, but it was so overwhelming being around so many other professionals. In my first week, I started making a list of the names & titles of staff that I met. By the end of the first week I had over 20 names...

My on-site supervisor was aware that I had little experience with children and arranged for me to assist in crèches, and stay & play sessions to get some direct contact with children which would complement my academic study of human development. This really helped increase my confidence being around young children and helped parents to get to know me.

On day four I was invited to a meeting with other student social workers who had already started their placements. The chance to hear what other students were involved in, and how positive their experiences had been was really helpful and reassuring. At the meetings we have had guest speakers from Family Intervention Project (FIP), the Oldham CAF team, and also Parent Support Advisors.

In my first few weeks I was allocated a place on a training course by Oldham LCSB, Working Together to Safeguard Children which was fantastic and really helpful for my
law assignment. Since then I have attended training on JuJu and witchcraft, the CAF process, welfare reform, and loan shark awareness.

I was also given the opportunity to set up a Job Club within the centre as I had experience in a welfare to work charity, and there was a gap of employability support. The club is ongoing, and whilst attendance figures have remained fairly low, the work that I have achieved with some attendees makes it feel more than worthwhile.

I am now just over half way through my placement and have had the opportunity to take leads on home visits with families, complete CAF assessments, take part in core groups, shadow other professionals, and complete training courses. Alongside other students and staff I have been involved in planning a fundraising event to raise money for the children’s centres.

I am so glad that I have had the opportunity to work in a children’s setting; as even as a worker in an adults setting I know that I will encounter children.

Donna, Social Work Student at Medlock Vale CC
How does the work benefit children and their families?

Readiness for school
Each of the six Children’s Centres within Oldham provides many opportunities which promote and support school readiness for those children entering nursery and reception at age 3-4 years.

Referrals
Sessions and services at the Centres also enable early identification from pre-birth, leading to referrals to partner agencies such as Community Outreach, who support parents many common issues such as play stimulation, toileting, routines and behaviour management. 168 referrals have been made to Community Outreach and 100% of those families have received support (52 Royton, Shaw and Crompton, 116 West Oldham).

Referrals to Community Outreach can be made by any professional and self-referrals are accepted although all referrals must come through the Children’s Centres first and staff complete a home visit. In order to refer to the service universal families must have a CAF to establish a clear need for support which enables an effective programme of work to be planned and carried out, this has led to an increase in the number of CAF’s being completed.

Partnership working
Children’s Centre Leaders attend Extended Services Cluster Meetings with schools in their reach area to identify common issues, such as toileting, speech and communication which enable the Children’s Centres to develop services to meet the needs of each community. Through good links with schools we have carried out the following projects and sessions:

- Transition sessions: for those children who will be starting nursery or reception who have been identified as needing support.
- Parents evening: staff engage parents within the school environment to ensure registration and to establish need for support.
- Home visits: staff have completed joint home visits with school staff which has shaped service delivery.
- Munch and Play: these sessions were delivered by Medlock Vale Children’s Centre and took place within Medlock Valley Primary School with children who were already attending the nursery class part time. The session would take place with the parents present and the focus was storytelling and social development whilst working with parents for them to understand how important their contribution is to their child’s play and development.
Through the EYFS cluster meetings, which are facilitated by the Early Years Practitioners, we have been able to ensure that settings are aware of role of the Children’s Centres and how we can work together to increase the number of children who are ready for school. By looking at data in relation to the Foundation Stage Profiles and identifying common areas for development we are able to plan services and sessions to meet the needs of those within our communities.

**Childcare Entitlements**

**2 year olds**
Each centre refers children for the 2 year old entitlement which has been very successful with numbers increasing each quarter. Overall 108 children have accessed the 2 year entitlement between March 2012-April 2013 (42 in Royton, Shaw and Crompton and 96 in West Oldham). Assessments of children are showing that the very large majority of these children are below the expected stages of development with self- help and language being the common issues. The Early Years Practitioners are working with key workers within settings to gather observations and assessments in order to track children’s development and the impact of attending the setting in relation to the child’s development which will be analysed each term.

**3 and 4 year olds**
Centres were provided with a list of children who were believed to be entitled to, but not claiming, the 3 and 4 year old childcare entitlement. Staff contacted those families to signpost them to settings within the area. This has been an on-going process and staff ensure that they are making families aware of available places and the processes to follow. Centre staff support families in applying for places, using various ways such as using language line to interpret for families and walking to schools to introduce families to the settings.

**Stay and Play**
Stay and Play sessions play a vital role in engaging families, encouraging them to participate in early play and interaction from birth. These services include:

- Baby Massage
- Little Talkers
- Various universal stay and play sessions for aged 0-5 years
- Messy Play sessions
- Baby Play
- Bedtime Stories
- Baby Moves

Throughout April 2012-March 2013 Oldham Children’s Centres engaged 4018 individuals at least once, 65.8% (2643) of those being in West Oldham and 34.2% (1375) being in Royton, Shaw and Crompton. (Including parents and children seen at any activity/service provided by or on behalf of the Children’s Centres)
Quotes from partners and service users

"My daughter is a lot more sociable; she spends time using the activities and doesn’t move around as much”
Stay and Play at Alexandra Children’s Centre

"I love coming to big school nursery, I want to go every day.”
Child who attended the transition sessions at Medlock Valley School

"The nursery teacher and the head teacher feel that the children in the nursery have settled quicker this year and that there has been less crying.”
Werneth Children’s Centre

"As a family we spend time together where we sing and read books together.”
Coldhurst Children’s Centre

"Mixed with some different children, even though they are not all going to the same school, following directions from adult. He enjoyed the course, thank you for having him on it!”
Shaw and Crompton Children’s Centre

"I think she’s a bit more confident in being around other children and joining in with things”
Shaw and Crompton Children’s Centre

"I was concerned about my child’s speaking and confidence but coming to stay and play has helped me and benefitted my child. I have seen improvement week by week.”
Coldhurst Children’s Centre

"Before coming to the visits Jonathan was very shy, very clingy with me and wouldn’t play with other children–now look at him playing with everyone”
Grandparent of a child who attended the transition session at Medlock Valley School

"My son has a lot more confidence – he can now drink from a cup by himself and go to the toilet by himself”
Transition project Alexandra Children’s Centre
Parenting Aspirations, Self Esteem and Parenting Skills – building on strengths and supporting aspirations, so that parents and carers are able to give their child the best start in life.

There have been a range and variety of learning opportunities delivered through all six children’s centres/two Districts in Oldham throughout 2012-13 – to aid parents to build on strengths and support aspirations.

These have ranged from attending Stay and Play sessions, through to accessing Learning through a number of partners – Life Long Learning, Oldham College, and Oldham Health Improvement Team etc.

The range of opportunities has included the following:

![Pie chart showing the distribution of skills and qualifications gained.]

During the period September 2011 to December 2012 630 parents registered with the four West Oldham Children’s Centres entered into Lifelong Learning training courses to gain qualifications.

The majority of participants were 21 – 30 years old (50%), female (84%) and were from a BME group (77%). The vast majority of participants (93%) had under a level three qualification at the start of their learning and 28% had no qualifications. 15% of participants were economically active, with the vast majority (85%) in receipt of benefits. The large majority (73%) attained their qualification aim.

239 people were tracked from their prior attainment to demonstrate progression. 69% started with no prior qualifications, 44% gained entry level 3, 13% gained entry level 2, 8% gained entry level one, 1% gained a level one qualification and 3% gained a level two.
This demonstrates that initial assessments are accurately assessing the level of knowledge of each individual and placing them on the right course to meet their educational needs. The high level of retention and pass rates shows peoples commitment to gain education and qualifications. From the courses 34% are continuing studying a range of courses from entry level one to level three.

In Royton, Shaw and Crompton District 270 learners accessed 47 courses and programmes, 217 of which through Family Learning with 53 accessing courses and programmes on Preparation for Life and Work.

In addition to the above Courses, programmes on Baby Massage, Webster-Stratton Parenting, Self-care and the REAL Project have also been delivered to parents and their families.

Aspirations are also developed through our engagement visits, access to a range of courses and services, sessions and activities; including outreach.

The children’s centres have made progress in breaking down some of the barriers to learning and development via dual language staff, courses run in dual languages and creating a supportive/safe environment in which to learn.

The children’s centres are moving cultural barriers around gender to improve to outcomes and aspirations for women, evidence of this has been an increase in women attending courses to gain qualifications.

There are clear age appropriate rules and expectations in the children’s centre to reinforce appropriate behaviour; this is having a positive impact on all children accessing the centres. The consistent approach taken by staff gives clear boundaries. Through outreach support and courses parents are given guidance and knowledge to improve parenting techniques when dealing with challenging behaviour.

Additionally this has been supported through centres facilitating the Webster-Stratton parenting programmes, working closely with partner agencies in identifying and
supporting parents to attend – an example of this has been through Alexandra Children’s Centre.

Through the delivery of two 14 week programmes, the retention of parents completing was 100% with 86% stating a decrease in ‘Lax Parenting’ and 71.4% stated a decrease in ‘Over Reactionary Parenting’.

A STEPS course was successfully delivered in partnership with two centres in West Oldham – looking at raising low self-esteem/confidence, moving forward with education, training and employment and reducing isolation. Upon completing the course there had been a significant increase in parent’s views about themselves;

- Feeling confident about themselves – 50% increase
- Confident about their life – 50% increase in stating Good
- Feel in control of situations in their life – 70% increase

- Overall there was an increase in how positive/confident parents felt throughout 6 keys areas of well-being by 65%
- Of those who attended the STEPS course 100% have progressed onto further courses – including Webster-Stratton, Self-Care, EYFS and 1St Aid.

Parents who attended a variety of Stay and Play sessions throughout the West Oldham District were asked a series of questions/statements related to Parenting, the parents were asked to state whether they agreed the above questions, these were as follows;

Attending the sessions at the Children’s Centre has;

1. Increased your knowledge and confidence in your parenting?
   - 58% agreed
   - 42% disagreed

2. Improved your parenting skills?

During this period, 77 parents took part in the exercise across 11 different sessions, ranging from Baby Play/Club, Stay and Play, Messy Monsters, Sparkles and Toy Library.

Increased your knowledge and confidence in your parenting?

- 42% agreed
- 58% disagreed
Improved your parenting skills?

![Pie chart showing 43% agreed and 57% disagreed]

**Level of Qualifications Achieved**

From the courses achieved with a qualification, 73% achieved entry level three, 13% achieved level one, 6% achieved entry level two, 4% achieved entry level one, 3% achieved pre entry level and 1% achieved level two.
Progression

From a snapshot of 239 people 44% started with no prior qualifications and achieved an Entry level three, 21% started with an entry level qualification and gained an Entry level three and 13% started with no prior qualifications and gained an entry level two.

Parent Quote – “The course helps you gain confidence and helps encourage you to get to the next level”

When asked about have the courses increased your ability to support your child’s learning – one parent commented, “Yes, in every way....it will be easier to help my son with his homework.”

The Children’s Centres have supported parents to access training to improve their own skills and future employability. Places are prioritised in relation to need including 'child protection' and targeted groups. We offer a range of courses in response to identified need within the districts. The majority of parents report a high level of increased skills from accessing courses especially in regards to reducing isolation. This is also a very strong impact within our breastfeeding support group.

Our volunteers are very active and increase the capacity and quality of the children's centres. We support volunteers to access training to increase their skills and future career prospects. Two of our volunteers have just achieved level two accreditation in Caring for Children. We know that without members of the community who give up their time for no financial gain we would not be as successful as we are. Volunteers have all reported an increase in their self-confidence as a resulting of volunteering with the centre.
Improving the skills of the local community
The families accessing Coldhurst Children’s Centre have had the opportunity to increase their Maths and English. The course takes place at the children’s centre and enables parents/carers to access the sessions locally. The course is delivered by Lifelong Learning who can also provide crèche provision if required if needed in order to reduce barriers to engagement.

Functional Maths Class
A parent who had attended the functional Maths course made the following comment:

"After attending the functional Maths course at Coldhurst Children’s Centre I can now help my children with their homework”

Functional English class
The Functional English course is accessed by both men and women. This is a positive development from previous years in regards to men and women feeling confident and comfortable enough to access sessions together.

Child and family health and life chances

Pre-birth – onwards.
The six Children’s Centres in Oldham have worked hard to increase access for families to health provision by ensuring access to Midwifery and Health Visiting services is available within the centres.

Over the past 12 months these have included first booking in appointments, antenatal clinics, postnatal clinics, baby clinics and towards the end of the year, the introduction of 2 year old assessments.

Attendance at these sessions has seen a total of 3465 babies, children and parents being seen by nursing professionals within our centres.
In addition to services delivered directly in the six centres, staff also attend baby clinics held at other venues, predominantly Health and Well-being Centres, to promote access to Children’s Centre service.

Other health promotion activities that take place in the centre this year ranged from the promotion of positive mental health via classes and one to one support, baby massage, cooking courses, oral health, smoking cessation, first aid courses, health trainers and other one off guidance, advise or support (Miscellaneous) as well as baby and toddler groups aimed primarily at increasing physical activity.

If we group these activities into five areas of health improvement we can see that the main emphasis has been placed on improving physical health. The reason for this is that across the six centres we have a high proportion of families who fall into the obesity range on the body mass index (BMI) scale. 10.4% of children in Oldham are obese in reception; this is higher than the national average. Many of our centres have obesity figures which exceed this, rising to as high as 12.8%.

One of the interventions used by the centres to reduce this issue has been to work in partnership with health colleagues to provide Cook 4 life classes across all six centres. Reported impacts have been good, with some courses reporting 80% of families attending have increased their weekly intake of fruit and vegetables, 17% decreased their consumption of sugary drinks and 45% increased their understanding of food labels. A further 64% decreased the amount of snacks consumed and on one course families reported that their intake of fried food had decreased by a staggering 100%. As you can see mental health comes a close second for the distribution of health resources within the centres, this is in response to reported needs of service users regarding issues such as domestic violence, drug and alcohol dependency, isolation
and low self-esteem. Self-reported mental health issues are recorded as being as high as 24% of the population in some of our reach areas.

A number of approaches are used to help families improve their mental health one of these has been through formal courses held within the centre but in partnership with other professionals. Parent that have attended these course have reported real life changes as a direct result.

"By attending the sessions it gave me confidence as I had post natal depression. I was always worrying and phoning my Health Visitor. I was so down, I had no money and no sleep but I knew I could go to the centre and feel better. As a result I got another job and feel more relaxed."

"Before I felt depressed in the house, now I come to sessions it has helped build my confidence, meet new people and find out information and learning about my health."

Impacts from one of the group reported 55% of attendees made positive changes relating to healthy eating, 15% in relation to exercise and 30% improved their socialisation and feeling of isolation. Oral health has also remained a priority during the year as in Oldham the average child has 2.6 teeth filled, missing or decayed. This is higher than the National averages of 1.47, and for some of our areas, this rises to as high as 3.63. As a result we have work closely with oral health colleagues to deliver information sessions and one to guidance for families.

Other lifestyle changes have included areas such as stopping smoking. One Smoking Cessation workers stated;

"Without your help these two ladies may have found difficulty accessing support in this geographical area and therefore may have continued their smoking habits."
Outcomes

Key achievements

Key achievements at Alexandra Children’s Centre
As stated above, Alexandra Parents Forum successfully securing £4796.00 from ROCA (Respect Our Communities Award) – the application was submitted to deliver a programme of sessions and activities throughout the Summer School Holiday. The sessions and activities included Drama workshops, Slack Lining, Mountain Boarding, Arts and Crafts, Stay and Play sessions, Family Fun Party.

Successful delivery of a second Webster-Stratton parenting programme – through partnership working with the Community Outreach team, Alexandra delivered its second Webster-Stratton parenting programme. The programme targeted parents/carers (one who was an Uncle applying for residency of his nieces child) identified through working with the Centre, Community Outreach, Health Visiting Team etc. 100% of those invited to attend completed the programme.

Key achievements at Coldhurst Children’s Centre
Target A – The Centre has worked hard to meet the needs of our most vulnerable families who are on plans, together working with multi-disciplinary teams we have been able to improve the lives of children and their families. In Quarter four 2012/13 progress against targets 82% of all families had been registered and 92.8% engaged.

Coldhurst Children’s Centre has engaged with 192 families in their home when the child reaches three months old and twelve months old. From these visits families have been supported to improve home safety, improve their health through registering and attending the dentist and gained access to many courses and activities.

Key achievements at Medlock Vale
Ante natal services
Through effective partnership working with midwives we were able to secure a solid and effective pathway for families from ante-natal and beyond.

Within the last year we have progressed from having one half day ante natal clinic with one room being used to a service which now consists of:

- First contact ante-natal clinic (one room used for half a day per week)
- 16 weeks + appointments (two rooms used for half a day per week)
- Parent craft classes which take place in the evenings (four courses been held)
- 14 day post natal appointments (one room used for half a day per week)
- 28 day discharge appointments (one room used for half a day per week)

Due to the ante natal services being developed and delivered at the Centre we have been able to register and engage pregnant mothers at an earlier stage. We have been able to complete questionnaires which have enabled us to gain feedback from service
users to establish the impact we have had in relation to the services being held at the Children’s Centre.

A recent questionnaire showed us that:

- 78.6% of attendees to ante natal clinics have gain knowledge of the benefits of breastfeeding
- 28.6% are more likely to breastfeed due to receiving information from the Centre
- 21% smoke or use paan, of these 33% are more likely to give up due to receiving information from the Centre
- 100% rated their experience at the Centre as good or excellent

**Partnerships with local schools**

In the past 12 months, partnerships with local schools have vastly improved. We have moved from the situation of school staff not knowing where the Children’s Centre is, to them being fully engaged; asking for support with joint home visits, using the school as a venue for play sessions and sharing data which has enabled us to track children to FSP.

We have completed joint home visits with three primary schools where we were able to identify children who were not ready for school, we were then able to provide targeted support to these children and families.

Schools now have a greater knowledge of what the children’s centre do and acknowledge the benefits of working with us. One head teacher commented, “If I had known what you did I would have been in touch a long time ago, thank you for coming to see me.”

By spending time with school staff we were able to provide opportunities for parents to become involved in their child’s learning by facilitating a play session, Munch and Play, in two of the schools.

Schools are now aware that as part of our Ofsted inspection we are expected to have tracked children through to FSP, they have been extremely positive around this and have shared individual FSP scores with us which show the following results in relation to children who are registered, engaged and reached 78 points at the end of reception:

- Holy Rosary: 82.35% (overall % for school= 80%)
- St Martins: 72.73% (overall % for school= 36.3%)

These figures are showing us that the children who engage in Children’s Centre services are those who have achieved the 78 points.
"Our partnership with Medlock Vale children’s centre has become invaluable. The children’s centre has offered a huge amount of support to the families and children in our Foundation Stage. When carrying out our home visits, the children’s centre staff accompany us with prior knowledge of some families and children, which has enabled the school to establish very positive relationships right from the first meeting. New families are welcomed by school and the children’s centre and we have been able to quickly identify families who would benefit from support before entry to school. This has proved to have had an amazing impact as children has settled quickly into our Foundation stage and for children who need additional help we have directed them to the additional sessions at the children’s centre. This can be seen in the Foundation stage progress from Baseline to end of FSP as children’s develop skills in the prime areas very quickly. The staff are extremely helpful and a great source of support and are always at hand to discuss issues and needs. Without this support our families would find starting school very difficult and school entry would need to concentrate on basic social and communication skills rather than enabling children to progress further. We hope to develop this relationship even further in the future and cement this valuable link."

Tracy Horrocks, Deputy Head/Foundation Stage leader
Holy Rosary RC Primary

Key achievements at Royton Children’s Centre

Reduction in children in reception with obesity reduced massively in one of the Royton areas.

- The reach area traditionally has very high number of children fitting into this category. The centre has worked hard to supply healthy eating courses, physical activity sessions and to promote an increase of fruit and vegetables intake. As a result the centre has contributed to the reduction of children recorded as obese in reception class by 1.6% in Royton North and a massive 5.1% in Royton South. This now brings the South of Royton to below both Oldham and the National figure.

- 1st Year of Life programme for first time parents (all mums although open to dads all dads worked at the times of the sessions but the times suited the babies themselves) these parents completed a Baby Webster Training Programme and were then offered to attend a baby massage course. Both groups had 100% retention on the course and all have since also completed a baby sign course. 87% also attended little wrigglers a baby moves group 100% of those taking part in the programme reported positive impacts for both themselves and their child, a further 10% felt the course had also had positive impacts on their partners and/or extended families. Impacts included reduced
parental stress, improved bedtime routines, improved bowel movements for the babies, increased confidence in parenting, and improved communication skills between parents and child.

Key achievements at Shaw & Crompton Children’s Centre
- Meeting our targets for vulnerable groups.
- Balancing universal and payable services without a percentage drop in vulnerable or targeted groups.
- Maintaining active volunteers who have gone on to complete a Level Two in Childcare.
- Increasing percentage engagement at the Advisory Board.

Key achievements at Werneth Children’s Centre
REAL Project developed by Sheffield University. We support parents to get involved with their child’s learning at home – through books and stories, environmental print and early mark making. Research shows this project will support children in the transition to school and thus improve the attainment rates at EYFS. Evaluation shows an increase of 63% in the number of children who had a favourite book, an increase of 62% in the number of children who talk or notice print and an increase of 38% in the number of children who make marks and say what they mean.

On average we have 15 asylum seeker families, at any one time, living in our reach area. Not all of them have children under 5. In a 12 month period we had engaged 11 asylum seeker children and their parents (10 families in total). Some of these families have been offered intensive support to help their children adjust to their new environment and overcome language, financial and emotional wellbeing issues. We identified some negative attitudes towards asylum seekers amongst some parents so ran training for the Parent Forum representatives in April 2012. 60% of the attendees said that their understanding of asylum seeker communities and their ways of life had increased (20% said they were already very understanding).

The Parents’ Forum, which meets every four weeks makes decisions on how the centre runs, gives advice and support to the Centre Leader and sends representatives to the Advisory Board. The Parents’ Forum has become constituted and elect Chairs, Secretaries and Treasurers at the Annual General Meetings. The Parents Forum is also fundraising for the centre. Their first event, in June 2012 was a Pamper Day, which was thoroughly enjoyed by all who attended. Our parents say they have learnt new skills through organising this event and their confidence in being able to fundraise has grown. Parents Forum contributes to our planning and they have recently funded the erecting of a pram store at the centre.
How we report our progress internally within The Children’s Society

**Safeguarding:** Annually a report is produced by The Children’s Society on safeguarding issues. This ensures that we reflect upon our practice and see any patterns or issues that are affecting us.

**Health and Safety:** Our annual Health and Safety Report ensures that we have taken all reasonable precautions to keep our staff and service users, especially children, safe.

**Complaints and Compliments:** The Children’s Centres learns from the feedback that we get from the people who use our services. These are collected through evaluation, the compliments book and complaints. Since being established we have not received any complaints. However, we are constantly asking for feedback from children, families and partners so that we can improve our services. Since we have set up the Children’s Centres have received much praise from families and stakeholders.

**Management Visits:** The Assistant Director of Children and Young People’s Operations has conducted two management visits over the year. The visits look at the overall management of the Children’s Centres and ensure that we are efficient and safe. If required an action plan is set up to improve any issues identified.

**How we contribute to national outcomes**

The Children’s Centres supply monitoring information every quarter to Oldham Council showing the number of children and families we have supported with issues relating to the National Indicators and Core Offer Outcomes (which broadly follow the ECM Outcomes and OFSTED Inspection Framework).

Children’s Centre Leaders attend district-planning meetings, which enables them to raise local issues and in some instances seek financial support to develop additional tailor made services.

**How we contribute to local outcomes**

The Children’s Centres supply monitoring information every quarter to Oldham Council and TCS showing the number of children and families we have supported with issues relating to the National Indicators, PbR, Ofsted Framework and Core Purpose.
Children’s Centre Leaders attend various types of district-planning meetings, which enables them to raise local issues and in some instances seek financial support to develop additional tailor made services.
Partners

Much of our work is delivered in partnership with other agencies, working with us and/or providing services within our Centres. Examples of the partners we work with to provide integrated ‘seamless’ support for children and families when they need it include:

- Oldham MBC Early Intervention and Prevention - Community Outreach Team – Bespoke support for parents and families encountering change and difficult times.

- Midwifery – facilitate ante-natal clinic, post natal clinic and parent craft classes

- Oldham Lifelong Learning - Create opportunities and reduce barriers enabling adults to study and learn. Positively working to provide local lifelong learning opportunities to enable all learners to improve their confidence, develop their knowledge, skills and creativity and to realise their potential. They run ESOL, Numeracy, Child Development, Transition to Nursery and First Aid Courses

- Health Visiting Team – run a baby clinic and refer families to the centre
- Health Trainer – provides bespoke weight loss plans to families
- HIS Community Mental Health Team - run Women’s Wellbeing and Self Care Groups
- Health Improvement Service: Deliver Self Care course and Your Community, Your Health
- HIS Food Worker Team - run Cook 4 Life and Grow 4 Life courses
- Oldham Leisure Services: - Providing fitness classes for parents, promoting healthier lifestyles.

- Extended Schools (including local primary and secondary schools) - Working together to narrow the gap

- Oldham Social Care - Joint work with families who are CIN,CP or LAC

- Oldham Schools Improvement Team

- Cluster Primary Schools – run ESOL courses and Transition to Nursery schemes
- Early Years Lead Practitioner: offers challenge and support to the Centre and local settings, supports the Centre in making links with local schools, PVI’s and childcare providers
- Family Information Service: offer advice and information to parents and attend sessions/events on an as and when basis
- Oral Health - give dental advice in play sessions and events
• Road Safety – help us run road safety sessions
• Parenting Course Facilitators - run Parenting Courses
• Law Centre –Manchester
• First Choice Homes Oldham – deliver ‘drop-in’ sessions for parents.
• Local Neighbourhood Police/PCSO – deliver ‘drop-in’ sessions for parents.
• Greater Manchester Police: – Surgeries for Parents and the Local Community to access support and advice – working towards and raising issues on Community Cohesion.

• Positive Steps, Oldham: deliver STEPS course
• Smoking Cessation: deliver smoking cessation to pregnant mums
• CAMHS: deliver parenting courses
• Parents/Volunteers: – Implementing opportunities for Parents/Families and Carers in service development, training and evaluation of the provision.

Comments from partners

Early Childhoods Services team and the senior leadership team for the Children’s Centres based in the Royton, Shaw and Crompton District I see first hand the dedication of the staff and expert management of the Interim District lead. Families come first at the Children’s Centres, frustrating capacity issues come second. Service planning is carefully thought out and delivery I feel gives the maximum impact for parents and children alike. A common goal, multi agency working and a united team make working with and within a Children’s Centre very worthwhile.

Jody Earnshaw, Early Years Lead Practitioner

I have found it great working with the children's centres, sharing knowledge and resources. I've really appreciated being able to use both children's centres to facilitate parenting groups as the facilities are ideally geared to this, and are also "neutral" ground for parents whose children go to many different schools, and may be anxious about going into a different school to the one their own child attends.

Claire Parkinson, Parent Support Advisor
As Infant feeding Lead I work on a weekly basis in the Baby Bistro offering support to breastfeeding women. This group also has a couple of peer supporters, who have been through the La Leche League training and have volunteered since February. They receive supervision and ongoing training in the group. The centre offers an ideal venue for the group and is welcoming to the families. The centre has an ANC which encouraged them to attend the group and gives positive messages about breastfeeding during the clinic. Weaning and healthy start vitamins are also discussed in the group.

Jo Mayall
Infant feeding coordinator

We find the Children’s Centres engage well in the CAF process and are very supportive of family’s. The Centres are very willing to undertake Actions as part of the CAF process in order to support the family.

Maxine Foster, CAF Coordinator

"Through partnership working with the Centre, outcomes for children and their families are improving as FCHO are in a better position to identify households experiencing problems and providing support and intervention at an early stage. FCHO’s Housing Surgery held at the Centre has captured a far greater number of customers than previous locations and we are delighted this has continued to grow.

FCHO are currently developing Neighbourhood Plans which will benefit the neighbourhood and customers and we recognise the Centre as one of our major partners in the area.”

Sarah Crowe – First Choice Homes Oldham

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Sarah Crowe – First Choice Homes Oldham
How we evaluate our work independently
In line with Sure Start Children’s Centre Guidance, Oldham Metropolitan Borough Council requires that all the Children’s Centres to complete an annual comprehensive self-assessment and quarterly monitoring returns. The ‘Early Intervention & Prevention’ in the Council evaluates this. An annual conversation with a senior manager from the Early Intervention and Preventative Services Team also takes place. At this meeting targets for the following year are agreed.

A financial audit is carried out by the Local Authority. The Children’s Society also carry out and internal audit.

Comments and case studies from the children we work with

Case Study
Reason for intervention
Millie was identified by school as having low personal, social and emotional skills, lacking confidence and unwilling to engage in new activities.

Starting point
After initial conversations with the schools nursery teacher, Millie was identified as a child who would benefit from the Munch n Play sessions for the reasons outlined above.
Staff introduced themselves to Millie’s mum and explained about the children’s centres sessions, services and the positive impact sessions can have on children’s development. In addition socialisation issues, mum discussed how she particularly struggles with Millie’s seating habits- as she refuses to try new foods and has a very limited diet.

Staff discussed how they could incorporate food in the session to help address this issue, each week making a healthy meal or snack- to which mum agreed, after this conversation mum agreed to begin attending sessions accompanied by a friend.

Millie’s engagement in her first stay and play session
Millie was apprehensive when entering the room she refused to move and buried her face in her mother’s side refusing to make eye contact with any member of staff, adults or children in the room- including her fellow classmates.
Throughout the first session Millie refused to engage in any form of activity, staying by her mother’s side or following her around the room when she moved. Even when her mum encouraged her to join in the cooking activity Millie refused choosing to sit and watch her mum and the other children. Staff suggested to her mum to try and engage her in the activity away from the other children and with Millie’s siblings- making the experience more manageable for Millie.
This worked well and in one side of the room Millie began to engage slightly in the activity- although she still spent a considerable amount of time watching her siblings engage as oppose to participating herself.

However, when it came to snack time Millie became extremely withdrawn again. Returning to her mum’s side and refusing to even acknowledge the meal time. After much encouragement from her mum and supported by staff she sat at the table but refused to have any food on her plate or even look in the same direction.

**Action taken**  
Staff identified an issue with Millie’s engagement within the session and suggested a strategy to address this.

**Impact**  
Millie was able to participate, enabling her to form positive associations with the session and therefore begin to settle her within it.

**Millie’s next session**  
Within the next session, Millie was initially shy again at the beginning and her mum seemed exasperated with the situation. Staff discussed with her about allowing Millie time to become familiar with the new situations she was being faced with each session. And by positive role modelling to Millie participating in the activities and respecting her efforts, ideas and by continually praising her- this will help to build her confidence.

**Action taken**  
Staff identified mum was struggling to manage Millie’s behaviour and gave recommendations and advice she could immediately implement.

**Impact**  
Mum acted upon staff’s advice resulting in a positive outcome, reassuring her of staffs knowledge and understanding and resulting in a positive outcome of Millie engaging.

**Millie’s Progress**  
Throughout the course of the next few weeks Millie began settling into the routine of the sessions, gradually beginning to engage more in the different craft activities each week.

As Millie was obviously beginning to feel more comfortable within the sessions staff discussed with her mum the next stage of developing Millie’s confidence- trying to engage her within the food element of the session.

In order to aid Millie’s development staff ensured food was the main focus of the next session, planning a main activity that was interactive and required the children to participate in decision making regarding their food choices.
By ensuring Millie’s needs were considered and catered for this positively impacted upon Millie’s engagement in the session.

The Impact
After attending the sessions for over 6 months there has been a significant improvement in Millie’s personal, social and emotional development as well as her approach towards food and meal times.

Millie now enters the sessions very confidently, engaging in conversations with staff regarding the session content and what she has done in school that day. Millie now enthusiastically engages in the activities for extended periods of time, confident to talk to other children when playing, keeping the play going by responding to what other children are doing or saying (PSE).

Millie’s mum is now also now visibly confident in how to address Millie’s attitude towards food, after discussing strategies she could use to manage this with staff. Allowing Millie time to make decisions about her food choices and encouraging her subtly to try new foods. Mum has also commented on how Millie is beginning to try new foods at home as well as within the sessions and how she is amazed by how much Millie has developed both with her eating habits and in engaging with other children.

Mum has feedback – “She’s come on so much since we’ve been coming here- I can’t believe how much she’s trying. I’ve gotten so many food ideas we can do at home since coming here, and she’s more willing to do them at home after trying it here first”.

Domestic Abuse group case study October 2011-October 2012
During the 12 month period October 2011 – October 2012 Coldhurst children’s centre has had contact with 28 families who had disclosed, or who had been known to have experienced, domestic abuse past or present. Of these 28 families two were incidents of the male being the victim of the domestic abuse. One of these males left the Oldham area soon after the incident. The other male has been supported through multi-agency CAF meetings involving school, children’s centre, Barnardos and the community outreach team as he is the main carer for his five children. This package of support included promoting play and stimulation in the home, implementing good bedtime and mealtime routines and support to access children’s centre sessions with the youngest child. This child also received a place at a local nursery on the two year old entitlement and dad was supported in settling his child into the setting and ensuring consistent attendance. Through this support dad has an increased knowledge of the importance of good bedtime routines and is more confident in implementing these routines. Dad has stated that his child is eating a better, healthier diet. Dad is feeling more confident in his parenting and is aware of how to contact professionals for support if needed in the future. Professionals have noticed
improvements in the youngest child, both in his play skills and his language and understanding.

Of the above 28 families there were eight children (five families 18%) that were on a Child Protection plan that the children’s centre had been part of the core group, four families on CIN (14%) and nine families on a CAF (26%). One example of the positive impact of children’s centre engagement with a parent that had been experiencing domestic abuse is where the parent fully engaged with children’s centre courses, such as parenting and Healthy Relationships, and engaged in stay and play sessions with their child. Other professionals visiting the family noticed improvements in the home environment as the parent put things into place in the home that she had learnt from courses in the centre i.e. behaviour management strategies.

Seven of the families (28%) were invited to attend the Healthy Relationships course in the children’s centre which ran from January to March 2012 at the children’s centre. Four (14%) of these families completed the course.

Two of the 28 families were supported through multi-agency working with housing related issues, these needs being identified through a CAF assessment. One of these families was supported by the housing officer who attended the CAF meetings and has since moved with her children into a new property which has been fitted with security in the house i.e new locks and panic alarms. Through the children’s centre an outreach referral was made to support this parent in their new home establishing new routines for the children. The other family who had housing issues, although still living in the same property, was supported on how to apply for social housing and how to bid for properties. She is now confident to bid for houses independently.

One parent was supported through contact in the children’s centre with the Independent Domestic Abuse Advisor who gave advice on her legal status in the country and what support she could access in terms of a refuge. Although this parent chose not to leave her partner at this time she stated that she felt confident to come into the centre again if she needed support in the future and she was confident of helpline numbers that she could use in an emergency. Over the 12 month period a further two parents were supported through advise from the Independent abuse advisors.

**Teen Parents/Pregnant Teenagers**

**Background:**
- Teenage Parents and Pregnant Teenagers are identified in the Ofsted Children’s Centre Inspection as having needs or circumstances that may require particularly perceptive intervention and/or additional support.
During the period 01st January – 31st March 2013 (reporting period Quarter 4) there were 48 new pregnant teenagers, teenagers caring for a child identified in the West Oldham District.

Of the 48 identified 79% (30/48) have now been registered with their local Children’s Centre across the District.

Of those registered, 87% (26/30) have engaged with a range of Children’s Centre sessions and activities, 33% (10/30) of which maintained sustained contact with the Centres.

Identification of teenage parents and pregnant teenagers is received from a number of sources; these include Health Visitors, Midwife, Social Care and Career Advisers from Career Guidance & Support Services.

Working alongside and with the agencies mentioned above has enabled the Centres to increase the engagements of Teenage Parents/Pregnant Teenagers

**What are the users’ needs?**

The users’ needs have been varied depending on the individually identified needs of the children, parents, families, and the levels of support have varied between working/supporting children on child protection plans, Child In Need, CAF to Universal engagements through attending a variety of sessions. Some of the needs identified are as follows:

- Accessing Children’s Centre sessions, activities and programmes such as Stay and Plays, Baby Clinics, baby Massage etc. – Parental Engagement
- More specific needs identified have related to Practical Parenting, feeling isolated, lack of confidence, implementing routines, lack of engagement with services and professionals.

**Provision accessed:**

There have been a variety of sessions, activities and programmes etc. that have been accessed during Quarter four, these include the following:-

- Antenatal Clinics- *Child and Family Health*
- Baby Clinics – *Child and Family Health*
- Baby Club, Baby Massage, Baby Group, Baby Play – *Child and Family Health & Early Education*
- Stay and Play/Physical Fun - *Early Education & Child & Family Health.*
- Teenage Parent Course (Borough-wide provision)
- Level One Face2Face – Home/Welcome Visits
- Level Two Face2Face – Community Outreach Support, Social Care Involvement

**How did the Children’s Centre support you?**

- Increase in confidence when attending groups and sessions.
- More aware of the benefits for both self and child in attending the Centre – feeling less isolated, meeting other parents, benefits of play.
- Outreach – supported and modelled play and stimulation during stay and play sessions
• Support provided to Mother to continue undertaking work through Care to Learn at Brook Advisory – this has led to additional work based experience at Dr Kershaw’s.
• Child is now regularly attending local day care setting with support from the Additional Complex Needs Service.

How do you feel your needs were met?

“..Felt a little nervous at first, as I don’t like groups, but was soon made to feel at ease…..feel staff are approachable and am able to ask questions.”

“..People are friendly; in the future I would to attend cooking or parenting classes. I am looking forward to attending more regular Stay and Play sessions, meeting other mums and for my daughter to socialise more.”

Outcomes for users:
Readiness for School –
• Able to support child(ren) with more confidence in play and stimulated activities at home.
• Accessing regular day care and with support from the ACNs in place until the child transitions into school.

Parenting –
• Practical Parenting Support – mum now able and feels more confident in meeting the basic care needs, safety and emotional needs of her daughter.
• Discussions and modelling of routines – daily and nightly routines now in place for both mother and daughter.

Child and Family Health –
• Emphasised the importance of attending Medical appointments – mother and daughter have attended all medical and speech and language appointments
• Discussions and modelling bathing routines using visual picture and step by step sequencing – mother has reported she is more confident now in bathing her daughter on her own.

Outcomes for Centres/District:
• Early evidencing is demonstrating good outcomes and impact for parents and their children accessing the Children’s Centres and Early Childhood Services teams.
• Levels of registrations and engagement are good

Future plans
• West District: - to undertake periodic reviews on the engagement of Teenage Parents/Pregnant Teenagers – to ensure resources are allocated appropriately within the District.
Case Study
Reason for Intervention (6 week course)
The course was run to promote healthy eating and for families to grow and prepare their own food together. Therefore, it followed the Every Child Matters theme of Be Healthy.

Starting Point
There were initially six families each with different needs and abilities, and their children. They were each given the opportunity to state what they wanted to gain from the course and were asked for feedback regularly through the completion of thought apples.

Actions Made
Each week the families were provided with information regarding healthy eating and growing. They were given the opportunity to plant different herbs or vegetables and the children were involved in healthy food preparation and tasting. In addition to this craft activities relating to healthy eating were provided for the children each week.

Impact
There have been several impacts from this course. One impact relating to the Every Child Matters theme be healthy relates to the healthy food preparation and tasting in each session. This has particularly had impact on one child Jay who is a fussy eater at home and as reported by mum usually does not try new foods. However, during the course of six weeks Jay tried some new healthy foods such as mushrooms and pitta bread. The possible impact on Jay’s health in that if mum continues to provide these foods at home he may continue to eat them and thus improve his diet. Another impact of this is that mum has been provided with activities and ideas to try with Jay to encourage him to continue trying new foods and this is likely to empower mum to continue to teach Jay about being healthy (linking in with the issue of Positive Parenting). Within these sessions the children were provided with language relating to the different types of foods and when trying foods were encouraged to comment. As most of the children were aged under three years language is an important part of their development and allowing them to discuss likes and dislikes is important not only for their communication skills, but this also shows them that their opinions are respected which will aid them when developing a sense of self.

Children were encouraged to develop physical skills through planting different healthy herbs and vegetables and in chopping and preparing the different foods. With further regards to the planting of different herbs and vegetables, the children were given a plant each week to look after with their families. In addition to promoting healthy growing and eating, this will also help to develop the children’s physical skills and their ability to care for something (therefore also if continued developing their Personal, Social and Emotional Development).
These skills are all important for School Readiness. Throughout the course families were given the opportunity to be social and to share views and experiences and through this reducing the risk of isolation. Children were also encouraged to socialise positively with one another and positive displays such as sharing and turn taking was observed. One impact is that children are often more likely to try new experiences with their peers. The long term impact of this is that positive social interaction is likely to lead to the development of friendships which will aid children once they enter the school system in the long term again relating to School Readiness.

Parents and carers were provided with information regarding food labelling and how much sugar was in foods. During this session a lot of the parents/carers were surprised how much sugar was in some cereals and sweets. The impact of this is that having this information may cause them to place more limits on these foods for their children. The impact of this being if children do not eat as much of these foods they are more likely to have healthier bodies and tooth decay is more likely to be reduced. With further regards to this, one mum requested more information about food labelling and was given information about a one of supermarket tour. The impact of this being the continuation of learning about being healthy once the course has ended.

Parents and carers were encouraged to state what they wanted from the course and to give their views throughout. This ensured that the course followed the needs of the families providing them with the information that they need for themselves and their children with the emphasis on empowering parents to make healthy choices for themselves. The impact of this is that if families feel that their needs are respected, they are more likely to give their views in the future and gives an idea of a two-way partnership between families and the centre.

**What we hope to achieve in the next year**

- Achieve Good or above grading by Ofsted
- Re-structure in line with the 10% reduction in budget
- Contribute to IIZ work and matrix management
- Provide information for Fulfilling lives bid
- Increase number of volunteers and students
- Apply for external funding to add value to our work
The Oldham Children’s Centres receives their funding via Oldham Metropolitan Borough Council. During 2012-13 contractual period the funding equated to £1,096,210 and split across the six Children Centres as shown below.
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Donations

If you would like to make a donation to our work you have read about in this report, please call our Supporter Action Line on 0845 300 1128

www.childrenssociety.org.uk

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