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# Introduction

This report evaluates the work of Sure Start Hollinwood between April 2000 and March 2003. Under each objective, the report outlines activities that have been provided, looks at progress and achievements, notes the progress against national targets and describes any research that has been undertaken. Where revealing quotations are available from parents, they are presented in italics under the activity to which they relate. The report then discusses the way forward for the programme over the next three years.

## **THE HOLLINWOOD SURE START AREA**

The Sure Start programme area covers the Hollinwood Ward which has a total population of 9,910. Within the programme area, approximately 610 children under the age of 4 years live in 524 families. In the year 2001-2002 there were 134 births, 8 of whom were to mothers under 18 years old. The ethnic profile of the area is changing: the 1991 Census showed that more than 98% of residents were White whilst the 2001 Census showed this had fallen to 93.4%. The largest ethnic minority group are residents of Asian or Asian British origin including around 420 people who described their ethnic group as Pakistani.

At the end of June 2003 there were 551 children registered on the Sure Start Hollinwood database. Of the children registered, 65 or 12% were from a minority ethnic group. During May 2003, 249 children attended a Sure Start activity, 34 of whom were from a minority ethnic group and 14 had special needs (as defined by their parent at the time of registration). During May 2003, 152 registered parents also attended activities.

## **THE SURE START PROGRAMME**

Sure Start Hollinwood is a trailblazer programme which began work in September 1999. There are a number of partners involved in the operation of the programme – these are local parents, Barnardo's, Oldham Primary Care Trust, Pennine Acute Trust and Oldham Metropolitan Borough Social Services and Education Departments.

Barnardo's is the lead agency and Oldham Metropolitan Borough is the accountable body. The Sure Start Management Team is responsible for the day to day running of the programme and the Partnership Board, which meet each quarter, ensures that the programme is on target and running correctly. The Parents in Partnership group meets once a month: they ensure that parent's views are heard by managers, workers and the Partnership Board, are involved in staff recruitment and manage the small grants budget. The Parents in Partnership group has also contributed to policy developments within the programme.

A new Sure Start building opened in February 2003. Sure Start Hollinwood contributed £1.2 million towards the cost of the building which houses the library, doctor's surgery, Limehurst Village Trust, St Chad's Clinic and Routes to Employment as well as Sure Start Hollinwood. The Centre has quickly become a true focal point and community meeting place for the whole area. Since the new centre opened, Sure Start activities have operated from 4 buildings – the St Chad's Centre, Farm Road Family Support Centre, Hollinwood Tenants' Hall and Collier Hill Tenants' Hall.

Staff employed within the programme work in 7 teams:

#### *Early Years Team*

This team is responsible for providing good quality sessional day care and crèche facilities. They provide support to playgroups, work on transition into school and activities such as family literacy and childminding support.

#### *St Chad's Community Development Team and Wrexham Community Development Team*

The two community development teams work with local parents to offer a number of services and activities within the Sure Start programme. Included in these are Baby Bulk Buy, Parent and Carers Toddler Groups, Job Shop, home safety equipment sales and outreach. They may also liaise with other organizations to provide activities such as smoking cessation and keep fit. The community teams have also taken a lead in encouraging the involvement of underrepresented groups such as men, young parents and families from black and ethnic minority groups.

#### *Family Support Team*

The Family Support Centre is run by staff employed by Oldham Social Services Department. They provide support for families referred by Social Services and short term support and advice to families who self refer or are referred by Sure Start workers. Staff are also involved in Sure Start courses such as Parent Talk and Family Literacy. A number of activities operate from the Centre including a parent and carers' toddler group and a counselling service.

### *Health Team*

The Health Team includes health visitors, a midwife, a health support worker, a speech and language therapist and administrative support. The health visitors provide one-to-one support and advice to families on a range of issues, undertake assessments and run the weekly clinic. They also contribute to a number of Sure Start activities such as baby massage and Parent Talk. The Sure Start midwife offers antenatal and postnatal support for parents and children via activities such as home visits, breastfeeding support and aqua natal.

### *The Support Team*

The Support Team includes staff who provide administrative support, day-to-day financial management, publicity, monitoring and evaluation services to the whole programme.

### *The Management Team*

The Management Team consists of the team leader from each of the teams plus the programme manager. This team leads the work of the programme and has responsibility for the day to day operation management. The team is multi-agency and decisions are made collectively. This team works closely with the Parents in Partnership (PIPS) group.

# Objective One

## Improving Social and Emotional Development

### ACTIVITIES PROVIDED

Baby Massage  
Counselling  
Support and Advice Service  
Family Support Service  
Health Visitor and Health Support Worker Home Visits  
Support for Women with Postnatal Depression  
Refuge Link

### ACHIEVEMENTS AND PROGRESS

#### *Baby Massage*

This activity was established when the programme paid for 2 health visitors to become baby massage instructors. A rolling programme has been running for more than 2 years with over 100 parents/carers and babies attending: parents find it both fun and relaxing and it encourages bonding and early interaction between the carer and baby.

*I enjoyed the session and James fell asleep afterwards. It is also a good opportunity to hear how other mums cope with different aspects of parenting*

*Jo and Alice are enjoying the massage and finding the information helpful as well as having time with other new mums and babies*

During 2003, the first group was held with Asian mums in a local community venue with additional language support. A family support worker and a Sure Start volunteer (who is a local parent) have also been trained as baby massage instructors.

### *Counselling*

Make the First Move is a free counselling service that runs from the Family Support Centre every Wednesday. It is a voluntary group, run by 2 diploma qualified counsellors who can support adults from the area through issues such as anxiety, depression, bereavement, low self esteem, stress and many more issues. Make the First move has been supported by grants from Sure Start and other sources.

### *Support and Advice Service*

The Support and Advice Service has been in operation since October 2001. Its purpose is to provide parents and carers of children up to the age of 4 years with support and advice for parenting problems when they need it. The service aims to provide a quick but time limited response and has been most often used for advice on behavioural problems (e.g. tantrums, sleep routines, eating fads etc). We have also been able to provide practical help when a parent or carer has been ill.

*They were brilliant – they pulled out the good things when I felt low*

*I now know there is someone there who can help*

This service has been a successful development and by June 2003 had worked with 70 families. The Support and Advice Service has been subject to an in-depth evaluation and the Family Support Team are now working on an action plan which includes improving publicity, maximising the take-up of the service and amending the referral form.

### *Family Support Service*

Family Support is the service provided for Social Services for children who have been assessed as either 'children in need' or children who have suffered or are likely to suffer 'significant harm'. The Family Support Team provides this service for children aged 0 to 11 years within the Hollinwood Ward who have been referred by Social Services. The main emphasis of the work is on improving parenting skills and it is usually undertaken in the family's own home. Individual work is also done with children to enable them to express their own feelings. Occasionally workers will be asked to undertake parenting assessments for the Court and will be required to give evidence in Care Proceedings.

The Family Support Team is usually working with between 10 and 15 families at any one time and, on average, more than 50% of the children involved would be 4 years or older.

### *Health Visitor and Support Worker Home Visits*

Health visitors visit all families when a new baby is between 10 and 14 days old. There are also routine visits at 6 to 8 weeks and 2 years as well as the 2 year language measure and the 3 year assessment. Cause for concern and child protection contacts with families are undertaken as necessary and health visitors are also involved in pre-school special needs reviews. Families can contact the health visitors as necessary for advice or home visits as needed and health visitors can provide families with detailed information about other Sure Start services which could be of interest to them. The frequency and nature of these contacts mean that long standing relationships can develop and individual needs can be identified.

A health support worker was employed by Sure Start in 2002 – this worker undertakes some of the routine health visiting tasks which enables the health visitors to develop and participate in other Sure Start activities. The creation of the Support Worker post means that additional contacts are offered to all families when children are 6 months and 12 months old.

### *Support for Women with Postnatal Depression*

The health visitors do a postnatal home visit to all mums when their babies are between 6 and 8 weeks old. If postnatal depression is an issue, one-to-one listening visits are arranged and referrals can be made to other services (GP, CPN and counsellors). A support group for women with postnatal depression is facilitated by a mental health worker and health visitor and alternative/arts therapies are utilised. There has been very positive feedback from the women who have attended the group and they have expressed the value of meeting others in a similar situation and have enjoyed the arts and relaxation therapies offered as a means of expressing their emotions.

### *Refuge Link*

A community development team worker makes regular outreach visits to Women's Refuge, encouraging residents to attend activities. Women from the Refuge now regularly coming to Keep Fit, Family Cookery, Routes to Employment and Parents in Partnership and children are attending sessional day care. Sure Start workers often accompany them when they first come to an activity.

*The link between Sure Start Hollinwood and the Refuge has developed considerably during the last year. Women going to Sure Start activities is a really positive step towards them finding normality again" (Senior Worker at the Refuge)*

*If I need any help with my little one, I can come to Sure Start .  
And I like the crèches being available so I can get involved.*

There is also a weekly health visitor drop-in at the refuge to provide support and address health issues. The regular sessions have provided a continuity of health service with a transient and vulnerable group.

## TARGETS

*To reduce the proportion of children aged 0-3 who are re-registered within the space of twelve months on the child protection register by 20 per cent by 2003-04*

There were no children aged 0 to 3 years re-registered on the child protection register in 2000-2001 or 2001-2002. The programme is awaiting the figure for 2002-2003.

*All local Sure Start programmes to have agreed and implemented, in a culturally sensitive way, ways of identifying, caring for and supporting mothers with postnatal depression*

All mothers who were identified as experiencing postnatal depression during 2000-2001 were offered 4 listening visits. The milestone set for 2002-2003 for the proportion of women identified as having postnatal depression was 22%: the figure for 2002-2003 was 17%.

*100 per cent of families with young children contacted within two months of birth by a member of the Sure Start Programme*

The health visitors routinely visit when each baby is approximately 2 weeks old. All 127 children born during the year 2000-2001 were visited before they were 2 months old. During 2002-2003, 135 visits were made to babies aged approximately 2 weeks old – the programme is awaiting the figure for the number of births during 2002-03.

## EVALUATION UNDER OBJECTIVE ONE

### **\* Health Visitor Support for Women with Postnatal Depression (October 2000)**

*Work undertaken*

A short questionnaire was devised by the health visitor's Postnatal Depression Group to look at their role in supporting women with postnatal

depression. The aims of the survey were to identify the support currently available, the prevalence of skills in holistic or alternative therapies amongst health visitors and to identify which (if any) holistic or alternative therapies health visitors were interested in using. The questionnaire was sent to all health visitors in Oldham: 36 were returned, a response rate of 60%.

### *Findings*

The majority of health visitors who responded used the Edinburgh Score to identify postnatal depression but there were mothers who did not have the opportunity of completing the test, particularly those from ethnic minority groups. Once a high Edinburgh score is achieved or postnatal depression identified, the services offered were usually listening visits and a referral to the woman's GP. Referrals to specialist services, (a community psychiatric nurse or First Response) or to women's groups were also mentioned by more than half of the respondents.

There were few additional services on offer and just over a third of the health visitors mentioned other services that they currently used. The survey did show, however, that the majority of respondents were interested in these alternative or holistic therapies. Whilst only 9 health visitors had qualifications, 24 said they would be interested in using such therapies: massage and aromatherapy were the most frequently mentioned techniques that health visitors said they would like to use in their practice.

The alternative or holistic therapies that had the greatest number of positive responses are those which are most widely known: it was recommended that the potential benefits of the others should be explored with health visitors before any decisions can be made.

The issue of who would perform these alternative or holistic therapies was raised: it is unclear from the results of the survey whether individual health visitors thought that they would be trained themselves or that they would call upon the skills of other people. One health visitor, for example, said that they currently used community education classes – this is an area that could be explored for a number of these alternative or holistic therapies.

### *Achievements and progress*

The findings from the research were fed back to the Health Visitor Development Group and specifically the information from the research helped secure funding to train 16 health visitors across the town in baby massage in order that this service could be offered more widely.

For Sure Start Hollinwood it has led to further consideration culturally sensitive ways of identifying women with postnatal depression for women living in the area who do not have English as their first language. A rolling programme of baby massage has been instigated and an additional

worker and volunteer have been trained. An activity that provides peer support and therapy to women experiencing postnatal depression has been set up which includes a variety of relaxation as well as alternative or holistic therapies.

### **\* Implementing Familywise (April 2001)**

#### *Work undertaken*

FamilyWise is a health promotion programme that uses illustrations to aid discussions on sensitive topics with families. In May 2000 it was agreed that Sure Start Hollinwood would use the programme and it was introduced in September 2000. The initial training, 3 packs and publicity cost £1800 – a further 2 packs were later purchased at a cost of £750.

FamilyWise was chosen because it was a programme that had been developed in an area that was seen as having a population profile similar to Oldham's. The Oldham health visiting service asked staff in Sure Start Hollinwood to try using FamilyWise on behalf of the area.

The aim of the research was to maximise the benefit of the FamilyWise programme for workers and families in Hollinwood. The first stage of the evaluation sought the views of health visitors, family support workers and community development workers who received training in order to implement FamilyWise.

The issues to be addressed were how the staff viewed the FamilyWise training, what were their initial thoughts about the programme and how did staff describe their early experience of using the FamilyWise materials. It also looked at how staff viewed the programme at the end of the first 6 months and how did they plan to use it in the future.

Two methods were used to gather the information. Firstly, feedback from the training session was collected via a structured questionnaire designed by the trainers from the Huddersfield NHS Trust. The second method gathered more qualitative information during meetings with staff. Health visitors, family support workers and community development workers met separately as it was felt that each staff group may have a different perspective and individual meetings would allow this to be more freely expressed. The Research Worker facilitated the group discussions.

It was useful at early stage in the implementation of FamilyWise to talk to each group of staff separately. There were some variation in the experiences of the different workers as a result of their professional backgrounds and whether they were more likely to be involved in one-to-one or group work.

### *Findings*

The initial training provided staff with a good grounding for the introduction of FamilyWise within Sure Start Hollinwood but the ongoing development of skills, techniques and confidence was an issue if the package was to be used to by staff.

Although the format of the programme was seen as colourful and attractive, there were some negative feelings about the use of cartoons and the possible reactions of parents who may feel patronised by them. It was difficult to say whether there would be a negative reaction as the programme has not been used widely enough within Sure Start Hollinwood. What was clear is that it was a factor that was limiting its use.

The benefits of using FamilyWise for people who may have limited literacy skills was not something that was mentioned by the majority of staff. Clearly there are parents in Hollinwood who may find this a more accessible way of working because of the level of their literacy skills: using the programme was felt to be the only way to establish its value in this respect.

The use of the pictures as triggers for parents was acknowledged by some staff as a good way of identifying the needs of parents. Other staff, however, thought that the pictures were difficult to work with, finding them ambiguous or being unsure about the point they were making. Whilst it is important that the workers feel confident, they also need to be clear that what is important is the parent's interpretation of the picture not their own – this is fundamental to the operation of FamilyWise.

The predominance of health issues in the subjects covered by FamilyWise meant that some staff found it difficult to see where it could be applied in their current work. Some workers also felt that they did not have the necessary knowledge to undertake work with parents on some of the topics and might find they were unable to answer questions that would arise. Even for people with a health background, FamilyWise was felt to be a programme that contained a lot of information that workers needed to become familiar with.

The size of each FamilyWise pack and the number of packs that have been purchased mean that there are practical difficulties in individual workers carrying the whole programme around with them and so it was not available for opportunistic use. On the other hand, it was not necessarily possible for workers to arrange a second home visit specifically to use a particular FamilyWise book. These practical points add to the weight of evidence which suggests that FamilyWise needs to be used in a

more planned way: on a one to one basis this is likely to be as part of an ongoing piece of work around a particular issue.

Group work is a significant part of the workload of a number of Sure Start staff but the use of FamilyWise in a group setting has been very limited. The discussions highlighted a particular lack of confidence about introducing the programme to a group, in part because it was felt that this was not covered in great detail on the initial training. As with the use of the programme with individual families, the use of FamilyWise with groups needs to be planned and undertaken in a way that combines the skills and knowledge of different Sure Start staff.

#### *Achievements and progress*

The research raised awareness of issues that had resulted in limited use of the package. The findings from the group discussions suggested that the introduction and increasing use of FamilyWise needed to be taken forward for Sure Start as a whole: it was not something that could be left to individual staff teams to work out how best to use it within existing work.

Following the research, an 'Implementation Group' started meeting as a vehicle for moving forward the use of FamilyWise within Sure Start Hollinwood. The ongoing development of skills, techniques and confidence was addressed through this group where staff shared their experiences within the project and by hearing from other people who have used FamilyWise in both one-to-one and group settings. Specific plans were made to use the programme at activity groups such as Family Cookery and staff were able to talk together about how they would do this.

In the last year, the implementation group has not been meeting and FamilyWise is now seen more generally as one tool that is available for workers when they are planning individual or group work if they need to use it. The management team decided that a specific parenting group to use FamilyWise should not be established.

#### **\* An Evaluation of the Support and Advice Service (March 2003)**

##### *Work undertaken*

The Support and Advice Service has been available to families as part of Sure Start Hollinwood since October 2001. It was set up to provide parents and carers of children aged 3 years and under with 'high quality support for parenting problems when they need it'.

The Support and Advice Service is provided by the staff from the Social Services Family Support Centre which is part of the Sure Start programme.

Parents can refer themselves or a worker can refer the parent on their behalf. An initial visit will then be arranged when the support worker will talk about what they can offer and agree a plan of work with the family. When work with a family has been completed, the Family Support Service Manager will visit the family to do a brief evaluation.

As it is a fairly new service, Sure Start Hollinwood needed to be able to see how successful it is in meeting the needs of parents and children. Managers wanted to look at the amount and type of work that had been referred to the Support and Advice Service during the year as well as talk to parents about their experiences. To do this, the research was divided into 2 parts.

Firstly, information about the number of people using the service during the year and the number of children in those families was collated. We also looked at the type of help or advice they wanted and the length of time the service was provided. We then looked at which other Sure Start services these families had used in the past. Most of this information was gathered from the referral form - the rest came from the Sure Start Hollinwood database.

The second phase was interviews with families who have had contact with the service between August and December 2002. Whilst most of these families received a service, others withdrew before the service started. When the Family Support Service manager visited the family after the work had been completed, she passed on a letter asking them if they would agree to be contacted by the researcher with a view to being interviewed. In total, 15 families were given a letter and 8 agreed to be interviewed.

### *Findings*

During the first year, 48 families were referred to the Support and Advice Service. They included 74 children aged 0 to 3 years. Most of the referrals came through health visitors and the most common reasons for the referrals were that families needed help with their child's behaviour, advice around sleeping, bedtime, toileting or mum needed a break.

Eight families did not take up the service. For those who did, each family, on average, were in contact with a support worker for 11 hours – some much less and some more. On average, the service lasted for 6 weeks.

Whilst there were a lot of very positive outcomes for families who received the service, in 11 cases, the work was not undertaken as planned, often because support workers could not make contact with the family when they visited. Two of the families interviewed did not feel that they had benefited from the Support and Advice Service, both only had 2 contacts with a support worker.

But from the interviews, some very positive outcomes from the Support and Advice Service emerged:

- For the children – happier and calmer children, children now happy to stay at activities with other children
- For parents – increased use of Sure Start services, mum feels happier and more able to cope, parents have learnt some new ways to deal with their children’s behaviour and they now feel more confident in asking for help
- For the community – more people know about local services in detail and a number of the families interviewed have taken on organising and volunteering roles in Sure Start.

#### *Achievements and progress*

Sure Start Hollinwood will continue to provide one to one parenting advice and support in this way but there will be some changes to the Support and Advice Service as a result of the research. An action plan has been devised with input from the health and family support teams and a number of significant issues are addressed. These include the lack of take-up and the level of non-contacts, how to encourage more self referrals, addressing the most common issues through other Sure Start services and changes to recording systems so that the referral source and date are clear and the person who made the referral receives a summary of the outcomes of work undertaken. The potential learning for other Sure Start programmes in Oldham and the Social Services Department will also be addressed.

**\* Teenage Pregnancy and Parenthood (January 2003 - )**

*Work in progress*

Sure Start Hollinwood is working with SRB6 to deliver a service that will increase the support available to teenage parents and provide health education, health promotion and sexual health advice to young people. The Teenage Pregnancy Strategy had previously identified the Hollinwood ward (the Sure Start area) as a priority area as a result of the high level of teenage conceptions.

A needs assessment is being undertaken to gather the views of teenagers about the sort of health and support services should be provided. Focus groups are asking 60 teenagers about their use of health services and what a new service might look like and individual interviews with more than 20 young parents will ask them about their support needs. This work is currently underway and will feed into the development of health visitor support and other appropriate services in Hollinwood and Werneth that will be funded by SRB6.

# Objective Two

## Improving Health

### ACTIVITIES PROVIDED

- Smoking Cessation
- Home Safety Equipment and Events
- Child Welfare Clinic
- Support to Pregnant Women
- Parenting Skills
- Health Visitor Drop-in Sessions
- Family Cookery Courses
- Breast Feeding Support
- Postnatal Support Group
- Dental Health

### ACHIEVEMENTS AND PROGRESS

#### *Smoking Cessation*

Two Brief Interventions courses for staff and volunteers were run to help them raise smoking as an issue with parents and to motivate people to start thinking about giving up. Five smoking cessation programmes have run from various venues in the ward and links have been developed with a healthy eating project to support people giving up. A recent audit of smokers and ex-smokers who use the programme has recently been undertaken to help plan future work.

This is a very challenging area of work and progress is slow – but the structures are now in place within the programme to both promote smoking cessation and support parents who decide that they want to stop smoking. The number of Sure Start parents who are accessing support to give up smoking is slowly increasing and having a midwife employed by the programme is raising the profile of this area of work amongst pregnant women.

### *Home Safety Equipment and Events*

Sure Start Hollinwood has supported Baby Bulk Buy to take on the sale of home safety equipment along with its other products. Families who buy larger items of equipment (such as gates and fireguards) save a significant amount of money but within the programme it is recognised that even the reduced cost may be prohibitive and the feasibility of loaning equipment is being investigated.

The programme has also held two events to raise awareness of dangers in the home and publicise the need for safety equipment. More than 60 families attended these events and each one was given a starter pack of equipment.

### *Child Welfare Clinic*

A weekly clinic is held at the St Chad's Centre and this is very well attended. It is now a multi-agency session - available at the clinic are the health visitors, the health support worker, the doctor and a crèche worker who can entertain the children. Peer breast feeding support, Baby Bulk Buy and the Citizen's Advice Bureau are also there. Services related to health surveillance, immunisations and vaccinations are provided. The weekly clinic provides parents with the reassurance that they can see someone if they need to and families who are otherwise 'hard to reach' attend as a result of the range of services that are available. The addition of the crèche worker in 2001 has been a great success as parents are able to talk to staff without being distracted.

### *Support to Pregnant Women*

A package of activities is provided by Sure Start Hollinwood to provide support to pregnant women. The programme employs a midwife who is the first point of contact for women from the area when they book in at the hospital. The midwife is able to register pregnant women with Sure Start so that they can be sent relevant publicity material. The midwife also visits women at home, both antenatally and postnatally, and these are opportunities to promote breast feeding, smoking cessation and aqua natal swimming. Having a midwife employed within the programme ensures that new parents know about the range of Sure Start activities and there are close links with other workers in the health team.

### *Parenting Skills*

Over the last 3 years the programme has provided 6 Parent Talk courses and a regular PACT (Parents and Children Together) programme. The 12 week Parent Talk course is accredited by the Open College for the North West.

*PACT has been wonderful for me as I shall be a student nurse in the near future, due to attending this group*

*I've enjoyed getting out and making new friends*

*I learnt that other parents had the same problems as me*

PACT has run since before the start of the Sure Start programme and has been regularly reviewed and different formats used. The last programme was made up of workshops for parents on how children learn through play; behaviour management and relaxation. A crèche was provided for the children.

As a result of a change in staff responsibilities and fluctuating attendance in these long running activities, the delivery of parenting skills in Sure Start Hollinwood is being reviewed. It is hoped that, building on past achievements in this area of work, the programme will be able to provide a more varied menu of parenting skills courses in the future. In addition to Parent Talk, the programme aims to work with local schools in developing a Webster-Stratton course for parents and to run a variety of workshops and taster sessions throughout the year. The programme is also co-working with West Pennine Housing Association to provide a weekly young parents group.

#### *Health Visitor Drop-in Sessions*

Three health visitor drop-in sessions run alongside parent and toddler groups. These are held weekly, fortnightly or monthly according to level of attendance. The drop-ins have proved to be very popular and have provided families with easier access to health visitors. On occasions when staff shortages have resulted in the service being withheld, both parents and other Sure Start staff have said how much they have been missed.

#### *Family Cookery Courses*

Four 9-week courses have been running each year and the current group is made up primarily of young parents. Since January 2003, a previous participant has been helping facilitate as a volunteer. In September 2002, in an attempt to build links with a neighbouring community, the programme ran a "Round the World" course with Lifelong Learning. The evaluation of the family cookery courses is consistently positive: the first courses were the subject of a structured indepth evaluation (see p.18 below).

*I would like to do this course again because it's so laid back and no-one gets at you whatever stupid mistakes you make*

*I would like to go to college and do a more indepth course*

*I have gained confidence in my timing and basic cookery skills*

*Classes are really important - they give people a chance to be an adult*

*It's a great feeling knowing that you made it yourself*

#### *Breast Feeding Support*

There are a number of activities within the programme to provide women with breast feeding support both before and after the birth of their child. Before birth, pregnant women receive antenatal advice from the Sure Start midwife and after the birth, support is available through home visits from the midwife. A weekly support group is also held at the St Chad's Centre and a volunteer, who is also a local parent, has been trained as a peer support worker. The programme has also been promoting an award scheme for shops that are breast feeding friendly.

*I enjoy coming to the support group. Without receiving the support I have, I would have started bottle feeding and stopped breast feeding.*

### *Postnatal Support Group*

A postnatal support group, CHAMPS, has always run as part of the programme but the membership of the group regularly drops to a point where the viability of the group has to be questioned. When the group is running well it does provide excellent peer support but it can become cliquy and so it is difficult for new mums to get involved. At the present time, the latest group of parents have moved on to other activities more suited to their children's needs (such as parent and toddlers) and there are no new members – this has provided the programme with an opportunity to review the role of a postnatal support group within Sure Start Hollinwood.

Weaning workshops run every 2 months by the health support worker have been well received. At these practical workshops, families are encouraged to prepare and try a range of home-made weaning foods: a recipe book has also been developed by a local parent.

### *Dental Health*

Dental health has been an integral part of Sure Start Hollinwood since the beginning and the programme works in partnership with the Community Dental Service. The approach has been to work through health visitors, pre-school groups and general dental practitioners to improve oral health in the area. Baby Welcome packs are given to parents when they register young children with a local dentist. Feedback from the local dental teams suggests that patients, particular young and first time mums are grateful for the advice they receive. The Sure Start Health Team give parents a feeder cup at 4 month weaning visit and dental health packs when each child is 7 months, 2 years and 3 years old – giving these packs provide an opportunity to reinforce dental advice. Dental health products are also available through Baby Bulk Buy.

*He wants to clean his teeth all the time now. It was difficult before but now he's been shown at playgroup he loves cleaning them!*

*Mums really appreciate the packs and are 'over the moon' when they receive one!*

Sure Start Hollinwood has used its local knowledge to contribute towards the development of healthy eating activities via a NOF bid to employ a '5 a Day' worker to reduce the risk of coronary heart disease in the wider community.

## **TARGETS**

*To achieve by 2004 a 10 per cent reduction in mothers who smoke in pregnancy*

Where the information was available, 51% of mothers smoked during pregnancy for children born during 2000-2001. The figure for 2002-2003 is 54%.

*Parenting support and information available for all parents in the Sure Start area*

All parents receive information about Sure Start Hollinwood when they are visited by staff from the Health Team at 2 weeks, 8 weeks and 2 years old. During the year 2000-2001, 64% of the children aged 0 to 3 years in the ward were registered and attended activities provided by Sure Start Hollinwood. During the year 2002-03, 555 children aged 0 to 3 years and registered with Sure Start attended activities compared with 493 children in 2001-2002. There are approximately 610 children aged 0 to 3 years living in the area.

*All local programmes to give guidance on breast feeding, hygiene and safety*

This is provided by the Health Team (midwife, health visitors and health support worker) at the weekly clinic and during the course of home visits. There is also a volunteer breast feeding peer support worker and a weekly support group. Hygiene and food safety is covered in detail in week 2 of each Family Cookery course, home safety events have been held by the Community Development Team and home safety equipment is sold by Baby Bulk Buy.

*10 per cent reduction in children in the Sure Start area aged 0-3 admitted to hospital as an emergency with gastro-enteritis, a lower respiratory infection, or a severe injury by 2004*

The figure for the year 2000 was 27 emergency admissions.

## **EVALUATION UNDER OBJECTIVE TWO**

### **\* Home Safety Equipment Survey (April 2001)**

*Work undertaken*

An interview survey was used to establish the level of knowledge about home safety and home safety equipment and to see what equipment people currently had or felt they needed. Local residents were recruited to conduct the interviews that took place during February and March 2001. Linked to this was a piece of work to look at the possibility of developing a pool of people who could be employed in other research projects.

Nine interviews were completed from 107 house calls, a response rate of 8.4%. The main reasons for the non-response were no reply (46 cases) and

no young children living at or regularly visiting the address (35 cases). The number of completed questionnaires was much lower than anticipated so the conclusions drawn from this survey were treated with extreme caution.

### *Findings*

All of the people who took part in the survey showed some awareness of home safety issues: each respondent was able to give examples of hazards in the home. The kitchen, stairs and open fires were mentioned most frequently as being potential dangers. Only a small number of hazards outside the home where children play were mentioned.

There were families with young children or where young children visited regularly that did not have basic home safety equipment - a minority of respondents had child safety equipment, although the majority did have a smoke alarm.

The full list of equipment that people in the survey had or said would be useful to prevent accidents was safety gate, fireguard, socket covers, smoke alarm, toilet clip, television/video clip, cooker guard, cupboard locks, washing machine clip and carbon monoxide detector. The fitting and design of products is important: the difficulty in fitting a safety gate was mentioned by 1 of the 2 respondents who had one. This person also mentioned an accident that was caused by the bar at the bottom of the gate.

Three accidents at home involving small children were reported, each of whom attended the Royal Oldham Hospital. Swallowing dangerous objects or liquids was the cause of 2 accidents (although it was not clear where these things were stored).

When asked about accident prevention, providing home safety equipment at low cost was seen as the most useful option. Written information that could be handed to parents was also seen as important: the potential for the Home Safety Equipment Scheme to provide this could also be explored.

### *Achievements and progress*

The findings from the research made a small contribution to the development of the home safety equipment scheme (now operating as part of Baby Bulk Buy) but the small number of responses limited the impact that the research could have had. In reality, it was questionable whether the research really needed to have taken place to precipitate the development of the home equipment scheme.

However, we did find that the exercise was useful in the learning gained by Sure Start staff about the implications of undertaking research projects and engaging local people in that process.

### **\* Family Cookery Evaluation (July 2001)**

#### *Work undertaken*

The first Sure Start Hollinwood Family Cookery Groups ran between February and April 2001. It was planned that this should be a pilot programme to be evaluated before the next set of sessions. The aim of the research was, therefore, to inform the planning and delivery of the Family Cookery Group so that the potential of the activity can be maximised. The objective was to learn from the experience of running the first groups, particularly with regards to the initial stated purpose - whether attending the group has enabled parents to provide a healthy balanced diet for their family and whether it has strengthened community links. The development of a food co-op was a linked objective.

The evaluation drew upon a number of different sources of information. There was feedback from parents and staff noted at the end of each Family Cookery session on the activity monitoring form, a questionnaire for staff, 'A Recipe for Success' and a group session followed by short individual interviews with parents.

#### *Findings*

There were a number of findings around the development of parents' knowledge and skills that can be divided into the areas of nutrition, budgeting, recipe ideas and cooking skills. All of the parents who were asked said that the course had provided information about healthy eating and using healthier ingredients and that it had helped them cook meals that did not cost too much. A number of people specifically said that it did not cost as much as they had previously thought to eat healthy food. Parents came to the course wanting to know more about 'how to cook things' or 'how to cook things from scratch'. Each parent at the group evaluation session said that attending the Family Cookery Group had helped them improve their cooking skills.

Attendance at the Group did have an impact of on the parents' shopping and cooking at home. They were using some different ingredients and trying to use more fresh food. All of the parents in the group feedback had since cooked dishes made at the Family Cookery Group at home. They had chosen to cook the ones that they liked best. At the Family Cookery Group, parents also talked about the different recipes that they had used at home since they started to attend the group.

In terms of the food that was cooked, the response from the adults to all of the dishes was positive. At the sessions, they usually enjoyed food tasting, sometimes unexpectedly. The response from children to the food cooked was also fairly good, although there were a number of dishes which were not popular (bean pie, chicken casseroles, salad and stir-fry in particular).

The evaluation looked at the impact of the Family Cookery Group on building on and strengthening community links and increasing social capital in terms of personal development, the commitment of participants to the activity, the extent of participation and joint working and the enjoyment gained from attendance.

One of the most striking things about the evaluation was the increase in confidence expressed by the women attending the Family Cookery Group. There were some specific comments but it was the overall impression about the impact of the course on their perception of their cooking ability that was noticeable. And parents not only felt that they could repeat the recipes that they had made in the Group but were also happy to experiment with recipes, demonstrating further their growth in confidence.

The majority of parents attended 7 or 8 sessions and comments from staff indicate that the groups were busy and they usually worked well. The parents attending helped each other and seemed interested in what they were cooking although it was felt that ground rules needed to be agreed at the start and reiterated during the course. In general, however, there seemed to be a positive feel to the sessions that would help to 'strengthen community links'. Staff noted after a significant number of the sessions that the parents seemed to enjoy the activity on that particular day and this was reinforced by the comments from parents.

There were a number of findings, relating to the attitudes of parents before and after their attendance at the Family Cookery Group that may be useful for the food co-op steering group. These relate to the food that parents now wished to cook and the things that they found difficult to buy locally.

#### *Achievements and progress*

As a result of the research, changes were made to the next family cookery groups, especially in relation to health and hygiene and developing a wider range of healthy recipes.

It was felt that healthy eating and food hygiene should be covered in detail at the start of the course and there was also a suggestion that kitchen safety should be discussed, possibly part of the way through the course. Changes were made to the topics covered and basic food hygiene is now covered in first 2 sessions. The way it is presented, however,

has been carefully planned so as to make the greatest impact in a user friendly way (one example was the use of germ-growing dishes from hospital). Some participants have since been signposted to Food Hygiene course run for volunteers and parent helpers.

Staff thought that parents had been given the opportunity to contribute their likes and dislikes in defining the recipes that they were to cook but there was some concern that they did not necessarily constitute 'healthy meals'. A number of staff felt that more varied recipes should be encouraged, particularly ones which included more fish and salad. There is now a growing and continually developing recipe book which is added to whenever a healthy, low-cost, exciting-looking recipe found by someone. Latterly, healthy recipes from around the world have also been incorporated. Course participants choose recipes from recipe book so there is choice within a healthy range.

The session on weaning was poorly attended and it was felt that it would be more effective for health visitors to run this as part of the Postnatal Group: this has since happened and it is successful here. Life Long Learning were contacted as parents in one of the groups suggested that they would be interested in an advanced course. They ran 10-week "Round the World" course at end of 2002 which was very successful and Sure Start are looking to see if it can be repeated.

Family cookery continues to be a popular activity for Sure Start Hollinwood and one group has now run from the training kitchen in the new St Chad's Centre. The longer-term impact of the family cookery course on the eating habits of the families who have attended the course would be a valuable piece of work if time were available.

#### **\* PACT GROUP EVALUATION (JUNE 2002)**

##### *Work undertaken*

The PACT (Parents and Children Together) Group has been running as part of Sure Start Hollinwood since the beginning of the programme. It began as part of the Barnardo's Anti-Poverty Project, aiming to provide parents with a forum where they could to develop their skills further after they had attended a parenting course. The format of the PACT Group was to alternate play sessions with children and personal development workshops for parents. It has been a rolling programme which parents could attend on an ongoing basis. Latterly, however, the number of parents attending had fallen to unacceptably low levels – leaving a core group of 4 parents. This was particularly the case for the play sessions.

In an attempt to ascertain why some families has stopped attending, a short questionnaire was devised (which could be completed alone or with a Sure Start worker) and 34 parents who had attended the group were contacted. Half of the parents who were contacted completed the survey but this did not include any of the people who had been posted a copy. Parents were asked both open and closed questions about what they had wanted from PACT for themselves and their children and whether they felt this had been achieved.

### *Findings*

The research findings were treated with caution because of the lack of response from the posted questionnaires. For those people who did respond, however, the survey showed that parents were looking for a range of things from the group – most frequently mentioned was support and advice followed by personal development then information. The majority of people said that they had got what they wanted from the group, they had also made new friends and their children had benefited from attending. Using PACT had also encouraged 12 of the 17 respondents to use other services.

When asked how PACT could be improved, 8 parents made suggestions: these included a specific person to welcome new parents, a change to the time that PACT is run, new topics, better advertising, access to training, to make it more of a group rather than a class, more structured personal development and more relaxation.

### *Achievements and progress*

As a result of the evaluation and comments from parents, a new structure for PACT was developed and two 3-session courses run in February and March 2003. These courses included learning through play, behaviour management and relaxation (this time it was yoga) as requested by parents. PACT, Parent Talk and whole parenting skills package is currently being reviewed.

# Objective Three

## Improving Children's Ability to Learn

### ACTIVITIES

Family Literacy  
Playgroup Support  
Toy Library  
Speech and Language Therapy  
Sessional Day Care  
Musical Beginnings  
Transition into School

### ACHIEVEMENTS AND PROGRESS

#### *Family Literacy*

This is a popular service which has achieved a good reputation amongst parents in the community. It has developed into regular 10 week courses which, through various activities, introduce children and their carers to the fun that they can have with books.

*You learn ways of enjoying reading time for you and your children*

*I can't believe it's our last session next week!*

*It gives parents ideas and children get to enjoy stories*

Each group has been bigger than the previous one and the activity has also attracted younger parents who are sometimes difficult to engage in Sure Start activities. It is a piece of work that is run in conjunction with the Library Service and Lifelong Learning and also provides encouragement to parents who want to develop their own literacy or general learning.

#### *Pre-school Support*

The programme has worked with and supported 4 independent community based pre-schools over the last 3 years. During the last year there has been a formal working arrangement with them which has help clarify the relationship between the groups and Sure Start Hollinwood. All the preschools are full and are popular with parents. During the last 3 years, they all have improved their services in relation to the curriculum provided and physical attributes of the buildings from which they run.

#### *Toy Library*

In 2001 a volunteer was recruited to work with a member of staff to run the toy library sessions within the programme. Toys can be borrowed at four times during the week. At one of these sessions, staff found that parents liked to be shown how the toys worked: this particular session has evolved into 'Play and Stay' where the children play with the toys and staff are able to model good practice for the parents.

A catalogue has been developed that details each toy and its benefits and further research enabled the programme to improve the selection of toys carried: more specialist toys which parents may not consider purchasing are now available. Parents of more than 100 children have borrowed toys from the toy libraries.

#### *Speech and Language Therapy*

A part-time speech and language therapist has been employed by Sure Start Hollinwood since 2002. The therapist works with sessional day care, playgroups and parent and toddler groups and also provides home visits for support and advice. The worker has held also held training workshops so that appropriate skills and knowledge can be passed on to early years staff in the area.

A 6 week group for children aged between 12 and 18 months, Baby Babble, provides parents with ideas on how they can help their child's early communication and 'chat bags' can be borrowed which contain a book, nursery rhyme tape and musical instrument.

*We have really enjoyed the group. Jordan loves to play and join in – we hope there will be more groups like this!*

*It was lovely to see the children enjoy the paints and getting messy!*

A speech and language therapist based within the programme means that speech, language and communication difficulties can be identified much earlier and action taken.

### *Day Care*

Sessional day care has developed into Sure Start Hollinwood's most successful service. It has progressed from an initial taster period into 9 sessions per week. Provision is made on different days across the area - 5 of the sessions are run from the programme's purpose built nursery at the St Chad's Centre, 2 from Hollinwood Tenants Hall and 2 from Collier Hill Tenants Hall.

The service is registered under OFSTED regulations and the national care standards have impacted positively on the way that the service is resourced and run. The focus of the day care sessions are high quality childcare and learning through play. Children are provided with a range of toys equipment and experiences to aid their holistic development. The day care sessions are structured to a routine although this is flexible to meet the needs of the children both on an individual basis and in a group.

During the session children are given a snack. These snacks reflect the Sure Start Hollinwood Food and Drink policy. This policy is based on healthy eating and like all the day care policies reflects the rights and needs of the individual child and their family.

At least 70% of staff are trained to a level 2 qualification in childcare or above and staff are regularly seconded onto courses leading to nationally recognised qualifications.

### *Musical Beginnings*

This programme used experienced music teachers to bring music into the early years settings (primarily playgroups and sessional day care) within the programme. Each group now has its own musical instruments and music continues to be a part of our early years curriculum in all settings.

### *Liaison with Schools*

The Early Years Co-ordinator has recently visited the 4 primary school headteachers in the programme area. The aim of this piece of work is to build links between the programme and the schools in order to ensure that the services provided by Sure Start act as an enabling tool for children to then access the curriculum when they go to school. It has been agreed that a cluster group meets once a term to sustain links between the project and the schools and maintain an open channel of communication which will inform the development of both services.

## TARGETS

*Achieve by 2004 for children aged 0-3, a reduction of five percentage points in the number of children with speech and language problems requiring specialist intervention by the age of 4*

17% of the children tested by health visitors during 2000-2001 required monitoring or a referral to speech and language therapy. The figure for 2001-2002 was also 17%.

*All children in Sure Start areas to have access to good quality play and learning opportunities, helping progress towards early learning goals when they get to school*

All children have access to Sure Start activities and services – 81% (493 registered children out of 608 children who live in the area) were seen during 2001-2002. During 2002-2003, the figure was 91% (555 registered children seen out of a population of 610).

*Increased use of libraries by families with young children in Sure Start areas*

Approximately 30% of pre-school children across the borough were library members in 2000-2001. The Sure Start programme has been negotiating with library services to obtain more specific information for Hollinwood

## EVALUATION UNDER OBJECTIVE THREE

### \* Review of Sessional Day Care (September 2000)

#### *Work undertaken*

Sessional day care ran as taster sessions during the summer of 2000. It was decided that these sessions needed to be evaluated to inform the development of sessional day care as a core Sure Start service. The review consisted of an analysis of attendance registers, verbal feedback sessions with workers and an opportunity for parents to feedback via group sessions or a short questionnaire.

#### *Findings*

A total of 29 children attended sessional day care during the summer – 12 at Venue1 and 17 at Venue2. The average number of children at each session was 6 at Venue1 and 8 at Venue2. A higher proportion of children (58%) registered at Venue1 attended more than half of the sessions compared with Venue2 (47%).

The feedback from parents demonstrated that they were very happy with the sessional care. The fact that day care was available for babies and toddlers was highly valued by those parents who had used it and parents of 2 and 3 year old children appreciated the additional opportunity for constructive play.

Parents were particularly positive about the staff who they felt were very good with the children: they also felt that the sessions were well organised and both parents and children took pleasure in taking artwork home. There were few criticisms expressed by parents: the most significant was the lack of publicity – one parent who used the sessional day care did not find out about it until the start of August. It is therefore difficult to calculate what the true demand for places would be if it had been more widely advertised.

The majority of the parents who contributed to the feedback wanted both a larger number of and longer sessions – the suggestion of 4 hour sessions was popular and most parents said they would be likely to use 4 sessions a week if this was available. Parents wanted to book sessions as far in advance as possible so that they were able to organise their own time more effectively. Neither the location of the sessions and the days on which they were available were an issue for the parents involved in the verbal feedback: they were prepared to be flexible, particularly if the sessions were longer. Parents wanted 'rules' for booking, charging, attendance etc to be explicit and given to all service users.

The staff were very positive about the sessions and felt that they worked well together. Staff felt that the children who had attended had enjoyed the sessions and that parents felt confident in leaving their children.

There were some significant differences between the experiences of workers at Venue1 and at Venue2: these were a result of the age of children, the building and the mix of staff running the sessions. Difficulties experienced by staff at Venue2 related to the inaccessibility of shared toys and the upkeep of the outdoor play area. At Venue1 there was a feeling that sessional day care workers were not adequately involved in the planning and setting up of activities for each session. Sessional staff also wanted to meet with each other at regular intervals to share ideas, evaluate the provision and improve communication between Sure Start staff and the sessional workers.

It was found that only in some cases were evaluation sheets completed at the end of each week's sessions. It was felt that the specific purpose and content of these sheets should be reviewed and their value reinforced.

#### *Achievements and progress*

This research had a significant impact in informing the development of the sessional day care service that was opened by Sure Start Hollinwood in March 2001. There was clearly a demand for the service and so the research was used to highlight some of the areas that the managers developing the service needed to consider. These included publicity (so that all potential users knew about the service), explicit rules for parents on charging, attendance etc, parents being able to book sessions in advance, thoughts on the number and length of sessions each week, issues around the sharing of venues and sessional staff meeting together so they can share ideas and experiences.

Sessional day care has since developed into one of the core services within the programme and this piece of work seemed to set the tone for a service which is quite reflective about the way it operates. A further piece of research (see below) was undertaken within sessional day care between September 2001 and March 2002 which was also challenging but well received by the service.

#### **\* Musical Beginnings (February 2002)**

##### *Work undertaken*

Sure Start Hollinwood asked Oldham Music Centre to run a music activity for children who attend pre-school groups and day care within the Sure Start area. Previous research has shown that music can help the

development of language, social skills and co-ordination in young children.

This was a new project and Sure Start needed to be able to see how successful it was. We wanted to look at the impact of Musical Beginnings on one group and to see if the children who attended the group enjoyed music.

Singing has always been a part of the daily routine for Honeypot Pre-school. At the end of each session the workers and children would sing nursery rhymes and action songs. The aim of Musical Beginnings was to introduce new ways of using music with children within Sure Start Hollinwood.

Both parents and the pre-school staff were involved in this work. We wanted a 'before and after' picture of the music activity at Honeypot Pre-school and children's enjoyment of music at home. Parents were given a short questionnaire 'Your Child and Music, Music, Music' to complete in November 2001 before the music activity went into Honeypot Pre-school. The questions asked how much children enjoyed music at home and which songs and music they were familiar with. The researcher also spoke to Pre-school staff at this time about the way that music was currently used during their sessions and to ask what they hoped they and the children would gain from the input of the Music Centre.

After the Music Centre teacher had run the sessions at the playgroup, the questionnaire for parents was repeated. There were a few more questions so that we could collect anything that children had said about the music activity and any changes that parents may have noticed in relation to their children's enjoyment of music. A second session was held with playgroup leader to see if their expectations of the music sessions for the children and for themselves had been met and whether their use of music and singing in the playgroup had changed as a result of Musical Beginnings.

### *Findings*

The research found that the children attending Honeypot already enjoyed music at home. Most of the parents said that their children often sang along with music on the television or radio and all of the children often sang whilst they were playing. Parents and children also sang together, most often when they were playing together rather than at a specific time e.g. bedtime.

Perhaps because the first survey was so positive about the children's enjoyment of music at home, the Musical Beginnings activity at Honeypot Pre-school did not seem to increase this. Most of the children, however,

had talked at home about singing at playgroup, although it was less likely that they had spoken about playing instruments or listening to music.

The Honeypot leader hoped that the children would enjoy the music activity and that staff would learn more about how they could use music, singing and instruments in their sessions. She also felt that since the music activity, the children had been able to concentrate for longer on other things and that it had helped them to become more confident in speaking out in a group.

The workers were very pleased about the way that the children had taken part in the activity. Most children had concentrated during the sessions, were now more confident and learnt some basic musical skills. There were, however, 2 children who did not enjoy the activity.

Through watching and taking part in the Musical Beginnings, the workers said that they had gathered ideas about how to use music, instruments and singing and the group leader felt that they were more confident about putting them into practice (including singing in front of the group!).

#### *Achievements and progress*

Honeypot have already made a number of changes to the way that they use singing and music at the playgroup as a result of being involved in Musical Beginnings. They have shortened the free-play part of the morning so that they can have a longer music-based session - this now includes stories, music and singing as Musical Beginnings did, rather than it being just a singing session as it had been before. A box of musical instruments is sometimes out during the free play sessions so that children can play with different instruments: workers found that some children would always choose the same instruments during the music activity but would try others during free play.

A number of things are happening to encourage children who are reluctant to join in the music activity. To increase their confidence and familiarity with music, children are encouraged to play with instruments during the free play session, music is sometimes played whilst they are doing other activities and children are encouraged to listen to songs before they feel they have to join in.

To ensure that the work started during Musical Beginnings is continued, Sure Start Hollinwood planning will include and promote musical activity in all of its services with children.

**\* Providing Stimulating and Enjoyable Play in Sessional Day Care (March 2002)**

### *Work undertaken*

One of the aims of Sure Start is to improve children's ability to learn by providing stimulating and enjoyable play and one important activity provided by Sure Start in Hollinwood which aims to do this is sessional day care. A total of 120 places are available through 8 sessions each week – parents can leave children over 3 months old at sessional day care for 2½ hours.

We wanted to see if Sure Start Hollinwood was providing stimulating and enjoyable play in sessional day care: if it was, we wanted to be able to see how this was done so that all of our workers could learn from the best practice. We also needed to know what we could do to improve the service we provide so that it is a really positive experience for all of the children who attend.

Parents gave permission for us to observe some of the children who came to sessional day care to find out if they were stimulated and enjoying themselves. During September and October 2001, the research worker watched 24 children, each for 15 minutes. The children were all aged between 16 months and 3 years old. The researcher kept a running record of what the child was doing and saying and at the end of the observation, she asked staff if that was a typical session for the child.

Examples of each child's actions and behaviour were then looked at against the indicators shown in the table.

### *Findings*

The research found that sessional day care was a very positive experience for most children, reflecting both the personalities of the children and the skills of the sessional day care staff. But there were also things that Sure Start Hollinwood can learn to improve the service.

<b>Stimulating Play</b>	<b>Enjoyable Play</b>
Receiving praise, encouragement Listening to something being said, read Conversation/ joining in with adults Conversation/ joining in with children Giving ideas, explaining or describing something Asking questions Joining in activities Making choices, starting a new activity Working at own pace Developing activity, new experiences	Smiling Being silly, pulling faces, playful chasing Showing pleasure, enthusiasm Laughing, giggling Giving or receiving affection Concentrating on activity Joining in activities Conversation/joining in with adults Conversation/joining in with children
<b>Not Stimulating Play</b>	<b>Not Enjoyable Play</b>
Flitting, wandering, restless behaviour Withdrawal, reluctance to join in Activity interrupted by someone else Unwanted distractions Giving up with an activity Not responding to adults (but not involved in an activity) Not responding to other children (but not involved in an activity) Following direction, not thinking for self	Tantrums, stamping, throwing things Hitting, biting, aggressive behaviour Disruptive behaviour Flitting, wandering Withdrawal, reluctance to join in Clingy, demanding attention  Giving up with an activity  Crying, tearful

Children showed that they were stimulated or enjoying themselves when ...

- a worker was 'chatting' to children as they were doing an activity - talking to the child about themselves, their family or the activity gave the child a chance to listen and join in if they wanted to (it was a while before some children joined in)
- a child was playing with another child
- a child was helping with routines such as packing toys away or wiping the table
- a child settled and got involved in an activity, either with a worker or other children
- a worker sang - children really liked this!

- a child did something for the first time such as building a sandcastle, playing notes on the music mat or pushing playdough through the plunger.

Children were less stimulated or enjoyed themselves less when ...

- they wandered aimlessly around the room (this was less obvious to staff when it was done quietly!) or moved quickly from one toy or activity to another without settling
- a child had a dummy in their mouth – when this was the case the child was less likely to talk to or play with workers or other children
- children were not joining in an activity with other children or workers or where there was little eye contact, smiling or conversation

#### *Achievements and progress*

Sure Start managers and staff read the report. For the people who work in sessional day care, the research has reminded them about the small things that children are doing at every session and it identified the good practice within the service that they can do more of. There has also been learning for sessional day care staff and specific action plans have been developed around 3 issues that were identified - keyworking, children who wander and speech and language development.

In time, children who attend sessional day care will each have a key worker who has particular responsibility for them. This worker can help the child settle when they are new to day care and work with them according to their individual needs.

The research identified the need to be able to identify children who wander, then to have ways of getting them to settle and play. This may be staff helping a child to join in with other children, watching to see what really interests them and then doing that with them individually or planning sessions with specific children in mind.

To increase the level of conversation with children at sessional day care and to make all staff aware of the ways that they can help the children develop their speech and language skills. The Sure Start Speech and Language Therapist has been working with sessional day care children and also providing training for staff.

# Objective Four

## Strengthening Families and Communities

### ACTIVITIES

- Employment of Local People within the Programme
- Volunteering
- Job Seeking Support
- Parents in Partnership
- Outreach
- Baby Bulk Buy
- Crèches attached to Services
- Community Development Service
- Parent, Carer and Toddler Groups
- Activities for Older Children
- Welfare Rights
- Credit Union
- Support to Childminders
- Work with fathers
- Support for black and ethnic minority families
- Support for young parents

### ACHIEVEMENTS AND PROGRESS

#### *Employment of Local People within the Programme*

Many vacancies are specifically targeted within the Hollinwood Ward and the programme has been successful in the employment of local people in the programme. There are currently 15 local people employed in various capacities within Sure Start Hollinwood. As well as benefiting the Sure Start programme, the employment of local people with valuable skills and local knowledge also contributes towards the financial stability of the local area and long term viability of the programme.

### *Volunteering*

Sure Start Hollinwood are working on this in partnership with Routes to Employment's Volunteer Coordinator. There are currently 14 active volunteers within the programme and 15 being processed. All volunteers are processed and work within Barnardo's volunteer framework: this include a rigorous recruitment procedure, induction, training and ongoing support.

*It's hard work (!) but very satisfying meeting and working with people.*

Over the last 3 years, the programme has seen a number of parents and carers progress in terms of their own development from attending activities to becoming volunteers: this has given them skills, experience and encouragement to enable them to get paid work if they wish.

### *Job Seeking Support*

As a result of the job seeking work undertaken by Barnardo's Anti-Poverty Project then Sure Start Hollinwood, the need for a more extensive range of job seeking support was identified. This resulted in the programme's support for a funding bid by West Pennine Housing Association which enabled the creation of Routes to Employment.

Routes 2 Employment is now based in the St Chad's Centre and employs 7 full time workers. A Sure Start community development worker works with Routes to Employment on 2 days a week, running job shops at outreach locations in programme area and facilitating close partnership work in the fields of employment, education, volunteering and training.

### *Parents in Partnership (PIPS)*

On average, 8 parents now attend the group's monthly meetings. They have become confident in querying policy and practice and have suggested innovative ideas which have been taken on by programme. The group is also working towards becoming more inclusive. Four members of the group regularly attend and report to the Partnership Board meetings and they also send a representative to the management team meetings.

*PIPS has done a lot to change how Sure Start runs and it's good being part of the group*

In order to inform other parents about the work of PIPS, the group has produced an induction pack for new or prospective members. This includes examples of recent achievements, a description of what a PIPS member has to do and useful information about how PIPS fit into the structure of Sure Start.

### *Outreach*

The programme has developed an outreach service whereby all families who are registered but have never used Sure Start services have been visited at home to promote what Sure Start do and to offer support to access services. Contact has now been established with families who have never attended (or we have found that they had moved out of the area) so we are now moving on to visit families who have not used a service over the last 6 months. During 2003 a 'welcoming' project has been piloted in 6 groups: a nominated person within the group will ensure that new attendees are made to feel welcome.

Whilst identifying there is a need to welcome new attendee at an activity, there are also families who will find it difficult to actually go to the session alone. To meet this need the outreach programme is also developing the 'networking' project whereby other parents and volunteers will arrange to meet with parents to talk about the activity and accompany them to and from the session if that is what they want: it is envisaged that contact will be maintained until the family has settled into the group.

The outreach contact with parents who are not so familiar with Sure Start and the activities on offer has been very positive in generating ideas around the publicity that is produced. These ideas have been taken up and developed by a project-wide working group.

### *Baby Bulk Buy*

Baby Bulk Buy is a local community group, supported by Sure Start Hollinwood. It was established in 1999, selling from one venue: they now run 5 sales from 6 venues each week selling nappies, wipes, dental products and since 2001, home safety equipment. An average of 200 families has accessed the service each year. The innovative nature and successful operation of the group has been reflected in the fact that they have won a regional volunteering award, spoken at conferences, appeared in a national publication and sold the idea to other groups.

*Baby Bulk Buy is nearer than the supermarket*

*I have a nice chat with other people*

### *Crèches attached to Services*

The programme has an excellent team of day care staff and, to date, is able to support all of its services with a crèche if it is required. It is real progress to be able to offer this facility alongside our services as it enables parents to take part in activities away from their children. Sure Start

Hollinwood are working towards crèches being registered and having a quality assurance award.

#### *Community Development Service*

The programme continues to provide community development support to local community groups such as Make the First Move, Collier Hill Tenants Association, Keep Fit Group, the Hollinwood Voluntary Forum and events such as the Hollinwood Fun Day. The help given has ranged from support with publicity, developing aims and objectives and sourcing funding to practical support such as staffing at community events.

The community development service has been key to the development of some independent groups that, whilst providing an activity in their own right, that activity also supports the objectives of Sure Start. In other instances the service is an important networking tool which helps build positive relationships with the community and its activists. (also see 'Links to Other Development Initiatives' below)

#### *Parent, Carer and Toddler Groups*

Four new parent, carer and toddler groups have been established with the help of Sure Start. Five groups are currently supported and each are becoming more independent with their own bank accounts and constitutions. Sure Start has provided training in bookkeeping, first aid and food hygiene and is continually considering how they can support the groups to develop and offer a quality provision. Services such as the Toy Library, Health Visitor Drop-ins, Baby Bulk Buy and Credit Union savings point are attached to the groups and parents are involved in planning their own programme of activities.

#### *Activities for Older Children*

Since 1997, Barnardo's Anti-Poverty Project and then Sure Start Hollinwood provided an after school club, holiday activities and trips for children of primary school age. When Sure Start was unable to continue funding this work, alternatives were sought but unfortunately we have been unsuccessful in financing much of this work.

Sure Start parents, however, requested that play-workers attend regular Sure Start activities, such as parent and toddlers. This meant that they could continue to attend during school holidays and bring their older children with them. Barnardo's have provided short-term funding support for a very popular weekly arts and crafts group, ACE.

*It's very, very, very good, nice and easy*

*It's noisy, funny and good*

#### *Welfare Rights*

A full Citizens Advice Bureau service is available for 2 hours each week alongside the Child Health Clinic – this service has been provided in response to requests from parents after the closure of a money advice project. The presence of the CAB advisor is an important contribution to the 'one stop shop' nature of the clinic. A worker who specialises in benefits and money advice is also available via Sure Start Hollinwood's sister project, Routes to Employment, to discuss the impact of returning to work or training and the support available the families in this situation.

#### *Credit Union*

Sure Start Hollinwood worked with a money advice project to establish a credit union for the Hollinwood ward. On further investigation it was felt that a Hollinwood credit union would not be sustainable and so the steering group lent its support to the development of an Oldham-wide service. The Hollinwood steering group, which we had been developing, then formed the basis of that Credit Union. It was established in October 2002 and now has two staff and over 400 members. The programme continues to support the local committee which staffs and manages 3 collection points and local publicity.

#### *Support to Childminders*

The Early Years Co-ordinator within the programme has recently contacted all of the childminders in the area and held the first childminding network meeting. The aim of this new group is to provide peer group support and low impact training and to work on strategies that will enable them to raise the profile of childminding as a professional service and alternative to other types of day care.

#### *Work with fathers*

After holding 3 poorly attended weekend activities for local fathers, a piece of research was carried out about their involvement. This work raised awareness about the need to get men more involved in all levels of project, including need for more positive images. A Men's Forum has since been developed and a newsletter aimed at men has been produced. Some activities have been aimed specifically at men, such as those during Men's Health Week and fathers are also encouraged to attend other sessions. A total of 48 fathers are now registered with the programme and men are much more visible within the programme.

*My daughter enjoys it very much . . . and I don't feel strange as a male in the minority*

*Support for black and ethnic minority families*

The programme has employed a bilingual community worker since 2002 and more Asian families are involved in the programme, particularly attending sessional daycare. Publicity material has been translated and interpreting made available when it is needed. Interpreters outside the project have been used when necessary (most recently for a Turkish Asylum seeker). In June 2003 there were 65 children from non-white ethnic groups registered on the Sure Start Hollinwood database and the number attending activities is increasing.

Sure Start Hollinwood is becoming involved in an increasing number of cross cultural events and this is seen as a very important part of the work of the programme.

*Support for young parents*

Sure Start Hollinwood is working in partnership with West Pennine Housing Association (WPHA), running weekly support group/drop-in for young parents. The group is steadily increasing in numbers and Sure Start are structuring this more firmly through a Working Agreement between the young parents, WPHA and the programme. As a result of this drop-in, more young parents have started attending other Sure Start activities such as Family Cookery and Family Literacy.

In 2003, a specialist health visitor has been recruited to work exclusively with teenage parents. This will enable the programme to further develop specific client centred services for this group.

## TARGETS

*Reduce the number of 0-3 year old children in Sure Start areas living in households where no one is working by at least 12 per cent by 2004*

Sure Start to provide the data.

*All Sure Start programmes to work with their EYDCP to help close the gap between the availability of accessible childcare for 0-3 year olds in Sure Start areas and other areas*

In March 2002 there were 53 childcare places and 277 early education places in the area.

*75% of families report personal evidence of an improvement in the quality of services providing family support*

The survey in 2001 found that 61% of respondents were very satisfied with services for children aged 0 to 3 years in the area and 37% were satisfied. The survey in 2002 found that 62% were very satisfied and 35% satisfied and the 2003 survey found that 65% of respondents were very satisfied and 28% were satisfied with services for children aged 0 to 3 in the Hollinwood area.

*All Sure Start local programmes to have parent representation on local programme board*

In March 2001, 5 out of the 30 people invited to the Management Board were parents (17%); the figure for March 2002 was 11 parents out of 39 people invited to the Board (39%).

*All Sure Start programmes to develop local targets ensuring links between local Sure Start partnership and Employment Service Job Centres*

The target relates to the number of attendances at steering group and team meetings by Job Centre Plus and Routes to Employment staff – a target of a minimum of 4 attendances was set for 2002-03 – the actual number of attendances during the year was 7.

## EVALUATION UNDER OBJECTIVE FOUR

**\* Credit Union Development Update (November 2000)**

*Work undertaken*

Managers within Barnardo's, the lead agency for Sure Start Hollinwood, requested a piece of work which would clarify the changing situation with regards to Sure Start's involvement in credit union development in Hollinwood. The report was to look at the role of Sure Start workers in the credit union development and the targets that were set out in the Sure Start Delivery Plan in the light of the current situation. The work was undertaken via interviews with the Sure Start worker involved and an appraisal of the available documentation.

#### *Achievements and progress*

The work was a vehicle that allowed someone to stand back from the day to day work and pull together the available information to present the current situation. It was clear that there was a growing interest in an Oldham-wide credit union and so the role of the local group and the Sure Start programme was going to change. The report was important in to the process of clarifying the role of Sure Start Hollinwood in the development of the credit union and these changes needed to be reflected in the targets in the Sure Start delivery plan. The Oldham Credit Union was established in 2002 and there are now 3 collection points within the Sure Start Hollinwood area.

#### **\* What Activities Do Parents Want? (January 2001)**

##### *Work undertaken*

Sure Start Hollinwood was in the process of setting up activities when this piece of work was undertaken by the Health Team. The aims were to find out if people had heard about Sure Start and whether they would like further information. They wanted to ask parents if they felt that the health related activities proposed as part of Sure Start would be popular and which activities they thought they would attend themselves. The survey also asked mums to identify the services that they thought would be useful for women with postnatal depression.

Health visitors conducted a survey of 27 parents. The interviews took place between August and October 2000 before many of the Sure Start services had begun but the majority of the people interviewed were aware of the programme.

##### *Findings*

Whilst most respondents thought that all of the activities that were listed would be attractive to some people, it was thought that baby massage and health visitor drop-in sessions would be the most popular activities. Respondents felt that help with relationships, women's groups and healthy eating would be least popular activities if offered by Sure Start.

When asked to express their own personal interest in attending the activities, the most important one was thought to be parenting skills, followed by health visitor drop-in, baby massage and then postnatal support.

When asked about the support needed by women who were experiencing postnatal depression, someone to talk to regularly and on a one-to-one basis was felt by most people to be what was needed. Support from a group was also thought to be a good option.

#### *Achievements and progress*

The findings of the survey were fed back to the Health Visitor Development Group and Mental Health Facilitator for the Primary Care Group. Sure Start Hollinwood have developed services that women expressed an interest in attending: the findings also supported the view that the postnatal groups being established by Sure Start and the established health visitor home visiting for women experiencing postnatal depression were both important.

The findings from the research also provided an indication of which activities would need to be promoted carefully in order to attract parents to participate (such as the healthy eating courses that had been proposed).

#### **\* Building a Local Research Resource (April 2001)**

##### *Work undertaken*

An interview survey was used to try and establish the level of knowledge about home safety and home safety equipment and to see what equipment people currently had or felt they needed. Local residents were recruited to conduct the interviews that took place during February and March 2001 (see p.18 above).

##### *Achievements and progress*

Unfortunately, there was more learning gained from the process of undertaking the research than from the results of the survey itself. After analysing the process, it was clear that in the future, greater consideration should to be given to the need for the research, the research methodology and the balance between involving the community and getting the research done within the necessary time scale.

If research is undertaken, the motivations of the people employed need to be explored and the appropriate support given so that they and Sure Start get as much as possible out of their involvement. The recruitment process needs to be formal enough to ensure that the people employed are committed to the work and have the time and skills to undertake it and the

training needs to be thorough and prepare people for the task they have been employed to do. Appropriate support and contact with the people who have been employed is a vital part of the process and needs to be built into the timetable.

The experience of undertaking this piece of work led Sure Start Hollinwood to decide that the programme does not have the resources to employ and support local people undertaking research but will look at other ways that they can be involved in the research process. We have been able to share our experience with a number of projects that are thinking of employing local people so that they can avoid the difficulties that we experienced.

#### **\* Parental Involvement (June 2001)**

##### *Work undertaken*

The research aimed to look at the nature of parental involvement in the early stages of the operation of Sure Start Hollinwood. The objective was to provide the programme with information that would help ensure that parents were able to contribute to the programme as fully as possible in whatever capacity they chose.

Twenty parents were originally contacted but only 12 were interviewed. All of these parents were women and the majority of the respondents were between 25 and 34 years old (only one person was younger than this). The parents interviewed are not in any way representative of parents in Hollinwood but they provide a qualitative insight into the views of people who have expressed an interest, and in the majority of cases have become involved in Sure Start in its early stages.

##### *Findings*

Parents were asked about the activities that they currently attended and those that they had ceased to attend. Most activities offered as part of Sure Start Hollinwood at the time of the interviews has been attended by at least one family. Only one parent had not attended any activities and another had only attended those related to the management of the programme.

A number of people had stopped using activities or attended less often than they might – the reasons for this included changes in personal circumstances to involvement in too many activities. Parents were generally very positive about the activities they had attended. There was only one activity (an introduction to books for young children), that parents said they had stopped attending because they were not happy with it.

Sure Start activities have provided opportunities for children that were not previously available. The parents interviewed clearly felt that their children had benefited socially and developmentally and in some cases parents expressed the view that their involvement has had a wider (positive) impact on their home life.

Parents' motivation for getting more involved in Sure Start ranged from the potential for gaining skills, qualifications or employment, the desire to be involved in 'community action' to skills and/or time they had to offer and an opportunity to socialise.

When parents were asked about what they had actually gained from their involvement, the social contact with other parents was very important: in addition, more than half of the parents interviewed said that they had developed skills, some of them practical and some more personal. Easier access to existing services, the provision of new services and time without the responsibilities of childcare were other benefits mentioned by parents.

A comparison of the motivations given by parents and the benefits that they said they had gained from their involvement shows that, to a large extent, the respondents were getting what they wanted from Sure Start, particularly the social contact with other parents. There do appear to be some discrepancies, however, between the expectations and experiences of the people involved in the management of Sure Start Hollinwood.

Six of the parents interviewed had been involved in the management of Sure Start Hollinwood (the Management Board, Management Implementation Group and the Parents in Partnership (PIPS) Group) and they had some specific comments to make about this role.

Three of the parents who had been involved in the programme management identified difficulties. They felt that PIPS had not had input into the planning of services but was simply told about what was happening and that they were not as informed about Sure Start activities as they felt they should be. The third parent was uncomfortable with being involved in decision making at this level. There was a feeling that the role of parents in the management of the programme needed to be clarified and that Sure Start Hollinwood would benefit from the involvement of a greater number of parents.

Those people who attended activities and were involved with Sure Start were positive about the impact the Programme was having for them but that it would have to reach a greater proportion of the local population to ensure that it made a real difference. The people that the parents thought may be missing out included people who did not have a local social contacts and who might not be hearing about activities, younger mums

and people who 'just can't be bothered'. There was a feeling that the first contact was the difficult one to achieve, after that people would see the benefits of getting involved.

The majority of the parents interviewed expected to maintain their connections with Sure Start Hollinwood for the foreseeable future. A number were looking for different roles (possibly through volunteering, a placement or sessional work) whilst others mentioned attendance at activities. There was a concern expressed, however, about the lack of provision for older children and the likelihood of the involvement of these parents lapsing when their children were 4 years old.

The research concluded that level and nature of parental involvement in Sure Start Hollinwood was dependent upon a combination personal and organisational factors and only some of these can be influenced by the Programme.

#### *Achievements and progress*

A full action plan was written following this piece of work and it was reviewed after 12 months. Specific action plans were developed around participation of local parents, the Parents in Partnership Group (PIPS), communication within Sure Start Hollinwood and further research with under-represented groups.

In the area of participation, the monthly feedback sheet and the local profile have been developed so that we can monitor the number and characteristics of people attending Sure Start activities. Specific groups have also been developed for young parents and fathers. The ambassadorial role for all staff, selling 'the whole project', has been stressed at induction and during staff training and outreach work has been developed to engage families who are not using services.

With regard to parents' involvement in the management of the programme, PIPS are discussing how they can raise the awareness of new members via an induction pack and every third meeting is now given over to discuss issues on the agenda of the partnership board. A community development team leader now attends the partnership board in support of parents and PIPS members have been invited to attend the Management and Support Team meeting. The venue for the PIPS meeting will alternate when St Chad's is open: other venues have been tried in the past but this has not been successful. The PIPS meetings now have a formal agenda and visitors to the meeting are briefed and managed.

Communication and publicity is currently all being reviewed by a cross project-working group with the aim of ensuring that information about

activities is available to all families within the area. Articles printed in the newsletter and the information available via the toy library is designed to pass on information to parents about play and child development issues. In order to bridge the gap for 4 year olds, 'transition into school' links are being developed by the Early Years' Manager.

The additional research needs that were highlighted have been completed or are under way: research has been completed into needs of ethnic minority families and fathers and, for young women, research on teenage pregnancy and parenthood is underway.

### **\* Collier Hill Tenants Hall Survey (September 2001)**

#### *Work undertaken*

Collier Hill Tenants Hall is one of the venues used by Sure Start Hollinwood. It is important that project workers maintain a good working relationship with the residents' association and so the programme became involved in doorstep interviews during the summer of 2001. The aim of the survey was to see if people currently used the Tenants' Hall and what, if any, improvements could be made to the building and activities they would like to see running from it in the future. Five people (from Collier Hill Tenants' Association and Sure Start Hollinwood) conducted a total of 63 interviews.

#### *Findings*

The survey found that most people did not currently use the Hall. Where it was used, the most frequently attended activities were bingo, the disco/youth group and sessional day care and the most common reason given for not using the Hall was the lack of relevant activities rather than things about the building. Most people thought that the Hall needed improving - improvements to the outside (including a play area and garden) were seen as most important. Most people were able to suggest activities they would like to see in the Hall: there was a wide range given with computing, activities for children and young people and adult education being mentioned most often. A number of people said that they might be interested in further consultation, volunteering or being involved in a clean up.

#### *Achievements and progress*

The interviews raised local awareness of the hall and activities that could be provided. It also gave Sure Start workers an opportunity to talk to local parents about the programme and what it could offer them and their children. The Tenants Association have used the research as a basis for prioritising improvements (fencing, painting and play area have been completed) which have also been of benefit to the Sure Start activities which operate from the venue.

## \* Involving Fathers (January 2002)

### *Work undertaken*

A concern within the programme and an issue raised as a result of the Involving Parents research was that there were relatively few fathers attending Sure Start activities. It was therefore decided that a piece of research should be undertaken to explore the reasons for the low level of involvement. The objectives were to find out what fathers knew about Sure Start, to ask them about their current use of services, to highlight the barriers that were preventing them from accessing services and to explore ways of overcoming barriers. Personal interviews were conducted with 9 fathers were registered with Sure Start Hollinwood.

### *Findings*

The research found that the majority of fathers had heard of Sure Start yet few had any knowledge of activities that were provided locally. Only one father had attended a service – others had sometimes picked up or dropped off their children at sessional day care but 4 had no contact with the programme. Work was cited as the main barrier to participation but there was also felt to be a lack of information about the activities and their relevance to men. Other fathers at the activities and male workers were felt to be the most important steps that could be taken by the programme to promote the greater involvement of fathers.

### *Achievements and progress*

The research contributed to the development of work with fathers. Two 'Men's Work' newsletters have been sent to all of the men who are registered with the programme and there have been regular meetings and special trips.

The number of men who are registered with the programme and the number who attend Sure Start Hollinwood activities each month are monitored on the monthly feedback sheet which is circulated throughout the programme. A growing number of fathers have registered: 44 are currently registered, 12 of whom have used services during the last 3 months.

To ensure that the needs of men and other minority groups are always considered, a question about equal opportunities has also been added to the Activity Planning/Progress Sheet which has to be approved by the Management Team before a piece of work can go ahead.

## **\* Encouraging Families from Ethnic Minorities to Access Sure Start Services (March 2002)**

### *Work undertaken*

Sure Start Hollinwood operates in a predominantly White area but there is a small Asian community located towards the northern edge of the catchment area. Although most families are registered with the programme as a result of contact with health visitors, few were using any other Sure Start services. The objective of this piece of research was to find out how the programme could encourage Asian families to use a wider range of Sure Start services. For the families on one street, the first contacts for the research were made at a neighbourhood meeting that was facilitated by a housing association manager who was known to them: for the families who lived on a second road, the health visitor introduced the researcher. Following these introductions, 6 families agreed to be interviewed at home.

### *Findings*

The main finding from the interviews was that Sure Start would need to offer a high level of support in the initial stages in order to encourage families to access services. When presented with information about activities, there were things that parents said they would like to try but they would want to be accompanied by a member of Sure Start staff, preferably someone with relevant language skills. Families also said that they would only use venues within their immediate locality and would not want to travel further afield within the Sure Start area.

### *Achievements and progress*

This research fed into the development of Sure Start work with families from ethnic minorities. An action plan was developed which included the appointment of a bilingual community worker, individual visits to newly registered families, support to encourage parents to attend services and taster sessions of activities such as family literacy. Looking further ahead, workers within the programme are considering how they can encourage parents from minority ethnic groups to become involved as members of Parents in Partnership and the Partnership Board.

# Management Objectives

## ACTIVITIES

- Partnership Board
- Partnership Agency Meetings
- Financial Monitoring/Management
- Operational Management
- Quarterly Information Zone (QUIZ)
- Visitor Sessions
- Small Grants Budget
- Links with other Development Initiatives
- Staff Induction and Training
- Newsletter
- Information Directory
- Individual Sure Start Records
- Monthly and Quarterly Monitoring
- Evaluation Strategies

## ACHIEVEMENTS AND PROGRESS

### *Partnership Board*

The involvement of parents on the Partnership Board has been a great encouragement for the programme. The Board has progressed from being a group of senior managers to a forum where parents work equally with agency representatives to manage the overall vision and running of the project.

### *Partnership Agency Meetings*

A quarterly meeting is held with each partner agency (the Primary Care Trust, Social Services and Early Years). This allows managers within the programme and the partner agency to discuss where progress and achievements have been made and also to talk about areas of work where further action is needed.

### *Financial Monitoring/Management*

Good financial monitoring is the key to the smooth running of the programme. Quarterly meetings are held with budget holders within the programme. Quarterly budget meetings are also held with Oldham Metropolitan Borough who are the responsible body. The small grants budget is administered by the Parents in Partnership group and the activities budget is administered by the Management Team. This devolved responsibility for financial expenditure has been very successful.

### *Operational Management*

The operational management at Sure Start Hollinwood has been really effective. The multi-agency management team meets fortnightly and each of the teams within the project meet fortnightly or monthly. These meetings are essential to ensure the smooth running of the project. As a new development in 2003, we are encouraging parents to be represented at the management team meeting.

### *Quarterly Information Zone (QUIZ)*

Quiz is an important forum which helps the sharing of information within the programme and enables a wide range of people to contribute to specific development through workshop activities. It is the quarterly meeting for all staff, parents, volunteers and Partnership Board members. There are 3 business meetings each year plus a Christmas social event. These meetings have been well attended and the structured feedback shows that they are valued by those who attend.

*I find QUIZ very helpful – I can catch up with colleagues that I don't see very often*

### *Visitor Sessions*

Sure Start Hollinwood is committed to sharing good practice and developing supportive networks. Visitor sessions are held every 6 weeks and were established as a way of managing the large number of people who wanted to find out more about the programme and its activities. Each session is facilitated by 2 members of the Management Team and can accommodate up to 10 people. They continue to be popular.

### *Small Grants Budget*

Since September 2001 the Parents in Partnership group (PIPS) has been responsible for the small grants budget of up to £10,000 per annum: they have developed and agreed criteria for allocations and make all decisions on which applications to support. PIPS have agreed 32 grants to groups which directly or indirectly benefit families with children under the age of 4 in the Hollinwood ward. These have included grants to pre-school groups, parent and toddler groups, a counselling service and a family crisis group for items such as resources and equipment, decorating, Christmas parties and training for parents.

### *Links with other Development Initiatives*

Sure Start Hollinwood has achieved a positive status within the local area and this has been helped by the programme's link to a number of other

local initiatives. Members of the Management Team are involved with and represented on a wide range of development initiatives within the community such as Routes to Employment, SRB6, Community Partnership Support Team, Hollinwood Voluntary Forum, Oldham Credit Union and Limehurst Village Regeneration Steering Group. In particular, the involvement of a team manager in an SRB6 group resulted in the Teenage Pregnancy and Parenthood Project which will bring additional health services and health visitor support to young people living in the Sure Start Hollinwood area.

#### *Staff Induction and Training*

The standards of the programme are high and all staff receive a structured induction with mandatory training. Each member of staff has a training profile which is updated annually and a range of training opportunities are provided in response to their requests. These include first aid, time management, dealing with difficult behaviour and IT. Investing in our staff has been a key to the achievements of the programme.

#### *Publicity and Information*

The programme has developed a range of publicity and information and has had a positive response from the community. An Information Directory, Newsletters and flyers and posters for individual activities were the mainstays of the information for parents: a working group has recently reviewed these documents and is in the process experimenting with new formats and consulting with parents to find out which are the most useful. The Information Directory has been translated into Urdu and Punjabi and, in addition to a written version, it has been put onto cassette tape. In July 2002 the programme held a conference 'Celebrating Success' to share our experiences and in June 2003 had a family fun day to publicise the work of Sure Start in Hollinwood.

#### *Individual Sure Start Records*

Families complete registration forms and this information is entered onto the database by administrative staff as it is received. Children and families are made 'not current' when the programme receives information that they have moved out of the area.

Updating the database in this way means that accurate information about the number of children and families who live in the area is readily available. All families who are registered can be sent newsletters and selected groups can be sent targeted information about specific activities or venues. Geographical patches have recently been created within the area so that information can be extracted on the basis of where people live. The number of children and unborn babies registered with the

programme has grown steadily and at the end of June 2003 there were 551 children aged 0 to 3 years on the database and 34 unborn babies. They live in 465 families.

#### *Monthly and Quarterly Monitoring*

A system has been developed so that workers in each activity can record the children and families who attend each session or who are visited during the month. Monthly returns are sent to the Sure Start Unit and a feedback sheet is compiled for manager, staff and Partnership Board members (attached in Appendix 1). As a programme we are keen to make sure that people who use activities are registered and so we produce a monthly list of children and parents who attend activities but are not registered and ask staff to contact and register them if possible. In May 2003, 71% of the parents and children who attended activities were registered with the programme.

Setting up the systems was a huge task and the processing the activity information takes a significant amount of administrative time that has to be carefully timetabled each month. During the last 2 years we have developed the database and monitoring systems to try and reduce the administrative workload for staff whilst still ensuring that the necessary information is being collected.

As a programme, we have worked to make sure that the managers and staff can see why this information is valuable and what it is telling us: it is not simply an exercise that we conduct in order to complete the monthly return. The programme has a monthly feedback sheet that presents limited information in an accessible way and sometimes raises questions that need more detailed analysis. Lists of families who are registered and have not used services within a given space of time are also extracted and passed to the community development team for their outreach work. More detailed analysis of the registration and activity information is presented in the Local Profiles (see p.49 below).

The work of the programme is built around the outline of the targets that are constructed during the planning process by the Management Team and gathered together on the M6 return. In order to complete the quarterly return for the Sure Start Unit, the Senior Practitioners say whether each target has been achieved, partially achieved or not achieved in their respective service area and give reasons if the target has not been met. The quarterly returns are monitored by the Sure Start Programme Manager and progress reports presented to the Sure Start Partnership Board. The annual and quarterly returns provide a clear structure which encourages managers to regularly monitor the progress for the activities

that they are responsible for against targets which have been set in advance.

### *Evaluation Strategies*

The Monitoring and Evaluation Strategy is co-ordinated by a Research Worker employed by Sure Start Hollinwood. This is a part time post (22 hours a week) and has been occupied by the current post holder on a secondment since September 2000. The process of evaluation, however, is a part of the work of everyone who is working towards delivering Sure Start in Hollinwood: it also involves local parents, children and other members of the community.

Monitoring and evaluation Sure Start Hollinwood can be divided into 4 broad categories:

1. Global Monitoring - broad quantitative information, including the number and characteristics of people using activities
2. Activity Monitoring - regular assessment of each activity, including whether it is making progress towards its targets
3. Service Specific Evaluation or Review - reviews of individual services or activities
4. Thematic Evaluation - evaluation of the impact of Sure Start activities drawing on the broader themes

Updating reports on the monitoring and evaluation of the project are presented to the Sure Start Hollinwood Partnership Board and an annual evaluation report has been sent to the Sure Start Unit each year.

During the last 3 years the programme has made progress in a number of areas. In particular, we have improved the format that is used to feed back research findings to parents and we have also developed an action planning process which ensures that any issues raised during an evaluation are taken forward in an appropriate way.

## **ADDITIONAL MONITORING UNDER MANAGEMENT OBJECTIVES**

\* **Local Profile (Dec 2001 - )**

*Work undertaken*

Three local profiles have been produced for the periods April to November 2001, September 2001 to March 2002 and April to September 2002. These profiles have provided more detailed information than could be considered on a monthly basis about the demographic profile of children and families registered and their use of activities.

#### *Achievements and progress*

The profiles have increased our depth of knowledge about numbers of children and families attending activities and patterns of service use. In doing this, they have raised issues about data collection and service provision which have been addressed. Two particular issues are the large number of newly registered families each month (and the impact this has on publicity and informing new people about services), and the number of families who are registered and not using services. The latter information has resulted in a specific piece of community outreach work whereby a community development worker visits such each household to provide more information about Sure Start Services and to encourage them to use services if they want to.

#### **\* Information for National and Local Targets (1999 - )**

##### *Work undertaken*

Relationships have been developed and system established with the agencies who hold the information needed to complete the annual returns. As new Sure Start programmes have been developed in Oldham, we have worked to co-ordinate the collection of this information so that it is consistent and to reduce the workload for both the agencies concerned and the Sure Start programmes. For information that is not available from other agencies (for example smoking and breastfeeding after birth), we have developed local questionnaires which Sure Start health visitors complete with families at the 2 week, 8 week and 2 year visit.

##### *Achievements and progress*

The time spent in the development and implementation of these local systems to collect the data has reduced the workload in the longer term. The programme now has increased depth of knowledge about the children and families who live in the area and activities have been geared towards those areas where improvements are required.

## **\* Activity Planning/ Progress Sheet For New Activities (1999-)**

### *Work undertaken*

An Activity Planning Sheet has been devised and this has to be completed then agreed by the Management Team before money can be allocated and an activity is instigated. The sheet contains information about the purpose and objectives of the activity, the methods to be used, the timescales, any other agencies involved, resources required, a consideration of how the activity will be monitored and how equal opportunities issues will be addressed.

Ongoing reference to this Planning Sheet provides the structure that teams can use to review the progress of a particular activity towards its stated objectives.

### *Achievements and progress*

In completing this form, managers and staff have to consider all new activities (or developments of existing activities) in relation to the Sure Start objectives. The information required on the form and the discussion at the Management Team means that every piece of work has been thoroughly considered before it can go ahead.

The information on the form has been used as part of the any service-specific evaluation that has been undertaken. The purpose and objectives that are set out on the Activity Planning Sheet are considered as the starting point against which the activity is evaluated – there may also be other issue that are considered.

The financial information that is contained on the Activity Planning Sheet is used in budget planning and as a basis for budget monitoring.

## **\* Monitoring and Evaluation for Each Activity (March 2000-)**

### *Work undertaken*

The Activity Monitoring Form that has been devised serves two purposes. In addition to collecting the information about who attended each activity, it provides a framework for workers to record their evaluation of the session and any feedback from service users. One return is completed for each activity session and they are filed centrally at the end of each month.

### *Achievements and progress*

The requirement to complete the Monitoring and Evaluation Sheet encourages staff to evaluate each of their activity on a regular basis. The format allows it to be used in a structured or unstructured way, either

noting comments if they are made by service users, for example, or recording specific feedback sessions. Sometimes workers also attached their own structured evaluations to the form if they have chosen to do them.

The Monitoring and Evaluation Sheets are also used if a service specific evaluation is taking place. The information recorded on the forms is used as qualitative data and fed into the evaluation.

## Sure Start Hollinwood – The Next Three Years

### KEY TASKS UNDER EACH OBJECTIVE

#### *Improving Social and Emotional Development*

- Sure Start Hollinwood will maintain the current service provision and continue to develop some services further.
- Parenting Skills training will be provided once a year in conjunction with the Children's Fund and local schools and using the Carolyn Webster-Stratton model. This will be in addition to the current Parent Talk training and a number of bi-annual workshops on aspects of parenting and child development.
- The Programme intends to train more local people in baby massage and to recruit volunteers to aid in the delivery of the Support and Advice service.
- Work with pregnant teenagers and young parents will be enhanced by the appointment of a specific health visitor to work with these groups.

#### *Improving Health*

- Whilst maintaining the majority of current services, some changes will be made following a planned review of ante and post natal support.
- The Programme aims to establish a home safety loan scheme, possibly sharing this venture with other local Sure Starts.

- Sure Start Hollinwood will continue to roll out our Healthy Eating Policy and further develop weaning workshops. We are considering some joint work with a community garden nursery.
- The Programme aims to raise awareness of the benefits of breastfeeding by involving more breastfeeding champions and training all project staff.

### *Improving the Ability to Learn*

- Most of the current services will be maintained, with the exception of Musical Beginnings, which is now available through Early Years.
- There will be further work done on Family Literacy and a Family Numeracy Course is to be developed to run alongside it. The Programme will be organising taster sessions of Family Literacy for families whose first language is not English.
- The development of childminders and promotion of childminding is also on the agenda.
- Sure Start Hollinwood aim to be established as a Neighbourhood Nursery by March 2004 and to achieve Oldham's Quality Assurance Award.
- Sure Start Hollinwood is developing a cluster group of staff to support the work of the Speech and Language therapist. This group will be able to provide activities to enhance the communication skills of children with particular needs.

### *Strengthening Families and Communities*

- Sure Start Hollinwood aims to hand back Hollinwood Tenant's Hall to the community groups and to disengage from the Credit Union. The Programme also hopes to reduce worker input into parent, carer and toddler groups, the toy libraries and pre-school providers in the hope that these services will be fully owned by the local communities.
- As a programme we hope to increase training for volunteers and to have enabled more volunteers to have secured paid employment.
- The new networking project will have developed and succeeded in helping more families to access Sure Start activities and services.

- The establishment of a neighbourhood nursery will be a significant resource for the community, providing child care for parents enabling them to access training and/or employment.
- Sure Start Hollinwood are also looking to strengthen the role of the Parents in Partnership group and hope the next Chairperson of the Partnership Board will be a parent from this group.

### *Management*

- Some of the management objectives have already been alluded to in the previous sections. Specifically, the Programme aims to work on
  - Sustainability of activities
  - Long term financial planning
  - Mainstreaming of some services
  - Engagement with Borough-wide strategic development
  - Enhancement of role of parents in management of Programme
  - Review of posts and structure of the Management Team
  - Establishment of a Children's Centre
  - Involving children in the evaluation

# Conclusion

A number of factors have been a key to the success of this Programme during its first 3 years:

- The delivery plan and bid was built onto, and enhanced, existing work
- Barnardo's were already based in the area and had been delivering community led initiatives for some time
- Strong networks within the community continued due to existing health, social services and Barnardo's staff transferring to the new programme
- The programme directly manages and delivers almost all services and is thus able to control the quality of the provision
- A strong community development ethos influences all activities, ensuring that services are delivered in response to what local people want
- Parental involvement and commitment is high
- True multi-agency working exists and multi-disciplinary teams deliver services. Operational management decisions are made collectively by a multi-agency team.

This report details our progress and achievements. We aim to be flexible in the way that we work and activities are reviewed and changed according to identified needs. We aim to listen to parents, through formal and informal means, and act upon what they say.

Sue Moore-Holme  
Acting Programme Manager  
August 2003

APPENDIX 1

MONTHLY FEEDBACK SHEET



APPENDIX 2

THREE YEAR PLAN (APRIL 2003 – MARCH 2006)





**OBJECTIVE 1 SOCIAL AND EMOTIONAL DEVELOPMENT**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Social Services	Family Support	Working with 11 families – varied work includes preventative work, supervised contacts and assessments for Court	Maintain position – dependent upon referrals from Social Service	Maintain position – dependent upon referrals from Social Service	Maintain position – dependent upon referrals from Social Service
Health	Support For Women With Postnatal Depression	Health visitor home visit at 6-8 weeks One-to-one listening visits Referral to other services Support programme facilitated by mental health worker and health visitor Alternative therapies utilised	Maintain service	Maintain service	Maintain service
Health	Health Visitors and Support Worker Home Visits	8 routine home visits in the first 3 years Cause for concern and child protection work Pre-school special needs visits Visits on request from self referrals	Maintain service  Health visitor recruited to work with young parents	Maintain service	Maintain service
Social Services	Parenting Skills	Managed by the Community Development Team Parent Talk - 3 courses per year (12 weeks each) PACT – 2 groups per year (5 weeks each)	Transfer of responsibility for parenting skills delivery to Family Support Team. Review of parenting skills delivery and action plan developed	Implement action plan	Maintain, monitor and review

**OBJECTIVE 1 SOCIAL AND EMOTIONAL DEVELOPMENT**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Community Development	Refuge Link	Visits to Refuge fortnightly to encourage involvement Worker accompanying parents and children to services when appropriate Parents in Partnership group (PIPS) agreed £500 small grant to provide extra support	Maintain services	Maintain services Review refuge visits	Maintain services Review refuge visits
Health	Baby Massage	Rolling programme at St Chad's Centre, Collier Hill and Hollinwood Tenants Halls One parent and one family support worker trained	Maintain rolling programme Recruit and train another volunteer	Maintain rolling programme	Maintain rolling programme
Social Services	Support and Advice	Working with 8 families Evaluation just completed	Maintain service Work on action plan following the evaluation	Maintain service	Maintain service Recruit volunteer to aid delivery of service
Social Services/ Health	Make the First Move	Providing 2 counsellors each Wednesday from 10am to 3pm	Maintain service until December 2003 Make the First Move to seek ongoing financial support	Maintain service if possible	Maintain service if possible

<b>OBJECTIVE 2 IMPROVING HEALTH</b>					
<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Community Development	Home safety equipment and events	5 sales at 4 venues	Maintain sales and continue to promote One event held on safety in the home Explore possibility of setting up loan scheme	Maintain sales and continue to promote If feasible, establish loan scheme	Maintain sales and continue to promote
Health	Support to pregnant women	Weekly antenatal clinic Antenatal home visits Registration of pregnant women with Sure Start Promotion of breast feeding Aqua natal swimming	Maintain service	Maintain service	Maintain service
Health	Dental Health	Baby Welcome packs at local dentists Feeder cup at ¾ month weaning visit Dental health packs at 7 months and 2 years, information at 3 years Dental health products available through Baby Bulk Buy	Maintain service	Maintain service	Maintain service
Community Development	Smoking Cessation	1 worker trained in smoking cessation 2 Brief Interventions courses held 4 Smoking Cessation courses held by Fresh Focus Smoking Audit held	Continue to publicise and support courses Continue to provide brief interventions training Provide add-ons to	Maintain provision Continue with add-ons if effective Act on outcome of review of publicity and referrals	Maintain provision

<b>OBJECTIVE 2 IMPROVING HEALTH</b>					
<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
		Review being held	course as pilot (e.g. weight management, relaxation) and review effectiveness		
Community Development	Family Cookery	4 in-house courses ran 2002-2003 Additions made to recipe book Ran 1 course in partnership with Lifelong Learning	Run 2 in-house courses and review Run 1 course with external agency	Run 2 in-house courses and review Run 1 course with external agency	Run 2 in-house courses and review Run 1 course with external agency
Health	Child Health Clinic	Weekly clinic includes health visitor, health support worker, doctor, play worker, milk sales, Baby Bulk Buy and CAB Health surveillance/ protection, immunisations and vaccinations	Maintain weekly clinic and attached services Consider development of health visitor led immunisations and vaccinations sessions	Maintain weekly clinic and attached services	Maintain weekly clinic and attached services
Health	Health Visitor Drop-in	Three drop-ins alongside parent and toddler groups (weekly to monthly according to level of attendance)	Review and maintain as necessary	Review and maintain as necessary	Review and maintain as necessary
Health	Breastfeeding Support	Weekly group at St Chad's Centre Breastfeeding support home visits Antenatal advice from Sure Start midwife Breast feeding shop award Peer support worker	Maintain services Recruit 2 peer support breast feeding champions	Maintain service Raise awareness and train project staff	Maintain service
Health	Postnatal Support	CHAMPS group and postnatal support currently under review	Stop gap for summer whilst review	Maintain appropriate service following	Maintain service

**OBJECTIVE 2 IMPROVING HEALTH**

Lead	Activity	Current position	April 2003 – March 2004	April 2004 – March 2005	April 2005 – March 2006
	CHAMPS	Weaning workshops established	underway and refocusing Explore links with Life Long Learning to develop provision Maintain weaning workshops	review	

<b>OBJECTIVE 3 IMPROVING CHILDREN'S ABILITY TO LEARN</b>					
<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Early Years	Family Literacy and Numeracy	10 week course running 3 times per year	Maintain position Taster sessions where English is not a first language	Maintain position Investigate family numeracy course	Maintain position
Early Years	Playgroup Support	4 independent community pre-schools supported. Each pre-school has a joint working agreement and action plan for the academic year	Maintain position	Maintain position	Maintain position
Community Development	Toy Library	Toys available at 4 venues Support from Farm Road on appropriate toys and their uses 1 venue hosts 'stay and play' 1 volunteer involved	Maintain venues Continued support and 2 training sessions from family support workers Discuss viability of 'play and stay' with parents, volunteers, and staff 1 more volunteer involved	Maintain venues 2 more volunteers involved Establishing committee to oversee running and purchases Discuss possibility of committee becoming independent group with ongoing support	Maintain venues Provide ongoing support to committee/independent group
Health	Speech and Language Therapy	Input into sessional day care, playgroups and parent and toddler groups Baby Babble Home visits for support and advice	Maintain input to groups and home visits Baby Babble to be led by Sure Start worker SaLT to roll out drop-in service	Maintain service Development of cluster group to work with specific children	Maintain service
Early Years	Day Care	2x2.5 hour sessions at Collier Hill Tenant's Hall	Maintain all sessions Registration	New Early Years structure in place	Maintain provision

**OBJECTIVE 3 IMPROVING CHILDREN'S ABILITY TO LEARN**

Lead	Activity	Current position	April 2003 – March 2004	April 2004 – March 2005	April 2005 – March 2006
	(cont.)	2x2.5 hour sessions at Hollinwood Tenant's Hall 5x2 hour sessions at St Chad's Centre (registration underway)	completed and St Chad's sessions increased to 2.5 hours Neighbourhood nursery opened (February 2004) Early Years services reviewed and restructured	Neighbourhood nursery operational Sessional day care at Collier Hill and Hollinwood Tenants Halls maintained	
Early Years	Crèches	Crèches provided to services when required	Maintain provision Explore links with childminders for smaller numbers	Maintain provision	Maintain provision
Early Years	Liaison with schools	Links with 4 schools established Cluster meetings planned, to begin in October	2 cluster group meetings Changes to services as needs are identified	3 cluster group meetings Changes to services as needs are identified	3 cluster group meetings Changes to services as needs are identified

**Objective 4 STRENGTHENING FAMILIES AND COMMUNITIES**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Community Development	Parents In Partnership (PIPS)	Monthly meetings with 8 regular attendees Innovative ideas responded to by project 4 PIPS members attending Partnership Board Responsible for small grants budget	Maintain monthly meetings and attendance levels but also include reps from “hard-to-reach” groups Continue to respond to PIPS ideas Maintain Board attendance and responsibility for small grants	Maintain Review role and work and respond	Maintain Respond to review of role and work
Management Team	Employment Of Local People Within the Programme	Currently 15 local people are employed within the programme	Maintain position	16 local people employed within the programme	Maintain position
Community Development	Volunteering	14 – 18 active volunteers Processed as Barnardo’s volunteers, following Barnardo’s requirements Working in partnership with Routes to Employment Volunteer Coordinator	Maintain processes and partnership with R2E Increase number of active volunteers Research undertaken Respond to research	Maintain number of active volunteers Maintain processes and partnership with R2E Continue response to research	Maintain service
Community Development	Routes To Employment	Community Development Worker seconded 2 days a week, running 3 job shops during this time	Maintain secondment and 2 job shops	Review and maintain if appropriate	Review and maintain if appropriate

**Objective 4 STRENGTHENING FAMILIES AND COMMUNITIES**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Community Development	Outreach - Community Link - Home Visits Outreach (continued)	Families who have not used a service in last 6 months visited by Outreach workers 6 groups/services have identified 'Welcomers' to look after new attendees.	Maintain visits Welcomers to agree their role and extend if useful Monitoring systems established Networking Project developed – volunteers to support people to attend	Maintain visits Review and maintain Welcomers and Networking Project as appropriate	Maintain and review service
Community Development	Baby Bulk Buy	5 sales operating from 4 venues 4 volunteers	Maintain and increase/decrease where demand requires 1 more volunteer involved Discuss role in proposed home safety loan scheme	Maintain and increase/decrease where demand requires.	Maintain and increase/decrease where demand requires.
Health/Social Services	Support For Young Parents	1 drop-in/support group run in partnership with West Pennine Housing Assoc	Maintain involvement of Family Support Worker in group Health visitor to work with young parents	Review group and maintain if appropriate Development of services to meet the needs of young parents	Review and maintain service
Community Development	Parent, Carers And Toddlers Groups	5 groups supported by Sure Start 2 have own constitutions; 3 working on these All have own bank accounts	Maintain support to at least 4 groups Encourage training opportunities	Review Sure Start involvement; maintain support as appropriate	Review and maintain appropriate support Encourage training opportunities and

**Objective 4 STRENGTHENING FAMILIES AND COMMUNITIES**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
		and ground rules Training taken place		Encourage training opportunities and independence	independence
Community Development	Community Development Service	Currently working with 8 community groups. The number changes as groups require/not require support.	Maintain service to local groups	Maintain service to local groups	Maintain service to local groups
Community Development	Welfare Rights, Benefits and Debt Advice	CAB session provided weekly Benefits advice provided as part of Routes to Employment	Maintain provision	Maintain provision	Maintain provision
Community Development	Activities For Children Aged 5 to 12 Years  (cont.)	ACE runs weekly at the library. Review held. Play workers provided at Sure Start activities during the holidays Play schemes discontinued	Maintain and review provision Exhibition of children's art work held 2 art courses to produce work for exhibition 1 short trip Review future of work and source funding if appropriate	Maintain and review provision Review future of work and source funding if appropriate	Maintain and review provision Review future of work and source funding if appropriate
Community Development	Credit Union	Collections held at three venues Support provided to local committee in finding volunteers, running meetings and publicity	Maintain and review collections and support to local committee One training session provided to committee and	Maintain and review collections and support to local committee Two training sessions provided to committee and	Maintain and review support to local committee Committee independent from Sure Start.

**Objective 4 STRENGTHENING FAMILIES AND COMMUNITIES**

Lead	Activity	Current position	April 2003 – March 2004	April 2004 – March 2005	April 2005 – March 2006
			volunteers	volunteers Seek and support further independence of the committee from Sure Start	
Community Development	Work With Fathers	Men's Forum established Greater awareness in project of need for male involvement, improved images and publicity being used. More men accessing services and system established to support new Fathers attending.	Maintain and develop forum and support to dads newly involved Visit dads registered but not attending services Pilot a Dad's only group and review by year end Hold an event to raise awareness Develop a strategy on involving fathers for the project.	Maintain forum, support and activities Hold an event to raise awareness	Maintain forum, support and activities Hold an event to raise awareness
Community Development	Support For Black And Ethnic Minority Families  (cont.)	Bilingual community worker in post 30+ black and ethnic minority children accessing services Publicity translated into Urdu and Bangla Interpreting service for all who need it	Recruit bilingual day care worker Increase number of families accessing services Review and improve publicity Maintain interpreting service where needed Day care workers learn "comfort" words	Maintain  2 events to encourage communities to mix	Maintain  2 events to encourage communities to mix

**Objective 4 STRENGTHENING FAMILIES AND COMMUNITIES**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
			in Urdu/Punjabi for non-English speaking children 2 events encouraging different communities to mix		
Community Development	Small Grants	PIPS responsible for small grants budget of 10k for allocation to local community groups benefiting families with children under 4 Given up to £500 in 32 grants	PIPS responsible for small grants budget of 7k	Maintain PIPS responsibility for small grants	Maintain PIPS responsibility for small grants
Early Years	Support to Childminders	All childminders visited Childminder network meets monthly	Visit all childminders twice Monthly childminder network	Maintain service	Maintain service

**Objective 5 MANAGEMENT OBJECTIVES**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
Programme Manager	Partnership Board	Meets quarterly with active parental involvement	Maintain position	Maintain position and chaired by local parent	Maintain position
Programme Manager	Partnership Agency Meetings	Quarterly meetings held with health, social services, education and corporate services	Maintain position	Maintain position	Maintain position
Programme Manager	Financial Monitoring/ Meetings	Quarterly Budget Review with Barnardo's budget holders and quarterly meeting with Oldham Metropolitan Borough. Liaison with budget partners, PCT, Midwifery, Social Services and Education	Maintain position	Maintain position	Maintain position
Programme Manager	Operational Management	Fortnightly management team meetings Fortnightly/monthly team meetings Monthly supervision of team leaders	Maintain position	Maintain position	Maintain position
Programme Manager	Quarterly Information Zone (QUIZ)	Quarterly meeting held	Maintain position	Maintain position	Maintain position
Programme Manager	Visitor Sessions	8 visitor sessions held per year	Maintain but review uptake and adapt	Maintain but review uptake and adapt	Maintain but review uptake and adapt
Programme Manager	Links with other Developme	Links made with appropriate development initiatives	Maintain position	Maintain position	Maintain position

**Objective 5 MANAGEMENT OBJECTIVES**

<b>Lead</b>	<b>Activity</b>	<b>Current position</b>	<b>April 2003 – March 2004</b>	<b>April 2004 – March 2005</b>	<b>April 2005 – March 2006</b>
	nt Initiatives				
Programme Manager	Staff induction and training programmes	Structured staff induction Staff training profile Annual training programme planned Respond to newly identified training needs	Maintain position	Maintain position	Maintain position
Programme Manager	Publicity and Information	Range of publicity materials available for a variety of audiences – reviewed and updated by working group	Maintain position	Maintain position	Maintain position
Programme Manager	Activity Monitoring	Form completed at the end of each session and attendance information compiled monthly on database	Maintain position	Maintain position	Maintain position
Programme Manager	Programme Evaluation	Working to the Monitoring and Evaluation Strategy – broad programme of work set but also respond to requests from Management Team as required	Update Monitoring and Evaluation Strategy	Update Monitoring and Evaluation Strategy	Update Monitoring and Evaluation Strategy