



SURE START WERNETH, FREEHOLD & ST JOHN'S ANNUAL MONITORING AND EVALUATION REPORT

1st January 2005 – 31st December 2005

1. INTRODUCTION

Sure Start is a government funded programme set up to achieve significant and lasting improvements to the educational, health and emotional well being of children living in the programme areas. Sure Start Werneth, Freehold & St John's is a round five programme and is the third of 4 in the Metropolitan Borough of Oldham. Demographically, the ward area holds a population of 11,594* and 30.2% of whom are under the age of 16. The community is ethnically diverse and highly mobile, having more than half the population from minority ethnic groups (58.3%). The challenge for the programme is to serve these families in ways that respond sensitively to the cultural, religious and ethnic needs of the whole community.

(*Note: the population data is only an estimate since the Sure Start catchment areas do not match exactly to ward boundary).

Oldham Primary Care Trust is the lead agency for two Sure Start programmes in the Metropolitan Borough of Oldham (Sure Start Werneth, Freehold & St John's and Sure Start Glodwick, St Mary's & Higginsshaw). A review has taken place on service delivery plan and a staffing structure is put in place which will take the programme forward into a Children's Centre. The team is strongly focusing on and is working towards achieving outcomes from *'Every Child Matters, Change For Children'*. These outcomes are:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make A Positive Contribution
- Achieve Economic Well-Being

Apart from *'Every Child Matters, Change For Children'*, the programme also work with a clear focus on *'Sure Start Objectives'* and *'National Service Framework'*.

2. THE IMPORTANCE OF MONITORING AND EVALUATION

Monitoring and evaluation are management tools or systems used to address the accountability concerns of stakeholders, give programme managers information on progress toward achieving stated targets and objectives, and to provide substantial evidence as the basis for any necessary mid-course correction in policies, programmes or projects. However, there are differences between monitoring and evaluation.

Monitoring is a continuous function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indication of the extent of progress and achievement of objectives and progress in the use of allocated funds.

Evaluation is the systematic and objective assessment of an ongoing or completed programme or policy, including its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process and future development.

2.1 Why Evaluation Is Important?

All Sure Start Local Programmes are required to conduct a local evaluation of their services from Sure Start Unit as an integral part of programme development and management. Hence, evaluation on services of a programme is essential so that local programmes could demonstrate and provide evidence of what works and what does not work to Sure Start Unit on various aspects, for instance:

- How well services are performing
- Building an evidence base of which aspects of services work well and which do not
- Is the programme achieving the targets and outcomes from *'Every Child Matters, Change For Children'*
- Developing an effective evidence base
- Effective decision making, such as allocation of resources
- Accountability for resources used
- Reshaping and planning improvement
- Delivering better services

Evaluation, and particularly outcome evaluation, therefore validates the programme's inputs and activities by linking them to specific outcomes and impacts.

2.2 Monitoring & Evaluation Aims:

- To account to the community and Sure Start Unit for the way in which Sure Start grants are used and programmes implemented on their behalf, and to help ensure that this is done in an efficient and effective way.
- To inform the development of the programmes at management, service and partnership board levels.
- To assist the programmes in tracking their progress towards 'Every Child Matters' targets and outcomes.
- To work within, and actively promote, the principles of Sure Start.

3. MONITORING AND EVALUATION METHODOLOGY

Monitoring or statistical output data will only make sense if targets and outcomes are associated with such a record of programme productivity, and outcomes will only be meaningful if they are presented in the context of activities and outputs. For Sure Start local programmes, outcomes are impacts or changes in the people the programme comes into contact with. Therefore, evaluation especially outcome evaluation should validate the programme's activities by linking them to specific targets and outcomes, namely 'Every Child Matters – Outcomes Framework'.

Outcome evaluation is more of an approach than a particular method, since it relies upon such a wide range of data collection techniques, both quantitative and qualitative. The quantitative evaluation is to measure and monitor the productivity of the programme. This often relies on collecting and reporting reach data such as attendance at activities, number of families reached and the number of new contacts compared to existing contacts over a certain time period. On the other hand, the qualitative evaluation asks questions about what has changed as a result of the programme and its activities. Hence, outcomes will be an integral part of demonstrating the value of a service, activity or programme. Due to the nature of Sure Start local programme, it is difficult to demonstrate long-term outcomes within short period of time. Thus, various methods will be used to measure 'soft' outcomes from families that will lead to long-term outcomes in a given timescale.

The methods for measuring 'soft' outcomes include examination and analysis of monitoring data (activity records and participation rates); the use of observation (both observing group activities and observing participants by staff) to detect changes in behaviour and development of parents/carers and children; feedback and comments from families and a number of specific case studies. All the information collected by different methods will be brought together based on 'Every Child Matters – Outcomes Framework'.

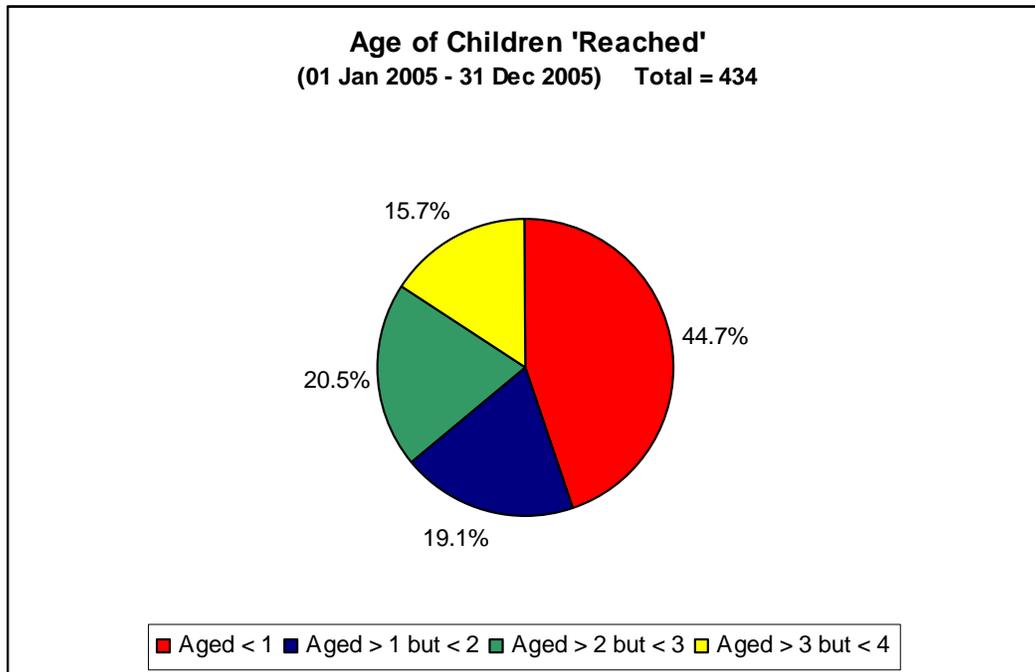
4. REGISTRATION AND FAMILIES 'REACHED'

By 31st December 2005, the programme has registered **960 Families** (792 Within Area – **82.5%**), **863 Parents/Carers** (788 Within Area – **91.3%**) and **871 Children** (787 Within Area – **90.4%**). From 1st January 2005 to 31st December 2005, the team has 'reached' or contacted **434** children aged 4 or under and **332** parents/carers within **327** families. In other words, for the past 12 months, the programme has managed to engage with **38.5% (332)** of parents/carers and **49.8% (434)** of children who are registered and on the programme's database since the programme started.

	Parent/Carer	Child
Total Registration	863	871
'Reached' between 1st Jan 2005 and 31st Dec 2005	332	434
% Reached for the past 12 months	38.5%	49.8%

In terms of the age of the **434** children 'reached', **194** were under 1, **83** were over 1 but under 2, **89** were over 2 but under 3 and **68** were over 3 but under 4. Out of the total number of 434 children reached, **7** are disabled children or children with additional needs.

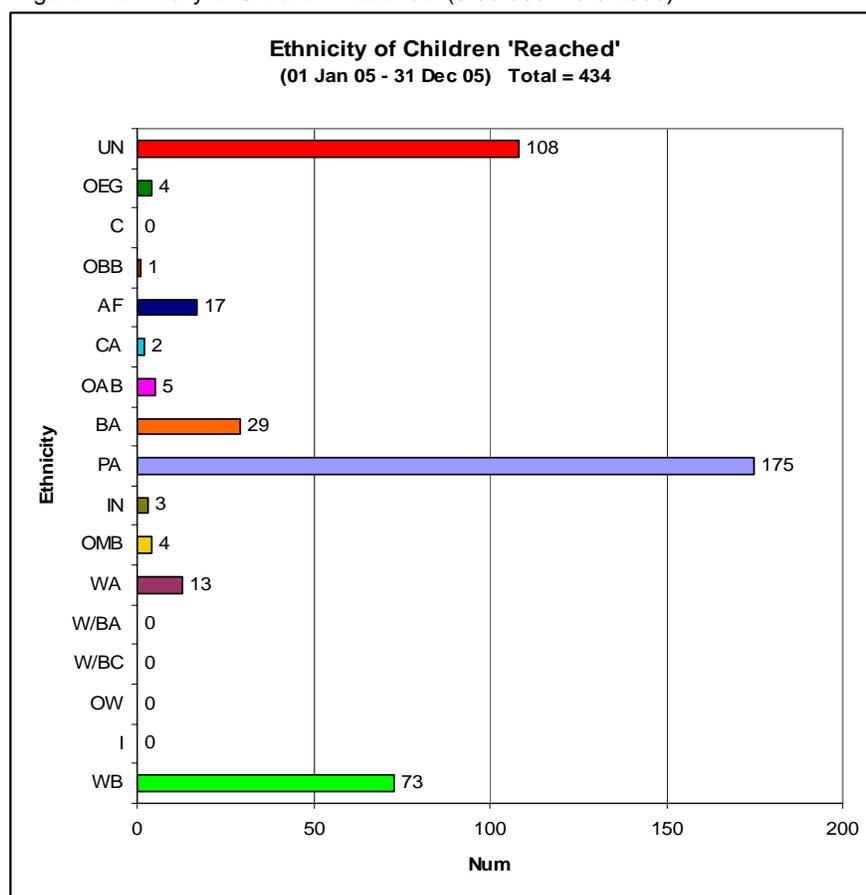
Pie Chart 1: Age of Children 'Reached' (01/01/05 – 31/12/05)



The ethnicity profile of children 'reached' for the past 12 months is as follow:

Ethnicity	Total No. of Children Registered	Total No. of Children 'Reached' for the past 12 months	% 'Reached' for the past 12 months
White British (WB)	127	73	57.5%
Irish (I)	2	0	0.0%
Other White (OW)	5	0	0.0%
White/Black Caribbean (W/BC)	3	0	0.0%
White/Black African (W/BA)	3	0	0.0%
White/Asian (WA)	24	13	54.2%
Other Mixed Background (OMB)	6	4	66.7%
Indian (IN)	5	3	60.0%
Pakistani (PA)	356	175	49.2%
Bangladeshi (BA)	70	29	41.4%
Other Asian Background (OAB)	9	5	55.6%
Caribbean (CA)	3	2	66.7%
African (AF)	32	17	53.1%
Other Black Background (OBB)	1	1	100.0%
Chinese (C)	0	0	N/A
Other Ethnic Group (OEG)	4	4	100.0%
Unknown (UN)	221	108	48.9%
Total	871	434	

Figure 1: Ethnicity of Children 'Reached' (01/01/05 – 31/12/05)

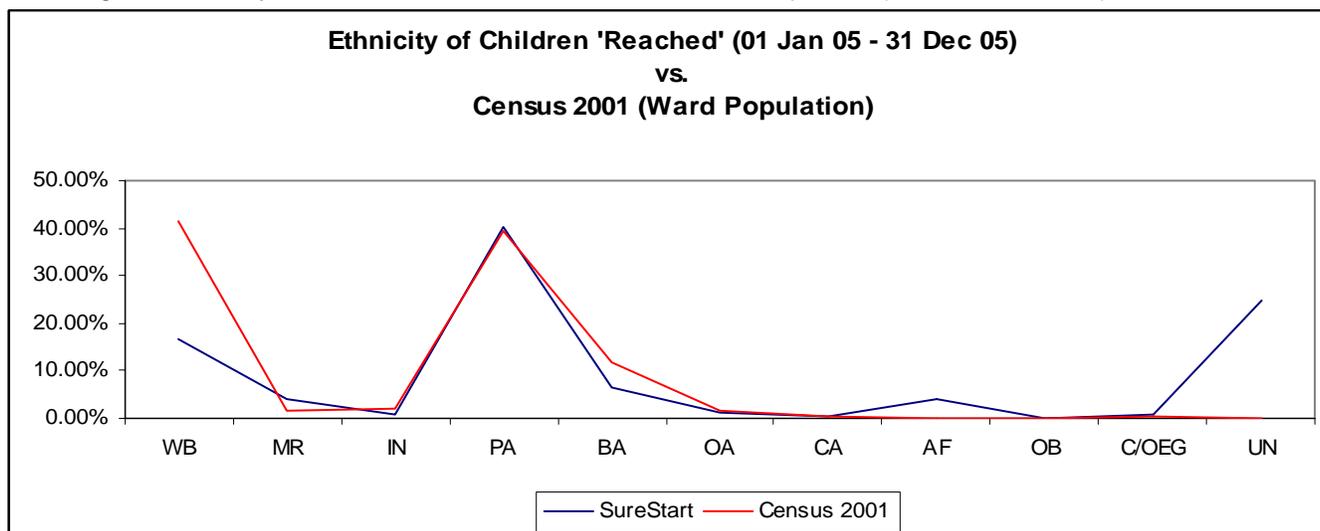


The mapping of the ethnicity of children 'reached' (1st January 2005 – 31st December 2005) against the Census 2001 ward population is as below:

Ethnicity	Total No. of Children 'Reached' for the past 12 months	% of Ethnicity of Children 'Reached'	Census 2001 Ward Population (%)
White or White Irish (WB)	73	16.8%	41.5%
Mixed Race (MR)	17	3.9%	1.6%
Indian (IN)	3	0.7%	2.2%
Pakistani (PA)	175	40.3%	39.6%
Bangladeshi (BA)	29	6.7%	11.9%
Other Asian (OA)	5	1.2%	1.8%
Caribbean (CA)	2	0.5%	0.5%
African (AF)	17	3.9%	0.2%
Other Black (OB)	1	0.2%	0.1%
Chinese or Other Ethnic Group (C/OEG)	4	0.9%	0.4%
Unknown (UN)	108	24.9%	0.2%
Total	434	100.0%	100.0%

From the mapping, the statistics have indicated that the ethnicity profile of children 'reached' (1st January 2005 – 31st December 2005) matched quite well with the ward population profile except the group 'White or White Irish' and the category 'Unknown'. There is still a big gap in reaching the 'White or White Irish' parents and children within the area. This is due to the fact that the majority of 'White' population is at the bottom of the Werneth ward which is not included as part of the Sure Start catchment areas (Sure Start catchment areas do not match exactly to the ward boundary). Hence, there is a big gap when ward data was used to map Sure Start 'reached' data. On the other hand, the discrepancy between children 'reached' and the ward population in the category 'Unknown' is caused by missing data on 'Ethnicity' (when staff or parents filled in the registration form).

Figure 2: Ethnicity of Children 'Reached' vs. Census 2001 Ward Population (01/01/05 – 31/12/05)



5. Core Services

The programme has various models of delivery depending on children's age, developmental stage and social or emotional needs. The path of service delivery is in a continuum with a range of services from a single general contact, dissemination of information through one off events, regular activities, structured programmes to even intensive family/home support.

Hence, the starting point for a family to engage with the programme could be by receiving information on activities and events, and then started attending various activities, seeking further help, receiving intensive family/home support, or even been referred to other courses, training or care packages from other agencies.

Since working with families requires a holistic approach with overlapping services, in the second year of its full operation, Sure Start Werneth, Freehold & St John's has initiated and delivered a breadth of Core Services. The core service is defined by the Sure Start unit as working '***with parents and parents to be to improve children's life chances through better access to: Family Support, Advice on nurturing, Health services and Early Learning***' for families with children 0 – 4 within a defined geographical area' (Sure Start Website.)

The Core Services are: *Supported Opportunities for Play and Learning, Support for Families, Capacity Building and Health Promotion*. Day-to-day monitoring of 'Health Visitor Contact' and 'Staff General Contact' has also been analysed to demonstrate the target of **Stay Safe and Improved Access to Services, Advice & Guidance**.

Activities/events that have been organised and delivered under these Core Services for the past 12 months are as follow:

Table 1: Activities/Events for the past 12 months under different Core Services

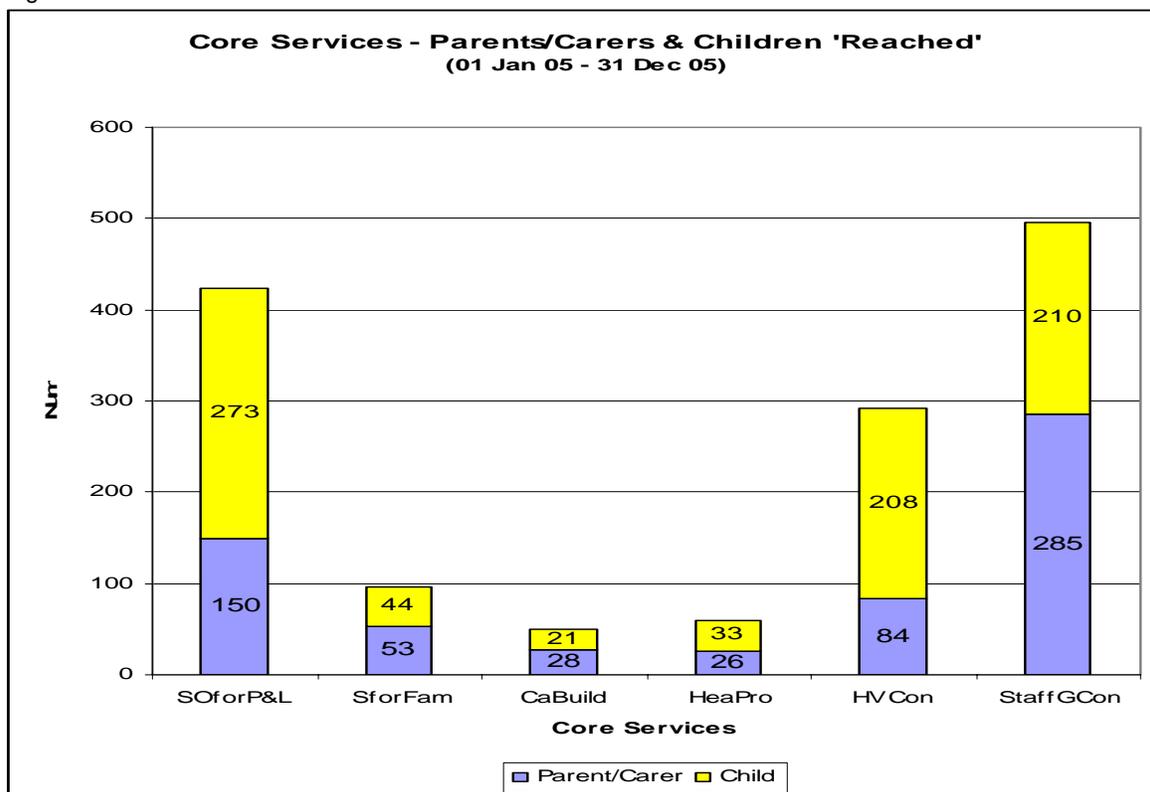
Supported Opportunities for Play & Learning	
Play & Stay / Sessional Activity	<i>Play & Stay (Coalshaw Green, Stanley Road, Oak Project)</i> <i>Sessional Care (Coalshaw Green)</i> <i>Drop In Crèche (Glamorgan Place)</i> <i>Webster Stratton Crèche</i>
Preschool	<i>Christ Church Preschool</i> <i>Panda Preschool</i>
Toy / Book Loan	<i>Book Loan (Freehold School)</i> <i>Toy/Book Loan (Christ Church, Stanley Road)</i>
Play & Learning	<i>Eid/Diwali Party</i> <i>Christmas Party</i> <i>Kite Making Day</i> <i>Messy Play (Christ Church, Tamworth Street)</i> <i>Music To Words (Stanley Road)</i> <i>National Play Day</i> <i>Story Session (Freehold)</i> <i>Trip To St Annes</i> <i>Teddy Bear's Picnic</i> <i>Toddler Play (Tamworth Street)</i> <i>Treasure Baskets</i> <i>Very Hungry Caterpillar</i> <i>World Book Day</i>
Physical Activity	<i>Dance Workshop</i> <i>Mini Beast Walk</i> <i>Soft Play Session</i> <i>Swimming Session (Glodwick Bath)</i> <i>Tandle Hill Spring Walk</i> <i>Water Activities</i>
Early Development	<i>Baby Fun Club (Stanley Road, Coalshaw Green)</i> <i>Baby Massage (Stanley Road)</i> <i>Baby Sign (Oak Project)</i>
Support for Families	
Family / Home Support	<i>Intensive Family/Home Support</i>
Parenting & Behavioural Management	<i>Webster-Stratton</i> <i>Pathways To Parenting</i>
Capacity Building	
Community Capacity Building	<i>Men's Development Project</i> <i>Volunteer Training</i>
Community Forum/Group	<i>PCT Consultation Event</i> <i>Women of Werneth</i>
Health Promotion	
Health Promotion	<i>Food & Photo Festival</i> <i>Food & Physical</i> <i>Groovy Smoothie</i> <i>World Health Day</i>
Health Visitor Contact	
Health Visitor Contact	<i>See Chapter Five</i>
Staff General Contact	
Staff General Contact	<i>See Chapter Five</i>
Improved Access to Services, Advice & Guidance	
Improved Access to Services, Advice & Guidance	<i>See 'Staff General Contact'</i>

Table 2: Summary for Core Services, Parents/Carers and Children 'Reached' for the past 12 months

Core Services	No. of Activity/Event	Parents/Carers Reached	Children Reached
1. Supported Opportunities for Play & Learning	35	150	273
<i>1a. Play & Stay / Sessional Activity</i>	6	57	65
<i>1b. Preschool</i>	2	N/A	81
<i>1c. Toy / Book Loan</i>	3	34	98
<i>1d. Play and Learning</i>	14	83	104
<i>1e. Physical Activity</i>	6	45	62
<i>1f. Early Development</i>	4	25	23
2. Support for Families	~	53	44
<i>2a. Intensive Family / Home Support</i>	N/A	41	44
<i>2b. Parenting and Behavioural Management</i>	2	12	0
3. Capacity Building	4	28	21
<i>5a. Community Capacity Building</i>	2	8	3
<i>5b. Community Forum/Group</i>	2	20	18
4. Health Promotion	4	26	33
5. Health Visitor Contact	~	84	208
6. Staff General Contact	~	285	210

Note: The number of Parents/Carers and Children reached under different types of activities/events do not add up to the total of the Core Services because a same family might attend different activities/events at the same time.

Figure 3: Parents/Carers and Children 'Reached' under different Core Services



[SOforP&L = Supported Opportunities for Play & Learning; SforFam = Support for Families; CaBuild = Capacity Building; HeaPro = Health Promotion; HVCon = Health Visitor Contact; StaffGCon = Staff General Contact]

Core Service – Chapter One Supported Opportunities for Play and Learning

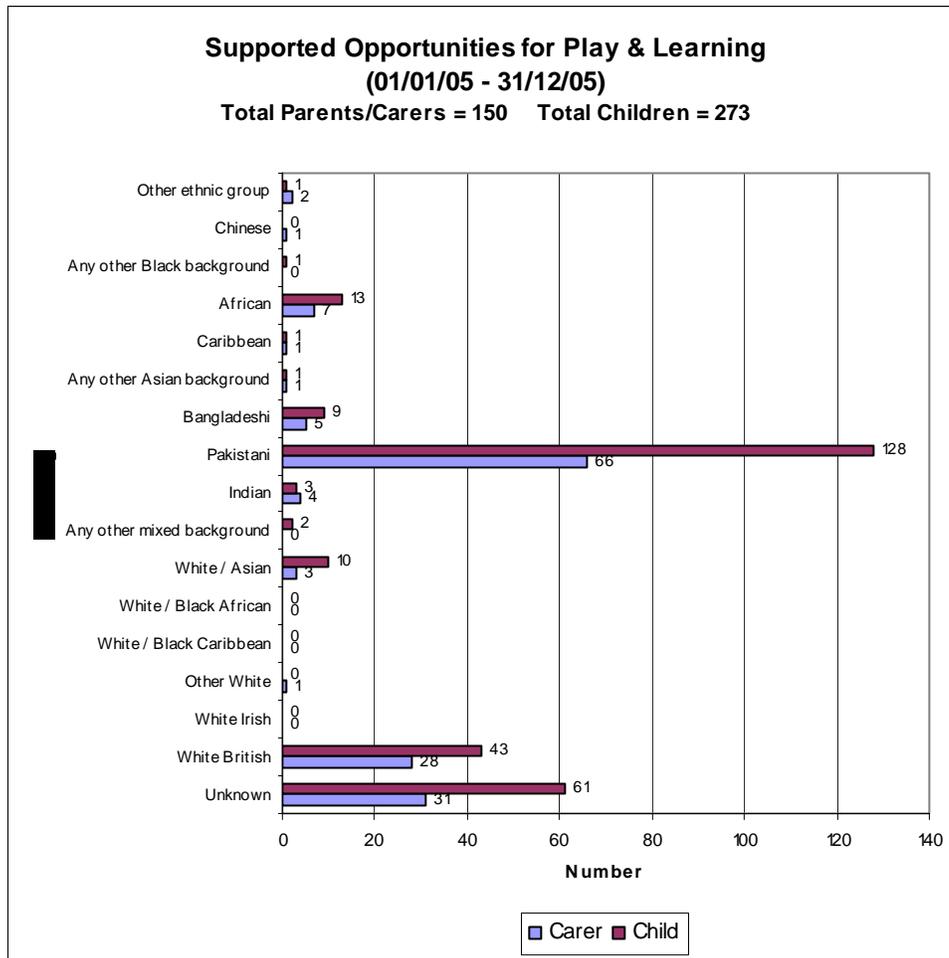
Activities

The rationale behind **Supported Opportunities for Play and Learning** is to provide a range of activities/events with appropriate materials and timescales in order to promote and support children's academic, social and emotionally development. The types of activities/events within the core service are Play & Stay / Sessional Activity, Preschool, Toy / Book Loan, Play and Learning, Physical Activity.

Outputs – Monitoring

For the past 12 months, **35** activities/events under the core service of **Supported Opportunities for Play and Learning** had been organised or delivered to families living within the area. Out of **35** activities/events, **15** are one-off-events while the rest of the **20** are either long-term regular activities or short-term rolling programme of structured activities. Through the **35** activities/events, the programme has managed to engaged with **150** parents/carers and **273** children within the Werneth, Freehold & St John's area. For names of activities/events please refer to Table 3 and Table 4.

Figure 4: Ethnicity Profile - Supported Opportunities for Play & Learning



Outcomes : Qualitative Evaluative Evidence

Every Child Matters – Outcomes Framework

Target 1: Be Healthy

i) ECM Inspection Judgements/Evidence:

“Parents and carers receive support to keep their children healthy”.

Through activities/events from Supported Opportunities for Play and Learning, one of the actions is to provide information, advice and guidance on infant’s/child’s general health, attachment, feeding practices, nutrition & diet and smoking cessation (both antenatally and postnatally) in order to support parents or parents-to-be to keep their children healthy. Opportunities were also provided for parents to get to know their child’s general health development. Evidence that had been collected is as followed:

Feeding and Weaning Advice

A member of staff gave feeding advice to a mum and suggested her child to use cup instead of bottle during an activity.

A member of staff has provided weaning advice to a child during sessional care.

One mother talked to staff about guidance on breastfeeding during Play and Stay.

"...that advice on weaning really helped."

"That weaning book is really good."

"The weaning info that you gave last week really helped."

Acquired Knowledge on Child's General Health

Parents have expressed/shown understanding and awareness of the importance of play & exploration for young children. (2 observations)

Parents commented that they have learnt more about the physiology of their babies.

Parents have learnt how to relax their infants and prevent symptoms like wind and others.

Health visitor who joined the session has provided advice and support to a mother who has concern over the contents of her son's nappy.

ii) ECM Inspection Judgements/Evidence:

"Action is taken to promote children and young people's physical health".

Various physical activities such as Dance Workshop, Mini Beast Walk, Soft Play Session, Swimming Sessions, Tandle Hill Spring Walk and Water Activities had been delivered to promote exercise and to encourage the development of children's physical health. These activities have benefited 45 parents/carers and 62 children. The evidence that has been collected regarding children's general physical development is as followed:

The Development of Limbs and Body Movements

Children were encouraged to run and move about in order to explore the environment and enjoy themselves. (2 observations)

Staff observed that children in the session were dancing and moving their bodies and limbs smoothly with the rhythms. (2 observations)

Staff observed that children were joining in the actions of 'head & shoulder' and were practising their body co-ordinations.

Children were moving smoothly along the music and following the dance movements with no problems during the dance workshop.

Staff observed that children were exercising, walking, running and climbing in the park.

Staff observed that children were moving their limbs, balancing their bodies in the water and splashing the water along the songs during swimming activity.

In a soft play session, young babies (under 1) were being sit up during the session to promote their upper body strength.

"Really impressed with my daughter floating her body in the water and remembering from the last session."

iii) ECM Inspection Judgements/Evidence:

"Action is taken to promote children and young people's mental health".

Young children's or infant's social and emotional well-being are very important for their mental health. Hence, promoting interaction and bonding between parents and children has always been a crucial element within all activities/events delivered by the programme. The evidence of such action being promoted is as below:

Improved Relationship and Interaction Between Parents and Children

A mother was painting with a smile on her face together with her child in a play session.

Children were interacting and playing with their parents happily with no behavioural issues. (4 observations)

Staff observed that mums and children were joining in together singing and clapping hands alongside the music.

Parents were sharing the toys and interacting with their children in the play session. (3 observations)

Staff observed that a few mothers and their children were flying kites together and the mothers were laughing and saying how much they enjoyed themselves with their children.

All the mothers have joined in with their children and enjoyed dancing and playing with smiles on their faces. (2 observations)

Staff observed that a young baby was looking at his mother with interest when the mum was singing a song.

Staff observed that a few children were engaged in conversations with their mothers without being distracted by other children and parents in the play session.

Staff observed that there was communication between mothers and infants through gaze, smiles and touch (massage) which were promoted through the baby massage activity.

iv) ECM Inspection Judgements/Evidence:

“Healthy lifestyles are promoted for children and young people”.

Healthy lifestyles and health promotion have always been integrated in all activities/events as one of the main focuses. For instance, healthy food or healthy snacks was always provided in all activities/events in order to promote healthy eating. Information and advice on healthy lifestyles were also disseminated or provided on a regular basis.

Healthy Foods/Snacks

Children in the activity were eating healthy food prepared and provided the staff.

Advice on healthy eating was provided to a few parents by staff during an event.

Healthy snacks were provided during the session and both the parents and children were enjoying it. (4 observations)

Healthy Lifestyle

Information on healthy walking and healthy lifestyle was actively promoted and disseminated during the physical activity session and mothers have shown great interests in the information given.

Swimming was promoted as part of healthy lifestyle promotion and a few mothers were interested in signing on.

A few parents were asking information on exercise and physical activity during the session and the information was given.

v) ECM Inspection Judgements/Evidence:

“Children and young people have access to an appropriate range of support if they feel troubled”.

For the past 12 months, the programme has signposted/referred parents/carers and children to different agencies, services or activities on **273** different occasions. The efficient signposting/referral system of the programme has ensured that families have access to a range of support suitable for them. Out of the **273** signposting incidents, **79 (29%)** are internal signposting from one activity to another activity while **55 (20%)** are signposting to Health Services including health visitor and **48 (18%)** are to Education or Training Institutes. Some qualitative comments collected from parents/carers are as below:

Signposting

Four parents and their children have attended other events from different Sure Start programmes due to information given by staff.

A mother has accessed specialist support from health visitor through advice and signposting from staff.

A boy who was bedwetting has been referred to appropriate health services.

Staff has signposted a mum and her child to behavioural management.

Staff has signposted two isolated mums and their children to sessional care.

A mum has been signposted to TOYS course delivered by Key To The Door (a social/educational skills training course for young parents under 21).

A mother who was having feeding problem was signposted to a breastfeeding councillor.

One parent has been signposted to other children's services in Oldham.

Staff has signposted a few mums to training and education (Lifelong Learning).

A mother commented that her child with special needs is progressing very well because of the family support provided by Sure Start.

"I just can't believe how much there is going on for mums and children in the area!"

Target 3: Enjoy and Achieve

Various Play and Learning opportunities, either one-off events or regular activities, have been organised for young children and their parents in the area to play, learn and enjoy. For the past 12 months, 14 activities/events have been delivered within the area and these activities/events have managed to engage 83 children and 104 parents/carers. The evidence collected on Enjoy and Achieve is as followed:

i) ECM Inspection Judgements/Evidence:

"Parents and carers receive support in helping their children to enjoy and achieve".

Enhanced Knowledge of Parents on Play

A few parents were interested in different ways of how to stimulate and play with their own children and they asked staff for advice and information.

One parent placed her sleeping baby down and went over to the craft table to join her son.

One family went home after the kite flying event and made kites together and flying it in the field near their home. They commented that they were enjoying the activity as a happy family.

A few parents asked how to make playdough with their children and stated they enjoyed interacting and playing with their children.

A little girl has engaged her father in play session (with a toy duck) which resulted in the father bought her some more new toys to play with her.

Parents have reported the use of turn taking technique at home and singing songs with their children.

ii) ECM Inspection Judgements/Evidence:

“Early Years provision promotes children’s development and well-being and helps them meet early learning goals”.

Apart from helping parents/carers to acquire knowledge on how to play with their children, activities/events from Play and Learning also aimed at providing a supported environment for children to play, learn and socialize with other children to build up their confidence and to support their transition through different ages or developmental stages so ensure they meet early learning goals.

Gaining Confidence and Learn To Play

An anxious mother has now willing to let her child playing in the sand and water and watched him enjoying himself.

A girl who used to be very clingy to her mother is now enjoying playing independently on her own as well as with other children.

Staff observed that children have settled in well in the drop-in crèche without the presence of their parents.

Children who had never done painting before were really enjoying themselves, they were active, explorative and communicative during the painting session.

A shy child is copying another child’s actions in the play with more confidence.

One young boy watched other children exploring the resources and then he copied their actions.

Staff observed that a few younger children have gradually begun to play further away from their mothers and got closer to the other group of older children.

A mother commented: “He doesn’t usually mix this well, he is getting used to it now”.

iii) ECM Inspection Judgements/Evidence:

“All children and young people can access a range of recreational activities, including play and voluntary learning provision”.

As well as helping children to meet their early learning goals, different one-off recreational events were also provided for children to play and enjoy. During those events, the qualitative observations and comments that were collected are as followed:

Enjoying and Playing

Staff observed that children were moving about and enjoying the play.

(2 observations)

Staff observed that children were playing together happily with happy smiles on their faces.

Staff observed that babies were happy and enjoying feeling and banging objects against others.

Children of different ages were coming together and were involving in play activities.

A parent said :*“My child doesn’t want to go home, he likes it!”*

A child commented: *“this is such good fun”.*

A mother commented :*“My child really enjoys herself.”*

A mother said :*“Today was very good and fun.”*

A mother commented :*“Brilliant, children had a great time.”*

“We found the session good. XXX enjoyed it eventhough she’s only 5 months old. She loved the part where you shake materials over her.”

“Absolutely loved the sessions which were pitched just right.”

“...having a very good time today!”

“XXX enjoyed it more, she loves lots of splashing.”

“It was great!”

A child said :*“Backi!” (love it)*

iv) ECM Inspection Judgements/Evidence:

“Ready for school”.

Apart from promoting play and providing opportunities for children to enjoy themselves, most activities/events were also designed to encourage and promote children’s language development so that they will be ready for school. Evidence on two major objectives ‘the development of vocabulary and conversation’ and ‘the encouragement of reading’ was collected as below:

The Development of Vocabulary and Conversation

Since attending the Play & Stay on a regular basis, a boy with language development problem has improved evidently that he is now saying

more words, becoming more confident and starting to use gestures to get his needs met.

Children were naming and talking about different bugs on a walking trip. Children were naming body parts such as arms, legs and counting rhythms during a dance workshop.

Staff noticed that there were utterances of new words from young children in relation to the new environment such as 'tree', 'leaves', 'animal' and others during an outdoor trip.

Children have learnt how to match pictures to the toy bugs.

Staff noticed that children were thinking and asking a lot of questions regarding the toys and books in toy/book loan sessions.

After a few sessions, staff noticed that children were more vocal about the instruments they were playing with and starting to talk about different sounds (Music 2 Words sessions).

The Encouragement of Reading

After attending the book loan scheme a few times, one parent has started reading a book to her son during the session.

Staff observed that children were very happy and enjoying the free books and participating in the story sessions.

A few Parents commented that they have noticed that their children's language development was enhanced through the provision of the books for them to take home to read.

Most of the children at the playgroup remembered to bring their books every week and were very happy to have a new book to take home every Friday.

Staff noticed that after a few sessions, some parents were actually sitting on the floor and reading books with their children before the session finished (Book Loan).

Target 4 : Make A Positive Contribution

i) ECM Inspection Judgements/Evidence: “Voluntary and Community Engagement”.

In order to promote community engagement and to reduce isolation among parents/carers within the area, numerous opportunities were provided for

parents/carers to share experiences, to build support networks and to promote community cohesion.

Parents Sharing Experiences and Supporting Each Other

Parents were chatting, mingling and sharing information about their children's development in Play & Stay. (8 observations)

Staff noticed that parents were chatting and sharing with each other over different issues at home.

A mum was sharing her experiences with another mum on child's eating habits.

A mum is sharing her experiences and knowledge acquired on a training course with another mum.

Two parents have got to know each other, became friends and started sharing their experiences.

Staff observed that two mums in parenting course were discussing weaning.

A few mums commented that they really enjoyed the event and they have started chatting to other mums from different Sure Start Programmes.

A parent had concern over her son's eating habit and another mum gave her suggestions on how to change that.

Reduced Isolation

A small group of parents who attend regularly activities have got together to discuss their issues and positive relationships have been built up. For instance, the mothers are seeing each other outside the activity.

Two mums have exchanged phone numbers and supported each other on a regular basis.

Two mums were talking and discussing about the friendship that was formed between their sons.

Two mothers started to talk to each other and smiled while their babies were playing.

A mum commented that she is so pleased that she had come along to the event and knowing that she is not on her own.

A mother has found that coming to the baby club and talking to others helped her to come to terms with the loss of her first baby.

One mother has commented that the group has given her a break to chat with other parents/mothers.

Most mothers said they enjoyed the baby massage and enjoyed being pampered.

Community Cohesion

Parents and children from different cultural backgrounds have come together and talked to each other during the play activity.

Parents and children from different cultural backgrounds have involved in playing and making Eid lanterns together and dressed up in Sari's to enjoy the Eid Party.

The outdoor trip/event has brought together families with very different cultural backgrounds who would otherwise never get together.

A parent with disability said she always feels included and treated equally when attending Sure Start events.

iii) ECM Inspection Judgements/Evidence:

“Engage in decision making and support the community and environment”.

Apart from focusing on children's development, the programme also aimed at engaging the community in the decision making process so that they will have a voice in how to safeguard their children's well-being. Various opportunities have been provided for parents/carers to get involved in planning and service delivery of the programme.

Involvement in Service Delivery

A few mothers who are using the book/toy loan scheme regularly have got involved in writing/coding Book Loan and Toy Loan serial numbers and dates.

Two mums were helping staff to set up and prepare food/snacks for the session.

Involvement in Service Planning

A community link worker has joined the session and discussed with parents and has collected opinions on what should be happening in the future at Tamworth Street Park.

Parents from the Play & Stay group were involved in discussion on the planning of future activities.

Parents were involved in planning further activities for the playgroup.

Parents were encouraged to discuss about future events they would like to happen and their comments were collected by staff.

A few mums who attend regular activities have developed the confidence to start suggesting ideas to staff for future activity planning.

iv) ECM Inspection Judgements/Outcomes:

“Children and young people are supported in developing socially and emotionally”.

Children’s social and emotional skills are also key focuses of programme’s activities or events. Interaction and communication are actively encouraged during activities among children to ensure their social and emotional development.

Socializing With Other Children

Staff observed that children have learnt how to play together, share and take turns. (5 observations)

Staff observed that children were playing and socialising with each other happily. (8 observations)

Staff observed that children were interacting with each other through touching and sharing items from the treasure basket. (2 observations)

A mother was encouraging her child to share the toys with other children.

A 6 months old baby was sitting on a high chair interacting with a 3 years old child and doing painting at the same time.

Two babies (6-9 months) watched each other exploring objects and communicated with each other by making sounds and facial expressions.

Staff observed that two 5 months old babies were looking at each other and reaching out towards one another.

v) ECM Inspection Judgements/Evidence:

“Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives”.

Children with behavioural issues have been successfully managing their behavioural changes through support on parenting and advice on behavioural management provided by staffs to parents/carers during activities or events. Evidence is recorded as follow:

Change of Child’s Behaviour

A mother was impressed with her child’s good behaviour after she started attending regular playgroup.

One mother has commented that her child is better behaved at home and at other family houses since she started attending the playgroup.

A child who initially had behavioural issues has now become a role model to his peers in the Play & Stay group.

Parents Have Acquired Knowledge and Skills on Behavioural Management

Support and advice on behavioural management and strategies have been given to a mother whose child has behavioural problems.

Staff observed that a parent was handling the behaviour of her children effectively in the session after advice was given by staff during previous sessions.

A young mum was handling her child's behaviour by following advice given by staff (eg: ignoring child's negative behaviour such as crying).

A parent who had recently attended a parenting course was ignoring some negative behaviours of her child successfully and then offered praise appropriately (observed by staff).

Staff observed that parents have learnt from staff on how to give positive praise to their children.

Advice was given by staff to a mum on behavioural strategies at home and also routine planning.

Staff has provided behavioural plans to a mum and her child.

Target 5: Achieve Economic Well-Being

i) ECM Inspection Judgements/Evidence:

“Action is taken by partners to support families in maximizing their economic well-being”.

By using capacity building approach, the programme also provided families various opportunities on education, training and employment through activities or events.

Education and Training

A mother who is attending the Play and Stay has also started attending computer courses at the Oak Project through encouragement from staff.

Another mother has started a computer course with the extra crèche support funded by the programme.

Advice on English classes was given to a few parents and they were signposted to Lifelong Learning.

One mother wanted more information and advice on various courses and training.

Employment Opportunities & Volunteering

Staff has explained about employment opportunities and signposted a mum to an employment service.

Two employment advisors were invited to join the play session and to offer information on 'parents going back to work'. A lot of the mums made the most of it.

'Parent Volunteers' took on responsibility to support a new mother and her little boy on a day trip.

A few parents from a playgroup were interested in and asking information on childcare, tax credit and volunteering.

Case Studies

Below are some case studies of children who are or have been attending Sure Start activities on a regular basis.

Case Study 1 – A 24 Months Old Girl

Due to confidentiality, the girl will be called VA.

VA attends regular sessional care provided by Sure Start. When she first started the sessions, she was very shy and clingy to adults, and she was not interacting with other children in the group at all. Because her mum did not have any toys at home and did not know how to play with her, VA did not know how to play and needed a lot of encouragement and role modelling to play with other children and adults. For instance, when she first started the session, she needed staff's encouragement to hold a brush for painting and play activities. Also, VA only managed to use limited number of single words in her speech such as 'mama, baba'.

After approximately 3 months of attending sessional care, VA is now more confident and has started to enjoy playing with other children and has also enjoyed playing at home such as riding the bike, playing football and running around. She has also become more independent and would now come straight into the session, sit down and start her painting instead of clinging to adults. Moreover, VA also starts to copy new words from staffs and her vocabulary has increased significantly.

Apart from VA herself, VA's mum was very isolated on her own but now has started to communicate with staffs and other parents and she has also been involved in other activities such as Kite Making Day and Music 2 Words. Extra family/home support has also been provided to mum on parenting skills, play, routine and behaviour handling.

Targets and Outcomes achieved:

Enjoy and Achieve

- Parents and carers receive support in helping their children to enjoy and achieve. (promoting play)
- Early years provision promotes children's development and well-being and helps them meet early learning goals. (encouraging language development)

Make A Positive Contribution

- Children and young people are supported in developing socially and emotionally. (child become more confident and sociable)

Case Study 2 – A 24 Months Old Boy

Due to confidentiality, the boy will be called JK.

JK is attending sessional care and other regular activities provided by Sure Start aiming at stimulation for his general physical, social and emotional development. Staff are also aiming at reducing his mum's isolation by encouraging her to attend various activities. When JK first started sessional care, he was very shy, quiet and liked to cling to staff for security. He also did not like changing nappy and wearing a painting apron. He did not want to take part in activities such as hand and foot prints because he was unsure about taking his shoes and socks off and getting his hand dirty. JK's speech was also very limited, he only used single words such as 'hello', 'bye' and 'ok'. Through encouragement from staffs and other children during the sessions and other activities, JK has become a lot more confident, less shy and he enjoys finger painting, papers cutting and sticking craft papers. He also enjoys physical play now through the encouragement from staffs. For instance, he enjoys playing balls and loves to copy adults' movements such as jumping and dancing. JK's language has also improved through more interactions with other children. Instead of using just single words, JK can now utter short phrases such as: "Come on XXX, lets play!"; "Look, Charlie is a cat!"

JK's mum was also very isolated because she moved to the area without knowing anyone or having any friends. But since she has started attending Sure Start activities and receiving family/home support, she has become familiar with other parents and staffs and has started to share her experiences with them. Through family/home support, mum has gained skills and knowledge in routines and parenting strategies. Funding on purchasing home safety equipments such as safety gate, fire gate and appropriate electrical plug sockets has also been provided. Since mum's isolation has been reduced this has helped her to gain her confidence back and she wanted to get back to work. Sure Start staff has supported her in job hunting such as providing free phone for her to call for application forms and has signposted her to relevant employment agencies.

Targets and Outcomes achieved:

Stay Safe

- Safe from accidental injury and death. (safety gate, fire gate, etc. were provided)

Enjoy and Achieve

- Parents and carers receive support in helping their children to enjoy and achieve. (promoting play)
- Early years provision promotes children's development and well-being and helps them meet early learning goals. (encouraging language development)

Make A Positive Contribution

- Voluntary and community engagement. (helped mum to reduce isolation)
- Children and young people are supported in developing socially and emotionally. (child become more confident and sociable)

Achieve Economic Well-Being

- Action is taken by partners to support families in maximizing their economic well-being. (supported mum to get back to work)

Case Study 3 – 2.5 Years Old Boy

Due to confidentiality, the boy will be called ET.

ET is receiving family/home support and attending regular activities such as Play & Stay and sessional care. ET was very active but did not know how to play and English is not his first language. When ET first attending sessional care or other activities, he sometimes hit staff or other children by his hands when he got excited. He also threw himself on the floor when he did not get his own way. Staff have started using behavioural strategies such as ignoring negative behaviours and also supported mum to do this at home. He is now a lot calmer and would stop his negative behaviours if attention is not given and then carry on with his playing (eg: after he has thrown himself on the floor but being ignored, he would get up himself and continue playing pleasantly). His speech especially English has also improved significantly through attending sessional care as he can now say 'no', 'orange' and other words when he tries to communicate to staff.

Through family/home support, ET's mum was supported by staff to do potty training on ET. Initially ET was reluctant to use the potty [eg: "ET wet his pants and so had a change of clothing." Commented mum in October 2005] but now ["ET now went on his own to the bathroom. He had a wee on the potty three times!" commented mum in December 2005].

Staff has also managed to get ET into eating healthy snacks such as fruits and vegetables as the sessions only provide healthy snacks. As his mum commented : "ET ate some grapes and apples at snack time!"

Targets and Outcomes achieved:

Be Healthy

- Parents and carers receive support to keep their children healthy. (supported in potty training)
- Healthy lifestyles are promoted for children and young people. (promoted healthy eating)

Enjoy and Achieve

- Parents and carers receive support in helping their children to enjoy and achieve. (promoting play)
- Early years provision promotes children's development and well-being and helps them meet early learning goals. (encouraging language development)

Make A Positive Contribution

- Children and young people are supported in developing socially and emotionally. (child become more sociable)
- Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives. (behavioural management was provided to manage changes in behaviour)

Case Study 4 – 2.5 Years Old Boy

Due to confidentiality, the boy will be called ST.

ST had previously attended a playgroup but had difficulty settling in and he was often upset when attending the playgroup. ST had also started preschool in June 2005, he was often upset and wanted to stay with his mum. He would only join in activities if his mum went with him. Whenever his mum left the room he would become distressed and often made himself sick. ST's mum does not speak a lot of English, her first language is Urdu.

Since ST registered with Sure Start, he had been supported by staff to attend preschool and staff would stay with him throughout the session. After a few months, ST has now settled in and he is attending five sessions per week. During the sessions, both English and Urdu are encouraged by staff to promote his language development. ST has also started to attend sessional care and he will say 'goodbye' to his mum, run in the room and join in to play with other children.

Initially, ST often found it difficult to sit down for snacks and would try to climb on the table. He would also throw toys around and try to pull things out of the cupboards. He had to be told repeatedly not to do that. However, three months later, through staff's encouragement, behavioural strategies and interactions with other children, ST has now managed to sit on the floor at snack time, and he will say 'please' and 'thank you' for the snacks. He is now also acting as a role model for other children instructing them how to play with the resources. For instance, he would tell other children 'no' when they tried to throw the sand from the sand pit. Through staff's encouragement, he is now also the first one to help out at 'tidying up time'.

When ST first started attending preschool and sessional care provided by Sure Start, he only spoke a little or no English at all. He was not very vocal and would only use gestures and pointing to get his needs met. But four months later, he is now talking a mixture of Urdu and English throughout the sessions and he would talk to staff and other children. For examples, he would talk about animals such as 'horse', 'dinosaurs' and would say staff's names. Through staff's encouragement, he is now also able to use short phrases such as: "Give me my car."

Targets and Outcomes achieved:

Enjoy and Achieve

- Parents and carers receive support in helping their children to enjoy and achieve. (promoting play)
- Early years provision promotes children's development and well-being and helps them meet early learning goals. (encouraging language development)

Make A Positive Contribution

- Children and young people are supported in developing socially and emotionally. (child become more independent and sociable)
- Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives. (behavioural management was provided to manage changes in behaviour)

Core Service – Chapter Two Support For Families

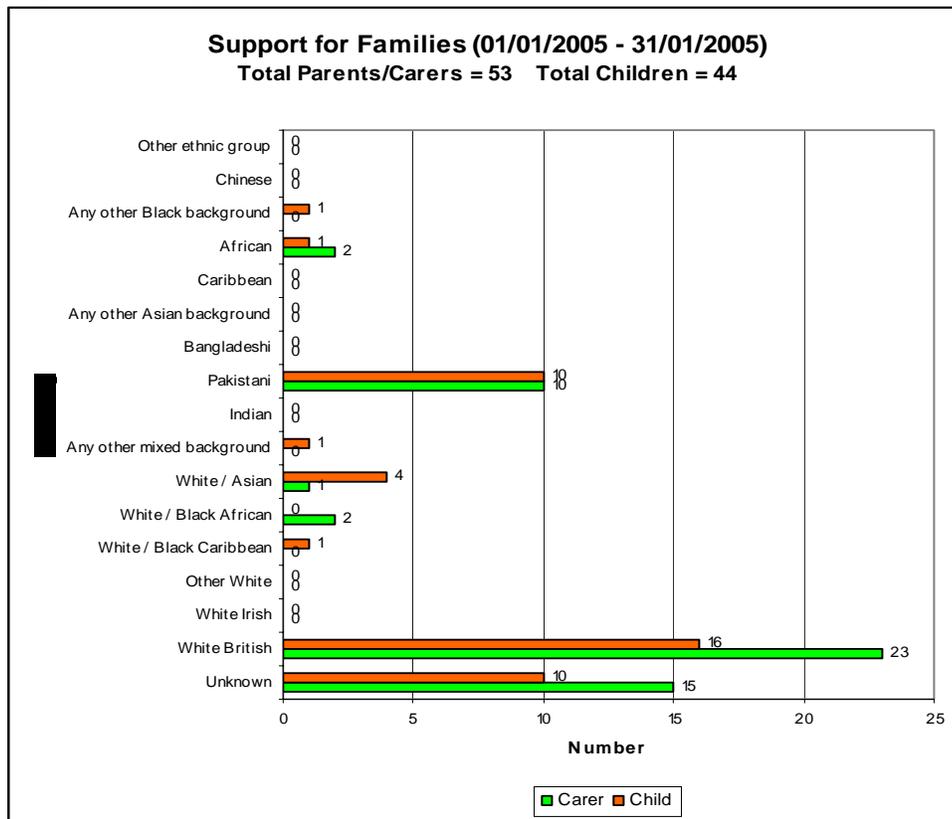
Activities

There are two main services from ‘Support For Families’ which are providing parenting courses such as Pathways to Parenting and Survival Skills (Webster Stratton) and one-to-one intensive family/home support. The recruitment for parenting courses came from referrals within Sure Start, from health visitors, parenting coordinator within the area and social services. On the other hand, one-to-one intensive family/home support is provided for families who are experiencing difficulty in managing their children or who are concerned about their children’s general health, behavioural and learning development. The intensive family/home support may extend to step up or step down support for families at risk of referral to Social Services or families who have previously been with Social Services.

Outputs – Monitoring

From 1st January 2005 to 31st December 2005, staffs have set up **39** family case files and have provided intensive family/home support to **39 parents/carers** and **42 children**. The majority of family cases are about language development delay, behavioural management, social and emotional support and refugees and asylum seekers. Through ‘Pathways to Parenting’ and ‘Webster Stratton’, **12 parents/carers** have also gained benefit and skills in parenting that have significantly improved their relationships with their children.

Figure 5: Ethnicity Profile: Support for Families



Outcomes : Qualitative Evaluative Evidence

Every Child Matters – Outcomes Framework

Target 1: Be Healthy

i) ECM Inspection Judgements/Evidence:

“Action is taken to promote children and young people’s physical health”.

Through intensive family/home support, staffs are working in liaison and closely with health visitors or other health professionals to ensure child’s health and physical development.

Physical Development

The child is now out of nappies and gaining control over his bowel movements.

The boy with late physical development is much steadier on his feet now and using hands to play and manipulate after a period of intensive family/home support.

ii) ECM Outcomes Inspection:

“Children and young people have access to an appropriate range of support if they feel troubled”.

Through intensive family/home support, a few parents have been signposted to other appropriate services that meet their complex needs.

For full statistics on signposting and referrals please refer to page 14.

Some Examples:

Staff have helped a child on move from one pre-school to another pre-school.

A child has been supported to access dental care by staff as part of family/home support.

A parent has been signposted to Oldham College through family/home support.

A parent has been signposted to exercise classes to improve her healthy lifestyle.

A few parents have been signposted to other events delivered by other Sure Start programmes.

Through intensive family/home support, a mum and her baby have been signposted to baby club.

Target 2: Stay Safe

i) ECM Inspection Judgements/Evidence:

“Safe from accidental injury and death”.

Through family/home support, funding for **9** baby safety gates has been provided to 9 different families to prevent accident or injury.

Target 3: Enjoy and Achieve

i) ECM Inspection Judgements/Evidence:

“Early years provision promotes children’s development and well-being and helps them meet early learning goals”.

During intensive family/home support, part of the support care package is to stimulate and promote children’s playing skills and their confidence to ensure they will be equipped with appropriate personal and social competence that will enable them to meet early learning goals.

Gaining Confidence and Learn To Play

Three mothers have commented that their children are settling in the crèche/nursery/preschool a lot better and have become more confident since the family/home support sessions started. (3 observations with 3 different families)

A mother has commented that her child is much more proactive and confident in communication and interaction with other children since he started attending the one-to-one sessions provided by Sure Start staff.

After a period of family/home support, the child has gained confidence and would now speak to anyone confidently.

The mum commented that her child was very quiet before but he has now opened up and he has been a lot more vocal.

Mum feels that it has been the family/home support sessions that gave her child the confidence and made him feel special because 'staff comes for him' on a one-to-one basis.

ii) ECM Inspection Judgements/Evidence:

“Ready For School”.

For those who have language development delay, the focus of the family/home support will be promoting and stimulating appropriate language development through play.

The Development of Vocabulary and Conversation

A mother commented that she feels her child has improved in her speaking (clearer speech) and she has become more confident when speaking to people outside the family unit since the family/home support started.

A mother reported that her child who used to have language development delay is now stringing 4 or 5 words together and he is also clearer with his pronunciation after a period of family/home support.

A mother commented that her child is better at speaking and is now using 5 to 7 words in a sentence in her mother tongue and 2 to 3 words in a sentence in English.

After a period of family/home support, the child with language development delay is able to understand more both in Pushto and English and he is more vocal by using single words such as "zoo", "daddy", "mummy" and names of other family members. The child sometime also put two words together.

A child with language development delay has now started to use short sentences that comprised of 4-5 words and ask short questions such as "where are you going?"; "mummy, what are you doing?".

Observed increased vocabulary ie. "I know", "bye", "boo", "bulldog"; also sings using intonations.

The child is now initiating conversations, asking more questions and requesting what he wanted instead of just pointing as before.

A boy has widened his vocabulary in both English and his mother tongue.

Seven children have improved from using just one word to 3 to 4 words in a sentence, and they are also using wider range of vocabulary. (7 cases)

A girl who used to just speak in her mother tongue will now copy English words and use them in conversation and singing.

A little girl who couldn't speak has now understand many phrases and able to make 1 and 2 word utterances.

Mum reported that her child has started saying a few words eg: 'go, car, ball' and other key words to get his needs met and he can hold simple conversation in babble now.

The Encouragement of Speaking

Mum said the family/home support sessions are useful in giving her more play ideas to improve her child's language.

Staff observed that the family/home support sessions have given mum the confidence and ideas to encourage her child's language development such as mum will sing and dance with her child, she will repeat words with her child together from 'CBBies'.

Target 4: Make A Positive Contribution

i) ECM Inspection Judgements/Evidence:

“Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives”.

Through intensive family/home support and parenting courses, specific behavioural strategies or behavioural management programmes have been provided to parents/carers to support their children’s changes in behaviour.

Change of Child’s Behaviour

The behaviour of 3 children who used to have behavioural problems has now improved a lot because their parents could understand them better. (after a period of family/home support to 3 different families)

A girl has been responding to praise and distraction strategy very well and has become eager to help around the house. (after mum has attended Webster-Stratton course)

“He won’t sit down and eat at home but now he has improved a lot!”

“...children make their own beds and put all washing in basket now...”

Parents Have Acquired Knowledge and Skills on Behavioural Management

The child will now follow instructions and hold a conversation with his mother after Webster-Stratton strategies were used.

The mother has become more relaxed and enjoyed spending more time with her girl.

Parents have become more assertive and children are interacting well with them.

“It helped a lot about children playing.”

“Nice to chat and I find out some behaviour from other children.”

“I now know where I have been going wrong and it means working together as a couple.”

“I have learnt how to stay calm and talk to him.”

“...going back to basic has changed our family life and we now run a happy household.”

“...learning how to cope with different behaviours...know how to react with certain behaviours.”

ii) ECM Inspection Judgements/Evidence:

“Engage in decision making and support the community and environment”.

Parents/carers who were receiving family/home support or have been attending parenting courses were also signposted to various different activities or opportunities in capacity building such as volunteering or parental involvement in service planning.

Some Examples:

A mum who was signposted to the Young Parents Group through parenting course is now involved in the planning of the group.

One parent commented how she has got her confidence from the pathways group and she has now become a 'parent volunteer'.

A few parents commented that they feel empowered and positive about their families.

“...now I have a lot more confidence in myself and how I deal with different situations within the family...”

Target 5: Achieve Economic Well-Being

i) ECM Inspection Judgements/Evidence:

“Action is taken by partners to support families in maximizing their economic well-being”.

As well as providing volunteering and parental involvement through family/home support and parenting courses, parents/carers were also signposted to various education, training or employment agencies in order to support them to achieve maximized economic well-being.

Some Examples:

Due to joint work with social services, a mum has started participating in weekly craft course for young parents and she is now looking for work in childcare.

Staff has signposted and supported a mum to attend English classes and she really enjoys it.

Case Studies

Below are a case study of family/home support and a case study of parenting courses.

A Case Study of Family/Home Support

Mum AT was referred to Sure Start by health visitor who initially just wanted baby massage. AT was feeling very low, a bit depressed and she was not feeling confident being a mother. As a result, individual tailored baby massage was provided by a Sure Start worker at home. AT then started to confide to the Sure Start worker about her social and emotional issues she had gone through such as the death of her mother. Information on Baby Club and Baby Fun was given to AT to help her reach out to other parents and to build support networks.

AT felt a bit better after a short period of time but still a bit low sometime. During a family/home support session, the Sure Start worker has identified that the neck position of AT's baby boy was unusual and this early identification has been resulted in appropriate medical diagnosis and treatment.

There is obvious improvement in AT since the support was provided. She is now in a lot better mood and she is much more positive and she massages her baby boy on a regular basis. She is also more proactive about attending other Sure Start activities or events. AT also expresses that she is interested in signing up some courses with Lifelong Learning. AT has started to pray again and she is looking forward to going back to study.

Targets and Outcomes achieved:

Be Healthy

- Action is taken to promote children and young people's physical health. (providing baby massage & early identification of unusual neck position)

Make A Positive Contribution

- Voluntary and community engagement. (reduced isolation)

Achieve Economic Well-Being

- Action is taken by partners to support families in maximizing their economic well-being. (signposted to Lifelong Learning)

A Case Study of Parenting Course (Pathways To Parenting)

This is a case study of three mothers, DE, EF and JJ.

EF started her journey by attending Play & Stay but was then signposted to Pathways to Parenting. DE was referred by health visitor from Middleton before she moved to Oldham. She was then referred to Pathways to Parenting too. JJ was from South Chadderton before she moved to Werneth. She was signposted by the Community Nursery Nurse from South Chadderton. Since then, JJ has got involved in the Tea Party and started to attend other Sure Start activities such as Pathways to Parenting.

EF, DE and JJ have become good friends since Pathways to Parenting. During the summer period and they started attending other Sure Start activities together besides Pathways to Parenting and providing mutual support to each other outside Sure Start support. For instance, DE, EF and JJ supported each other by calling each other on the phone, visiting each other and help each other in terms of childcare so that they could have some 'time out' to do other things. Sometime, they support other mothers as well who were also attending the same activities. All three of them got together regularly at each other's homes and they were going to different places together. DE and JJ have also registered to do a course on Baby Signing and EF and JJ went swimming together. EF has also told DE and JJ about Webster-Stratton and both of them are interested in signing up for the next course. All three of them went to an open day together and they have all signed up for a childcare course and they have put their children together in the same crèche.

EF has become a lot more confident after she has completed the parenting course. She has gone on to join the Sure Start Volunteering Programme and has enrolled with Lifelong Learning. EF has taken up her role as "Parent Volunteer" already at different activities such as trips to assist and support other parents. She really enjoys being a 'Parent Volunteer'.

On the other hand, there are also positive changes in JJ's situations. JJ was suffering depression due to domestic violence but now she is off her antidepressant because the situation has improved due to the support she gained from Sure Start, DE and EF. JJ said: "I'm so glad I've found Sure Start." Now, JJ wants to take baby signing further, she wants to be a professional in childcare and she wants to develop herself and plan her future on what she aims to achieve in the childcare field. EF has also commented about JJ that: "Pathways made her more confident in doing what she's doing now!"

Targets and Outcomes achieved:

Make A Positive Contribution

- Voluntary and community engagement. (reduced isolation)

Achieve Economic Well-Being

- Action is taken by partners to support families in maximizing their economic well-being. (signposted to various training)

Core Service – Chapter Three Capacity Building

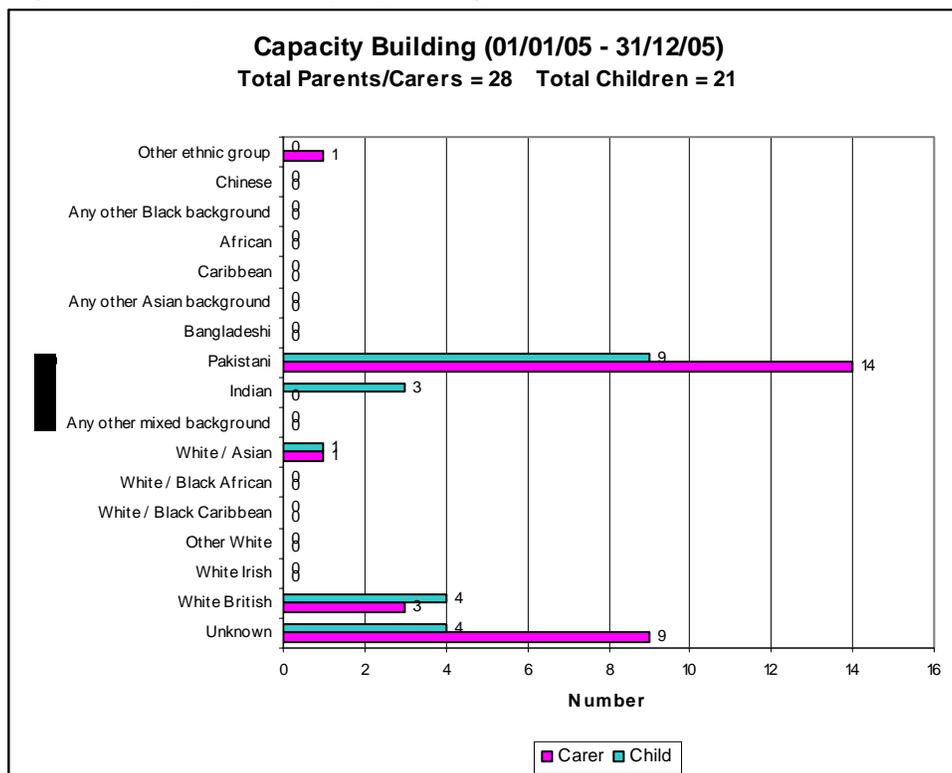
Activities

By using capacity building approach, the programme has provided various opportunities for the community to be involved in planning and decision-making through the Partnership Board and different community forums/groups such as ‘Werneth Men’s Development Project’, ‘Women of Werneth’ and ‘Oldham PCT Consultation Event’. ‘Sure Start Volunteer Training Programme’ has also provided volunteering opportunities for community members so they could develop their confidence, self esteem, reduce isolation and have access to training as a volunteer such as First Aid and Food Hygiene.

Outputs – Monitoring

For the past 12 months, 4 activities or groups have been set up within the local area for both men and women who are also parents/carers. Through these activities/groups, the programme has managed to engage **28 parents/carers** and reach **21 children**. ‘Women of Werneth’ seems to be the most successful group which has managed to engage **16 mothers/carers** from the local community.

Figure 6: Ethnicity Profile - Capacity Building



Outcomes : Qualitative Evaluative Evidence

Every Child Matters – Outcomes Framework

Target 1: Be Healthy

i) ECM Inspection Judgements/Evidence:

“Parents and carers receive support to keep their children healthy”.

Information, advice and guidance were given to families during various capacity building events in order to support them to keep their children healthy. Below are some examples of qualitative evidence:

Some Examples:

A parent was practicing potty training strategies to her child and she has shown confidence in dealing with her child.

Advice on nutrition, weaning, feeding and general health were given to parents during the Women of Werneth group session.

ii) ECM Inspection Judgements/Evidence:

“Healthy lifestyles are promoted for children and young people”.

Healthy eating was actively promoted in a number of capacity building events. Below are some evidence on how healthy messages have an impact on some families:

Healthy Eating

Staffs have provided healthy breakfast during the group session and parents have become more creative on healthy cooking.

Parents who previously only focused on their own needs have now actually sit children down to feed them and have taken suggestions on mixing yoghurt and fruits together for their children.

Parents have learnt new vegetables and ‘5 a day’.

“I’ve never seen courgettes before...I reluctant to cook it but did and had it for dinner.”

Target 4: Make A Positive Contribution

i) ECM Inspection Judgements/Evidence:
“Voluntary and community engagement”.

Activities from Core Service – Capacity Building such as ‘Women of Werneth’ were aiming at engaging parents in the area and reducing isolation as well as providing opportunities for community development. Below are some examples of qualitative evidence:

Sharing Experiences and Reduce Isolation

Parents were talking to each other about their children and sharing experiences in parenting.

Staff has helped a mum with PND to rebuild relationships and support networks with other parents within the area after she attended the group for a period of time.

Parents were sharing information and experiences on weaning and a mum was giving advice to another mum during the group.

ii) ECM Inspection Judgements/Evidence:
“Engage in decision making and support the community and environment”.

Apart from reducing isolation, parents/carers were also engaged in the decision making process such as:

A few representatives have been identified from the Women of Werneth to take part in the Partnership Board.

Suggestions from parents have been put forward by the group on what they would like to happen in Werneth.

Target 5: Achieve Economic Well-Being

i) ECM Inspection Judgements/Evidence:

“Action is taken by partners to support families in maximizing their economic well-being”.

As well as providing volunteering and parental involvement through family/home support and parenting courses, parents/carers were also signposted to various education, training or employment agencies in order to support them to achieve maximized economic well-being.

Some Examples:

Some mothers have become more confident since joining the group and started to attend adult education courses.

Two mothers are interested in doing a higher level course which might lead to future employment.

The group has identified training, health and education needs from the mothers.

Information on training and learning opportunities were provided by other agency (who was invited to join the group) and also some opportunities for taster sessions.

Staff has signposted a mum to craft activity delivered by an agency called Aftercare.

Information on further education was given to 3 parents during the group session.

Core Service – Chapter Four Health Promotion

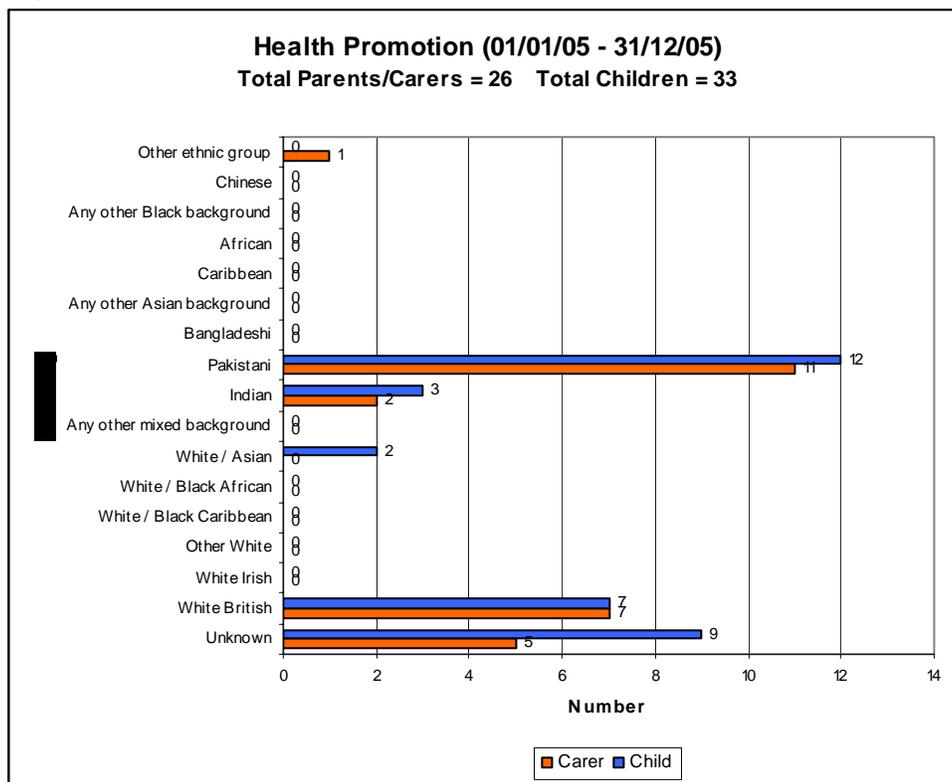
Activities

The programme offered a range of opportunities to tackle health inequalities and to deliver health promotion to the local communities who do not traditionally access or seek advice on different health issues. All members of staff in the programme have received basic awareness on various health promotion topics such as oral health, Vitamin D deficiency, sexual health, smoking cessation, breast feeding, infant nutrition and road and home safety so that they could cascade their skills and knowledge to families in needs. Specific health promotion events have also been organised such as Food & Photo Festival, Food & Physical, Groovy Smoothie and World Health Day.

Outputs – Monitoring

Four activities/events focusing on promoting healthy eating and healthy lifestyle have been organised and delivered for the past 12 months. These four activities/events were very successful and managed to deliver healthy eating and healthy lifestyle messages to **26 parents/carers** and **33 children**.

Figure 7: Ethnicity Profile - Health Promotion



Outcomes : Qualitative Evaluative Evidence

Every Child Matters – Outcomes Framework

Target 1: Be Healthy

i) ECM Inspection Judgements/Evidence:

“Parents and carers receive support to keep their children healthy”.

All the health promotion events were aiming at delivering health messages and information to the community in order to support them to keep their children healthy. Varieties of health advice and guidance have been given by relevant professionals during a number of events, for instance:

Health Information

Weaning advice, information and leaflets on infant general health have been given to parents.

Dental care advice has been given and weaning video has been shown to a group of mothers.

Infant feeding advice has been given by a TAP worker to a mum.

Baby massage was demonstrated to a group of mothers who were interested in signing on the course.

Health visitor was invited to join the group and to discuss de-stressing techniques with parents.

A mum was requesting dental hygiene information and it was provided by staff.

Information on other health services was provided for those who requested.

ii) ECM Inspection Judgements/Evidence:

“Healthy lifestyles are promoted for children and young people”.

As well as health information, healthy lifestyles were also heavily promoted during health promotion events such as healthy eating:

Healthy Eating

Children were encouraged to have healthy snacks during the event and they were eating and enjoying the healthy snacks that were provided.

(3 observations)

Parents were making smoothies and children were trying it.

Information on healthy snacks and healthy cooking was disseminated. Information on '5 A Day' was given to a number of mothers during the event.

A parent thanked a staff and explained how much her confidence has increased about cooking with fresh food after the session.

"I feel more confident now cooking from fresh and will try this at home."

Target 4: Make A Positive Contribution

**i) ECM Inspection Judgements/Evidence:
"Voluntary and community engagement".**

Although the health promotion events were aiming at delivering health information, at the same time the events also managed to promote community engagement and community cohesion, for examples:

Building Support Networks and Community Cohesion

Parents were chatting on the bus on the way to the venue.

Parents were communicating with each other and sharing information on their children's experiences. (3 observations)

Three parents were sharing and discussing their experiences on weaning.

Different communities within the area have come together and enjoyed the health event.

Parents from different backgrounds expressed that they really enjoyed the health event.

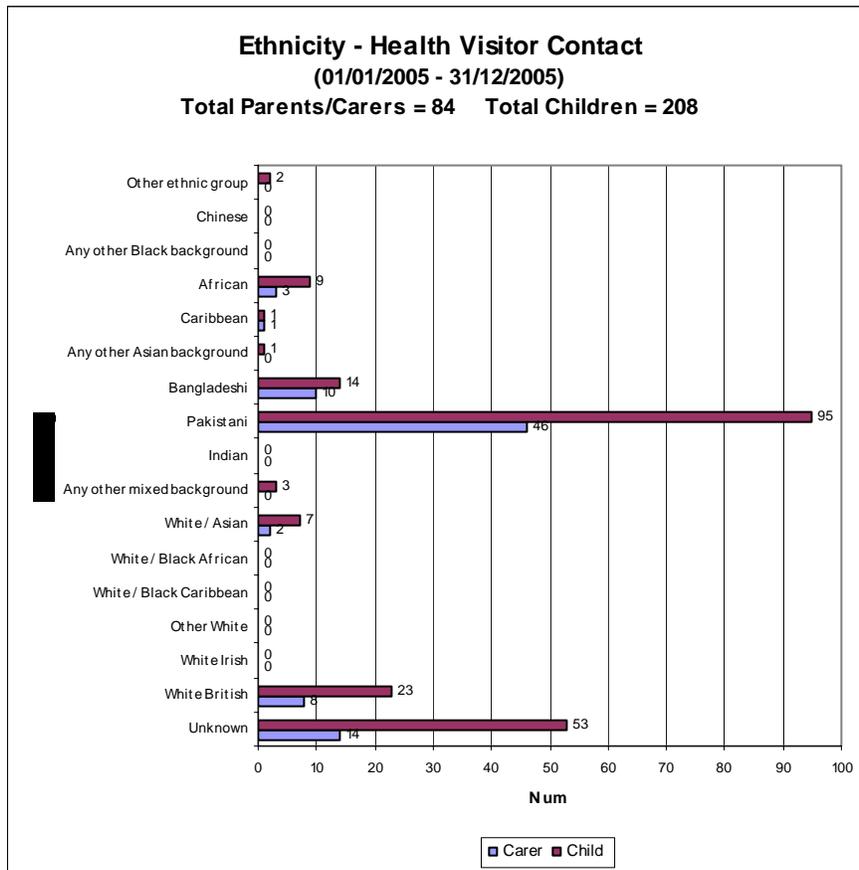
Chapter Five

Health Visitor Contact, Staff General Contact & Request for Contact/Visit Analysis

Health Visitor Contact

Sure Start Werneth, Freehold & St John's has a very close partnership with the local health visitor team. The programme has funded 1.5 posts within the health visitor team. Throughout the past 12 months, the health visitors have managed to reach, introduce and signpost **84 parents** and **208 children** to Sure Start Werneth during their primary and other visits.

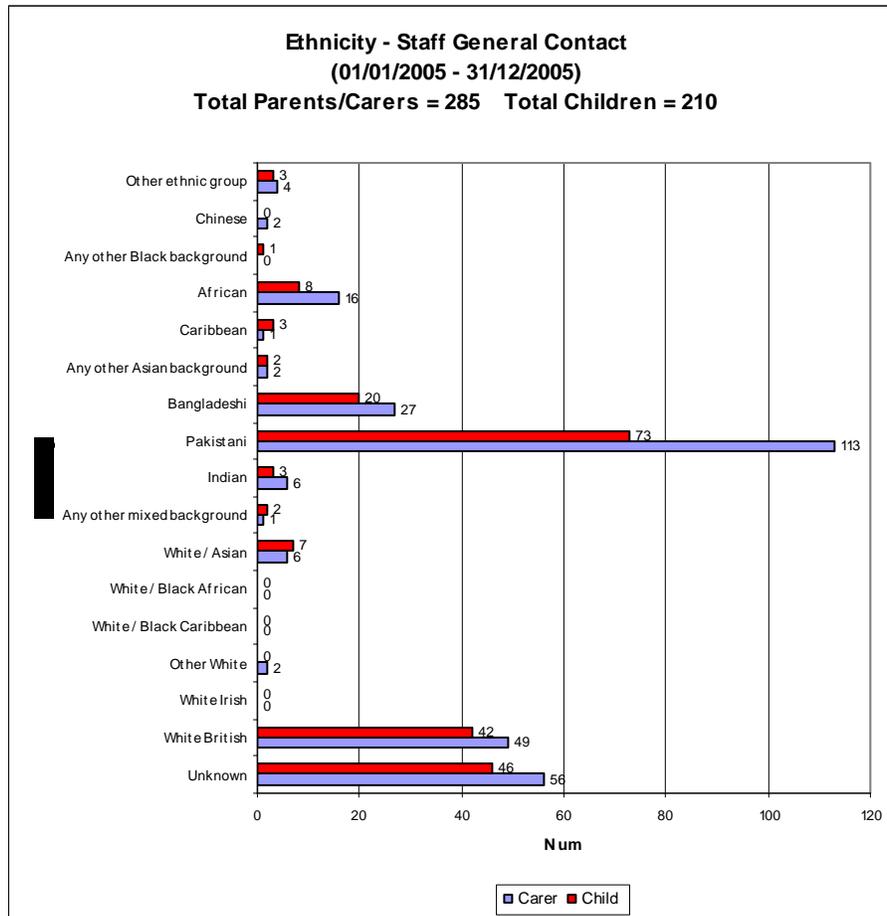
Figure 8: Ethnicity Profile - Health Visitor Contact



Staff General Contact

Staffs general 'day-to-day' contact seems to be the most effective way of engaging and supporting families within the community. For the past 12 months, the team has engaged **285 parents/carers** and **210 children** during their day-to-day operations. The number of contacts made and the types of contact have been analysed as below:

Figure 9: Ethnicity Profile – Staff General Contact



i) Improved Access to Services, Advice & Guidance through Staff General Contact

From 1st January 2005 to 31st December 2005, the team has made **3117** contacts with **285** parents/carers and **210** children. Within the 3117 contacts, **16.6%** (518) were 'Registration or Welcome Visit', **28.7%** (893) were various contacts to engage families under the programme including outreach and dissemination of Sure Start information. Further analysis has also shown that the programme has signposted parents/carers and children to different agencies, services or activities for the past 12 months on **273** different occasions. Out of the **273** signposting incidents, **79 (29%)** are internal signposting from one activity to another activity while **55 (20%)** are signposting to Health Services including health visitor and **48 (18%)** are to Education or Training Institutes.

ii) Integrated Front-Line Delivery

Apart from effective signposting, the programme has also managed to promote effective integrated front-line delivery and partnership work. For the past 12 month, staffs have been working in liaison with Health Visitors on **237 (50%)** occasions, with Social Services (social workers or family support workers) on **75 (16%)** occasions and with Preschool/School on **54 (11%)** occasions. Obviously, the programme has established successful relationships with different services and agencies within the local area and efficient partnership work has been operationalized.

Request for Contact/Visit Analysis

Apart from outreach and inviting families to activities, formal Request for Contact/Visit is also another significant way to make initial engagement with families. From January 2005 to October 2005 (*note: Nov – Dec still pending*), **172 requests** have been made by different bodies to visit or contact families in the area. **51.2%** of the requests were made by **parents/carers** themselves. This suggests that the level of needs from the families is very high and the programme has publicised itself very well within the community. Below is the summary of 'Request Made By':

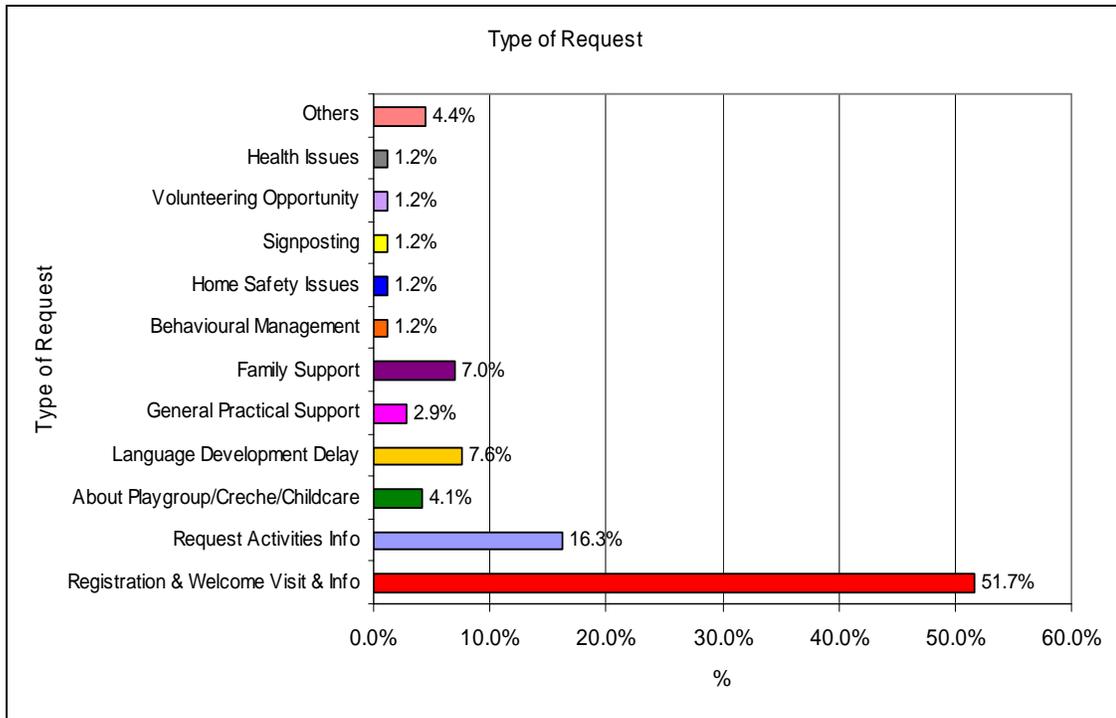
Total Number of Request for Contact/Visit from Jan 2005 to Oct 2005 = **172**

Request Made By	Number	%
Parent/Carer	88	51.2
Health Visitor	53	30.8
Others	22	12.8
Unknown	9	5.2
Total	172	100.0

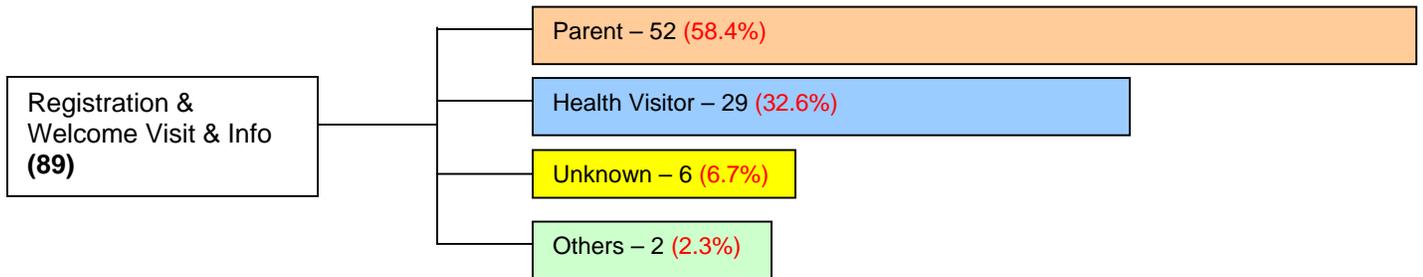
Out of **172 requests**, **51.7%** are requests for 'registration, welcome visit and general information' and **16.3%** are requests for 'activities/event information'. **58.4%** of the requests for registration, welcome visit and general information were made by parents/carers following by health visitor (**32.6%**). Similar pattern also applies to requests for activities/event information (parents/carers – **53.6%** ; health visitor – **25.0%**). From the analysis, **82.0%** of all requests were made by parents/carers themselves and health visitors.

Type of Request	Number	%
Registration & Welcome Visit & Info	89	51.7
Request Activities Info	28	16.3
About Playgroup/Crèche/Childcare	7	4.1
Language Development Delay	13	7.6
General Practical Support	5	2.9
Family Support	12	7.0
Behavioural Management	2	1.2
Home Safety Issues	2	1.2
Signposting	2	1.2
Volunteering Opportunity	2	1.2
Health issues	2	1.2
Others	8	4.4
Total	172	100.0

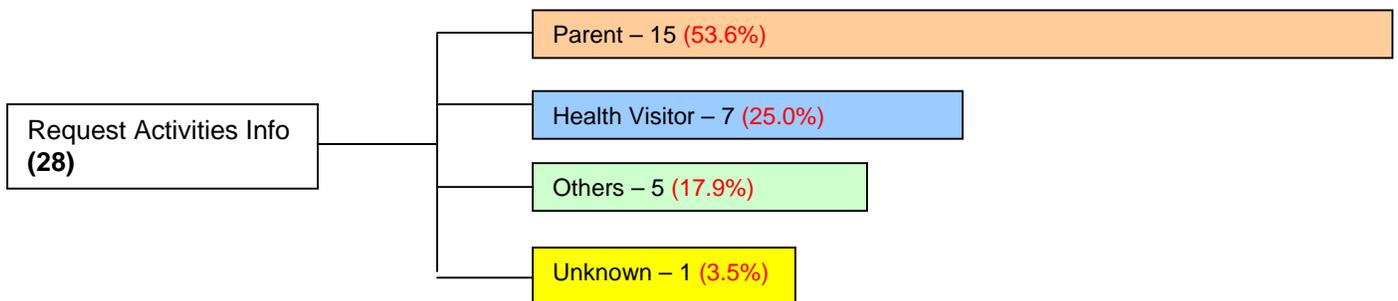
Figure 10: Type of Request vs. Request Made By



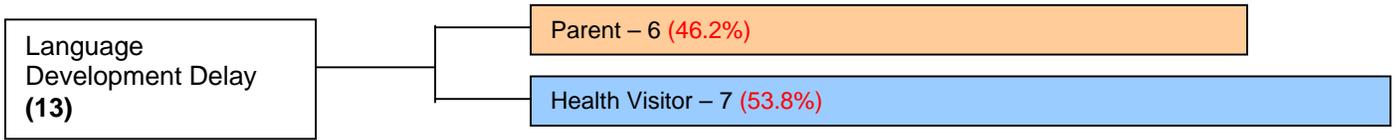
Registration & Welcome Visit & Info



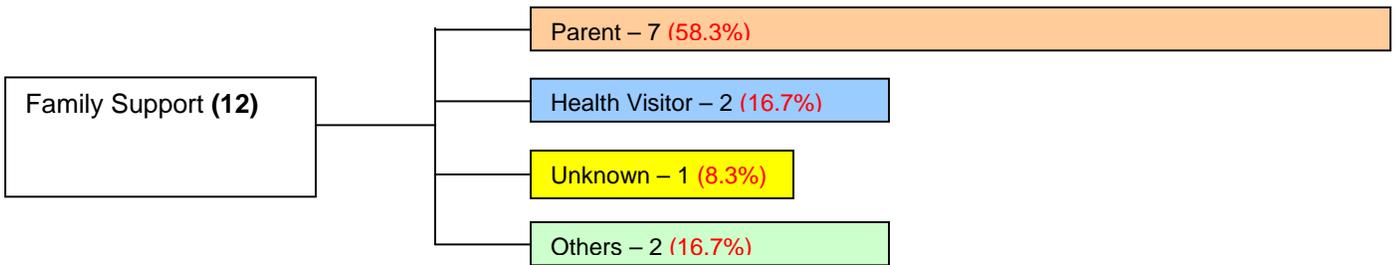
Request Activities Info



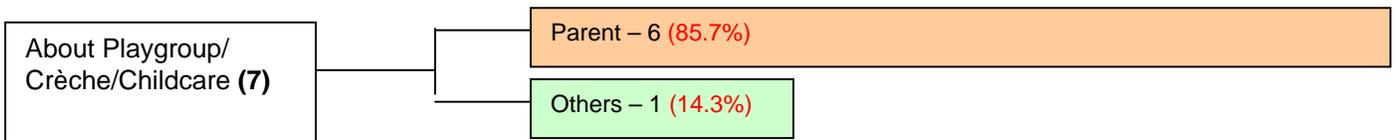
Language Development Delay



Family Support



About Playgroup/Crèche/Childcare



Other Types of Request

