

SURE START STOCKWELL

ANNUAL EVALUATION REPORT

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CONTENTS

Introduction	Page 1
Local Programme Statistical Monitoring Activity	Page 2
Local Programme Evaluation	Page 5
Service specific self-evaluation and review	Page 9
Strategic Monitoring and Evaluation Development	Page 10
Conclusion	Page 11
Appendix	Page 12

Introduction

This Annual Report details a summary of all monitoring and evaluation activity undertaken by the Sure Start Stockwell Programme until March 2004. This firstly includes a summary of all local programme statistical monitoring and a table of work detailing the statistical monitoring activity undertaken to March 2004. Secondly, the aims and objectives of the local programme evaluations including an exposition of all current and completed evaluations undertaken are detailed. Thirdly, a sample of service specific self-evaluation and reviews are included to illustrate the types of evaluations conducted by Stockwell Sure Start practitioners. Fourthly, a table of work is included detailing all the strategic Monitoring and Evaluation development activity conducted within the local programme. Finally, the conclusion lists a series of recommendations made in the light of this report that aims to further improve the Monitoring and Evaluation development within the programme.

Local Programme Statistical Monitoring

- **Basic population profile for programme catchment area**

Aims:

To annually monitor any changes or fluctuations in the local population and ethnicity data including the population aged under four for the programme catchment area.

Objectives:

To extract the specified data from the NHS health database (PiMS) of population data for the local programme catchment area.

- **Childcare places for programme catchment area**

Aims:

To annually monitor any changes in existing and new childcare and early education places for nought to three year olds in the local programme catchment area that are provided by Sure Start funding and those places which are provided through non-Sure Start funding .

Objectives:

To extract data on the number of childcare and early education places for nought to three-year-olds from the Children's Information Service, Lambeth.

▪ **Monthly Reach figures for local programme**

Aims:

To monitor the number of children, parents, pregnant women and families seen each month by the local programme in order to meet the Sure Start Unit target of reaching a quarter of all children living in the local programme catchment area each month.

Objectives:

All local programme practitioners to enter contact data for the above groups on the JNA system (local programme IT database) in line with programme deadlines.

▪ **Annual progress towards PSA and SDA objectives and targets**

Aims:

To monitor the local programme and its progress towards meeting all PSA and SDA targets on an annual basis set by local government.

Objectives:

To extract specified data from the JNA system.

Table of Work: local programme statistical monitoring activity - March 2004

Monitoring Activity	Input Indicators	Outcome Indicators
Basic population profile data for programme catchment area.	Appropriate methods of data collection undertaken. 1 annual return made to Sure Start Unit.	Availability of robust and current data available to programme about population levels.
Childcare places for programme catchment area.	1 annual return made to Sure Start Unit.	Information available about the number of childcare places.
Monthly Reach figures for local programme.	Local programme monitoring system in place to ensure all contact data is recorded onto JNA system by Sure Start practitioners. All quarterly returns submitted to Sure Start Unit.	Availability of information about the number of children and families who are using Sure Start services. This has raised issues about the recording of data, which has been addressed through the implementation of a local programme monitoring system. However, the reliability of the monthly reach figures and its representation of the reach of the programme is currently being addressed.
Annual progress towards PSA and SDA objectives and targets.	1 annual return made to Sure Start Unit.	Information available about the local programme progress towards targets.

Local Programme Evaluation

Aims:

- To use evaluation as an essential tool for maintaining and raising the quality of services and planning for new developments.
- To understand how local programme and services are performing.
- To keep track of progress against targets and objectives.
- To make changes to programme and ensure continual improvement.
- To influence the delivery of mainstream services.
- To identify good practice.

Objectives:

To use the local evaluation as a tool to answer key questions about Sure Start as a new intervention. In order to answer such questions the following areas of work need to be examined:

1. Monitoring of local programme progress towards objectives and targets set in the PSA and SDA agreements and progress towards other locally set milestones and targets.
2. A review of the working practices and processes through which Sure Start is being delivered. This includes the role that local evaluation plays in identifying good practice within service delivery that can not only be shared with other local programmes, but also other mainstream organisations working with children and families.
3. An assessment of whether the services being provided by Sure Start are cost-effective.

Table of Work: current and completed local programme evaluations - March 2004

Local Programme Evaluation	Input Indicators	Outcome Indicators
'Report on consultation exercise with parents, parentsto-be and carers in the Stockwell Sure Start area,' completed March 2003.	Participatory consultation exercise co-ordinated by partnership organisation, Stockwell Partnership with the aim of listening too and understanding the needs of service users and to incorporate their views into the development of the Sure Start Stockwell programme.	Clear and coherent conclusions and recommendations made for the development of the Sure Start Stockwell programme.
Service specific review and evaluation of the Sure Start Stockwell Home to School Transition project.	Qualitative research project currently being undertaken to identify good practice within this service.	Report to be completed June 2004.

The following recommendations for Sure Start Stockwell were made by Stockwell Partnership as a result of carrying out this consultation exercise:

- To develop a strategy with local partners to increase the number of affordable places in nurseries and crèches.
- To investigate how to co-ordinate training in the following areas:
 - Supporting children's learning
 - Accessing employment
 - ESOL
 - Basic skills
 - Child Psychology
 - Fitness / Quitting smoking

- To continue to develop its relationships with local community groups and explore the extension of service delivery via these groups.
- To provide crèche provision for Sure Start meetings, events and activities.
- To provide a training and support package for parents to encourage maximum participation in the Sure Start Stockwell Parents' Forum
- To ensure a continual flow of information to parents in the form of a newsletter on its services and activities.
- To provide a translation of information material when required.
- That Sure Start Stockwell's events and activities take into account the diverse ethnic and cultural background of people living in the area.
- To explore the demand for specific Parents' Forums such as the Spanish and Portuguese Forum.

The evaluation of the Sure Start Stockwell Home to School Transition project that is currently being conducted meets the following local evaluation objective including locally set objectives:

- To identify good practice within service delivery that can not only be shared with other local programmes, but also other mainstream organisations working with children and families.

Locally set objectives:

- To use evaluation as an opportunity for learning and developing reflective practice.
- To enhance personal and organisational learning and development through the process of evaluation and disseminating the findings.

The key research questions that were formulated to guide this evaluation included the need to explore the following: an exposition of the elements of the service; evidence of partnership working within and externally to the programme; links to PSA/SDA targets and the identification of good practice within service delivery of working with families.

It was decided that these key research questions would be explored through the conduction of a qualitative research project through one-to-one interviews with the practitioner who currently delivers the Home to School Transition project.

The methods that were used included three in depth semi-structured and structured interviews that were conducted with the service provider using a topic guide. (See appendix). All three interviews were recorded using a tape recorder and transcribed verbatim. These transcripts are currently being analysed using a thematic data analysis. This evaluation is due to be completed in June 2004.

Service specific self-evaluation and review

Table of work: sample of self-evaluation conducted by Sure Start Stockwell practitioners

Service	Input Indicators	Outcome Indicators
Midwifery	Parental feedback questionnaires have been conducted for the following workshops: Infant and Child Massage Breastfeeding Antenatal Education (also translated into Spanish and Portuguese).	Informed the development of continuing midwifery workshops.
Community Nutrition	Early Years Free Fruit and Healthy Eating Programme: A Report of the Evaluation with Early Years' Staff at the project's 6 month stage	The following recommendations were made as a result of this evaluation: that a pack of activity ideas are to be developed as a time-saving resource for staff to support the programme and to introduce different varieties of fruits each month to the nurseries.
Parent Development	Questionnaire conducted for 'Breakfast Club' outreach activity	Informed further development and improvement of this outreach activity.
Clinical Child Psychology	Parental feedback questionnaires conducted in response to the publication of Sure Start Parents Calendar. Weekly qualitative and quantitative evaluation of the Parents' Group.	Results to be used to inform future publications. Assessment of the level of parental satisfaction used to inform development of further groups.

Strategic Monitoring and Evaluation Development

Table of Work: strategic monitoring and evaluation development

Activity	Input Indicators	Output Indicators
Monthly Monitoring Progress Report: 25/9/2003	Report compiled and presented to Partnership Board for the local programme monthly reach figures: May - September 2003.	Sharing of information with Partnership Board provides opportunity to discuss reach figures and to develop a strategy for increasing reach.
Monthly Monitoring Progress Report: 11/3/2003	Report compiled and presented to Partnership Board for the local programme monthly reach figures: October - December 2003.	Sharing of information with Partnership Board provides opportunity to discuss reach figures and to develop a strategy for increasing reach.
South London Sure Start Meeting: 19/3/2003	Attended South London Sure Start meeting.	Strategic meeting of South London Sure Starts to share good practice around Monitoring and Evaluation e.g. data collection/partner engagement.
Evaluation Workshop: 24/9/2003	Presentation submitted to practitioners' group and subsequent programme meetings about the local programme Monitoring and Evaluation requirements and how this relates to practitioners.	Increase in involvement and understanding of all Monitoring and Evaluation requirements.
Links with NESS: 2003	Conferences/Meetings	Developed understanding of the links between national and local evaluation; point of reference for sharing good practice with other Sure Starts.
Research and Evaluation Training	Conferences / Meetings and Training Courses	Increased understanding of research methods and processes in the context of community evaluation and involvement.

Conclusion

As a result of providing a summary of all the monitoring and evaluation activity conducted within the programme the following recommendations have been made to further develop the monitoring and evaluation of the programme:

1. The development and implementation of a strategy that assesses the aims and objectives and progress to date of all monitoring and evaluation activity that is regularly reviewed .
2. To include the monitoring and review of all Service Levels Agreements as an integral element of this strategy.
3. To include within the monitoring and review of all Service Level Agreements a component of self-evaluation for all practitioners.
4. To create a clear pathway for making policy recommendations from the review of both statistical monitoring; local evaluation and service level agreement reviews as the three elements of the monitoring and evaluation strategy to include:
 - Progress towards meeting PSA/SDA targets.
 - Recommendations regarding future evaluations.
 - Identification of good practice within the delivery of service level agreements.
5. Finally, an integration of the processes of monitoring and evaluation with a view to aligning these two systems in order to allow for monitoring to assist in the choices that are made surrounding evaluation activity.

Appendix: Interview Topic Guides

Interview 1

1. ELEMENTS OF THE SERVICE

Background to the Service

What are the needs of children and families within the area in terms of this transition period from home/nursery to school?

What is your role?

2. PARTNERSHIP WORKING

Within Stockwell Sure Start

Externally to Stockwell Sure Start

Purpose and benefits of this

3. GOOD PRACTICE

Day to day work

Working with families

4. LINKS TO PSA/SDA TARGETS

How work is directed towards Sure Start objectives

Interview 2

1. Home Visits

Aim of visits?

Have you had any feedback from this: informal/formal?

2. Internal Partnership Working

2.1 Joint Home Visits

Who have you carried out joint home visits with?

What are the aims of these joint visits?

Do you think there any benefits to carrying out home visits with a practitioner from a different specialism?

Have you had any feedback from the families you've carried out home visits with? Either informal/formal?

2.2 Information Sessions

What were the aims of these information sessions? What did they involve?

Which practitioners from within the programme did you work with on this?

What were the benefits of bringing in these practitioners to the sessions?

Have you had any feedback from this: informal/formal?

2.3 Healthy Start Sessions

What were the aims of these sessions? What did they involve?

Which practitioners from within the programme did you work with on this?

What were the benefits of bringing in these practitioners to the sessions?

Have you had any feedback from this: informal/formal?

2.4 Meet your Sure Start midwife

What were the aims of these sessions? What did they involve?

Which practitioners from within the programme did you work with on this?

What were the benefits of bringing in these practitioners to the sessions?

Have you had any feedback from this: informal/formal?

2.5 Meet your Sure Start Portuguese worker

What were the aims of these sessions? What did they involve?

Which practitioners from within the programme did you work with on this?

What were the benefits of bringing in these practitioners to the sessions?

Have you had any feedback from this: informal/formal?

Interview 2 continued:

2.6 Beginning with books

What were the aims of these sessions? What did they involve?

Which practitioners from within the programme did you work with on this?

What were the benefits of bringing in these practitioners to the sessions?

Have you had any feedback from this: informal/formal?

3. External Partnership Working

3.1 Outreach work with Stockwell Early Years Centre:

What was the aim of this? What did this involve?

Have you had any feedback from this: informal/formal?

3.2 ESOL classes with Lambeth College

What was the aim of this? What did this involve?

Do you think there are any benefits from bringing in professionals from other organisations on projects such as this with parents?

Have you had any feedback from this: informal/formal?

Can you tell me about your involvement with Education Link/Dental LLU?

Can you tell me about the communication you have with the school about your work and the activities you undertake/the casework that you do with families?

4. Future Developments

4.1 Joint Drop in Sessions with SALT

What is the aim of this? What will it involve?

5. Book bog for all new nursery school children

5.1 Aims of book bag? Contents?

6. Client centred approach to families

Do you think it's important to have a client centred approach to families as opposed to a universal blanket approach to those families in need?

Do you think it's important to tailor your service to each family's situation?

How do you introduce the concept of Sure Start to parents?

How do you go about facilitating the take up of Sure Start services by parents?

Can you tell me about your parents who are involved in the Parents' Forum?

Interview 3

1. TRAINING AND DEVELOPMENT

2. TARGETS

Qualitative exploration (can use activity sheet if necessary)

Improving learning:

PSA: An increase in the proportion of children having normal levels of communication, language and literacy at the end of the Foundation Stage.

An increase in the proportion of young children with satisfactory speech and language development at age 2 years.

SDA: To increase the number of children who have their needs identified in line with early years action and early years action plus of the SEN code of practice and who have either a group or individual action plan in place.

SDA: To increase the use of libraries by families with young children.

Improving social and emotional development:

PSA: An increase in the proportion of babies and young children aged 0-5 with normal levels of personal, social and emotional development for their age.

3. CLIENT CENTERED APPROACH (any other thoughts)