

SURE START-ROSEHILL
DERBY

EVALUATION REPORT

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SURE START-ROSEHILL **THE EVALUATION PROJECT**

1. Background to the Evaluation project

1.1 Introduction

This evaluation report has developed from a collaborative effort between the University of Derby and staff from Sure Start Rosehill. Due to the delay in appointing an Evaluation Officer, Donna Brooks invited Gersh Subhra to develop a proposal, which would enable staff to capture some of the achievements of the Sure Start programme during the first year of its operation (April 2001-2002).

1.2 University of Derby

The School of Health & Community Studies are actively involved in delivering a range of degree programmes related to community, youth and social work. In addition to this they are experienced in undertaking research and evaluation contracts in partnership with community organisations, local authorities and research councils.

Gersh Subhra and members of his research team for this project have had a long involvement in community and youth work projects in Derby (particularly in the Rosehill & Normanton areas) as well as neighbouring areas and this experience has been actively utilised during this project.

This project also builds on the relationship that was established between the Community & Youth studies programme and Sure Start through the placement undertaken by Saiqa Waheed earlier in 2002.

2 Sure Start

2.1 The national context

(Adapted from www.surestart.gov.uk/aboutHistory.cfm?section=2)

The Sure Start programme emerged from the governments Spending Review in 1998 and in particular the cross-cutting review of services for young children. This review confirmed the suspicion that

- services were failing those in most need,
- children's early development was more vulnerable to environmental influences than had been previously realised,
- multiple disadvantage was a severe and growing problem and actively contributed to social exclusion later on in life,
- the quality of services varied significantly across the country, with patchy and uncoordinated services being in evidence,
- a comprehensive and community based programme of early intervention and family support which builds on existing services but tries to break the cycle of social exclusion.

In particular, it is important to note that the key elements of the proposed programme had at its core, a commitment to

- involve parents and communities
- be non-stigmatising
- multi-issue and faceted in its approach
- long-term and sustainable
- locally driven
- culturally appropriate and sensitive to local needs

The aim is to have 500+ Sure Start programmes established by 2004, all concentrated in neighbourhoods where a high proportion of children are living in poverty. The aim is to develop programmes, which provide better access to services related to

- Strengthening family and community support
- Improving social and emotional development
- Community health and social care services
- Improving ability to learn

2.2 Sure Start Rosehill-the local situation

(For a more detailed analysis of the local situation refer to the Sure Start Programme Delivery Plan document, 2001)

The Sure Start programme is being delivered as part of a regeneration strategy for the area and the Derby City Partnership (DCP) is the body that has overall responsibility for this. The DCP is a partnership of private, public and voluntary sector organisations and has now evolved into Derby's` Local Strategic Partnership.

In Derby there are three other Sure Start programmes, with Rosehill being the second to be launched.

The Rosehill area of Derby contains about 10,634 people including 781 children under the age of four. The area is culturally diverse and has a long history of communities being involved in many voluntary organisations. The diversity is reflected in the population breakdown which estimates that approximately one third is Pakistani, 1400 of Indian origin and there has been a recent increase in numbers from refugee communities. The area is one that has experienced substantial economic disadvantage and scores highly on various indices of social deprivation. Positive and negative perceptions of the area are identified by local parents within the Delivery Plan.

The poverty that affects this area creates many of the challenges that face the Sure Start programme staff and it is essential that the impact of their work and the progress made in year one, be set within this context.

3. Aims of the Evaluation Project

The aims of this project were shaped by the overall national strategy for evaluating local programmes which suggests that

“Evaluation at local level is an essential tool for maintaining and raising the quality of services and for planning new developments”

(Guidance on evaluating Sure Start, August 2001)

There are three components to the overall Sure Start evaluation strategy:

- i. Comprehensive, long-term national evaluation of the national programme as a whole
- ii. Local evaluation of individual Sure Start programmes

- iii. In-depth, small scale, local evaluations of key themes within local programmes

In the absence of the local programme appointing an evaluation officer, it was agreed that the University could undertake an evaluation project which resembles the third category and in particular to:

‘compile a portfolio of evaluation material that accurately reflects the impact of the range of work undertaken by Sure Start staff in year one.’

As part of this overall aim it was hoped that the following would emerge:

- Encourage a positive attitude and build the capacity to undertake evaluation amongst Sure Start staff
- Develop evaluation templates that enable easy collection of evaluation data
- A critical reflection of practice in order to celebrate good practice and develop more effective ways of working
- Lay the foundations for the ongoing evaluation requirements to be undertaken by Justine Gibling (deputy Programme Manager/Evaluation Officer)

4. The Evaluation Project team

The project team from the University consisted of

Gersh Subhra	-Senior lecturer/Project coordinator
Sharon Krause	-Research Assistant
Denise Butler	-Research Assistant

Gersh has been involved in the delivery of the Applied Community & Youth Studies degree programme and research/consultancy projects for a number of years and drew upon the underlying principles of community work and action research for this evaluation project. He has written about the evaluation issues facing community and youth workers in Community work texts and in these he argues for the need for practitioners to ‘reclaim the evaluation agenda’ by focusing the emphasis on the qualitative impacts of this type of work.

Both Sharon and Denise are recent graduates of the Applied Community & Youth Studies programme at the University and have substantial experience in this field. Their role has been to actively engage with Sure Start staff in order to assist in the collection and analysis of evaluation material that reflects the achievements and impact of the work undertaken.

It was very fortuitous that just as this project was agreed, Justine was appointed and has therefore been a key member of the evaluation team and contributed substantially to the development of this project.

5. How was the Evaluation Project carried out?

The approach of the University has been to work closely in partnership with the Sure Start team and in particular the Programme manager and deputy, Donna Brooks and Justine Gibling respectively.

The team's approach aims to be educational and participatory. The aim was to dispel the notion that the evaluation process is a one way extracting of data and thus encouraged staff to feel more confident in self-evaluating in this project and the future.

The evaluation project has involved the following process:

- Meetings between University and Sure Star managers to plan the project and agree the focus
- Questionnaires circulated to staff group
- Launch of project with Sure Start staff (24th June 2002)
(Aims and methodology of project set out)
- Design of evaluation templates
- Evaluation team worked with Sure Start staff to identify examples of initiatives or projects which can be evaluated and written up as case studies
- Staff were involved in collecting:
 - quotes & stories from parents and other agencies about their impressions of the work of Sure Start
 - photos and publicity material developed for Sure Start activities
- Questionnaire circulated to external agencies seeking their feedback on the impact of the Sure Start programme

- Evaluation material written up and circulated amongst staff for feedback
- Draft report
- Feedback from staff
- Final report
- It is proposed that a meeting is held to `launch` the report to which staff, the Board and external agencies are invited

6. Evaluation of Year One of Sure Start-Rosehill

6.1 The Programme Managers approach

-Laying the foundations for the Rosehill Programme

Prior to the appointment of the programme manager, the Steering Group had organised the consultation process with local communities, in particular with parents and established a wider partnership group including service providing agencies. Upon the appointment of the programme manager the foundations began to be laid which have been instrumental in shaping the scheme and its impact. The approach of the manager in this key stage has been an area of focus for the evaluation team and it is important to acknowledge her role and influence in developing the type of programme that has emerged.

The following is a summary of the factors that underlie the programme managers approach to laying the foundations and the resulting impact:

i. The background of the Programme manager

Her background is in education and community work and much of her past work had been undertaken in the Normanton, Peartree and Rosehill areas of Derby. This local knowledge, existing contacts, credibility and a commitment to using a range of approaches, including a participatory community arts approach has been invaluable as a springboard for the Sure Start programme. This has produced many benefits including accelerating the establishment of this scheme.

ii. A clear and well written Delivery Plan

The existence of a well thought out and written delivery plan which had already begun to engage families and communities, gave the early Sure Start staff a significant advantage in launching the programme. It was also fortunate that there was a handover period with the author of the plan, Liz Fern and this was very helpful for the programme manager.

iii. Sharing a building with Sure Start- Osmaston/Allenton

Again, having this facility to share a building, ideas and induction with the first wave scheme that was already established was a key factor in assisting the Rosehill scheme early on. It was important, however for the Rosehill scheme to begin developing its own identity and way of working, rather than being a duplicate of another scheme.

iv. Developing a clear strategy to engage with and build relationships with families and community groups

This has been a clear and deliberate strategy during year one and consisted of the following:

- Mapping out her own existing contacts and networks (as well as new ones) in order to publicise Sure Start
- Identifying key players
- Actively going out to quash rumours that Sure Start was on a `take-over` quest and that existing initiatives within the community would be pushed out
- Actively engaging people so as to inform them of the role and purpose of Sure Start (both families and workers)
- Recruitment of parents to the programme
- Organisation of several trips and outings (low cost) and summer fairs at schools, with the spin-offs being the registering of parents, providing advice on issues related to their children, identifying issues/needs and recruiting potential volunteers

v. Creating a Sure Start `brand`

The development of publicity material combined with a growing credibility that was being established with families has led to a `brand`, which is assisting the Sure Start scheme. Donna`s background in the arts field means that she is able to encourage high quality publicity material to be created. This is being explored further this year and will help to raise the profile of the various activities. However the idea of a brand is much more than publicity, it is about the value of the work being undertaken, its cultural appropriateness and the access that it provides to those often excluded.

This emerging brand is a theme that is explored later in this report after considering the variety of activities developed.

vi. Sure Start Buildings

It is impossible to summarise the complexity of work that has gone into this component, suffice to echo that `it has been a nightmare`!

The process of refurbishing 101 Peartree Rd. and purchasing the other building has been an enormous learning experience and therefore beneficial, but it represents a significant drain on the time and effort of managers and other staff away from the actual business of working with families and communities.

vii. Creating an administrative infrastructure

Whilst the evaluation has not looked at this area in any great detail, the feedback from staff has been that this has been a major achievement but is often invisible when projects are being evaluated. Staff were able to draw on their experience from the Osmaston programme as well as developing their own systems and procedures and the result is a tightly organised infrastructure that is servicing the programme effectively. Evidence to support this will be presented in the following section.

viii. Recruitment of a staff team

Although some staff had already been recruited at the commencement of the programme, the Sure Start manager has identified this as a major part of her first years work. The choice of staff to be recruited is the key to a successful programme and has taken a substantial amount of time and effort.

Features of the recruitment strategy have been:

- an active involvement of parents in some of the recruitment's
- individuals appointed that have shown real potential, but not necessarily the 'finished article'
- recognising the value of local knowledge, cultures and language
- often deciding not to appoint and therefore not compromising
- re-grading a post and/or changing the emphasis in order to meet the changing needs of the programme

- moving staff into new posts

All of this shows a dynamic and imaginative approach to recruitment and has resulted in a culturally diverse team with a relatively low turnover of staff.

ix. Engaging parents to become involved in the Programme

The need to involve parents in the Parents Forum and other aspects such as recruitment of staff has been an urgent priority. The level of volunteering seems to be increasing within particular groups and activities and this is encouraging.

x. Other aspects of the work undertaken by the Programme manager have included:

- Building relationship with partner agencies and in particular the City Council
- Building links and maintaining clear accountability to regional and national Sure Start staff
- Team building processes

All of the above represents a diverse range of tasks and responsibilities undertaken by the Programme manager in the first year and forms the context for the work developed by other staff.

The need for the Programme manager to maintain these responsibilities and cope with the pressures of operational decisions, whilst retaining a strategic overview has been commendable and it is clear that strong foundations have been laid, upon which a challenging programme is being built.

6.2 Evaluating Year One of the Sure Start-Rosehill programme

The following is the portfolio of evaluation material that has been collated and is a mixture of that written by the evaluation team or by Sure Start staff with assistance of Denise and Sharon:

Case Study 1: The Anaemia Project

Case Study 2: Tiny Stars Mother and Toddler group

Case-Study 3: Parents Swimming sessions

Case Study 4: The re-opening of Butterfly House

Case Study 5: Butterfly House

Case Study 6: PEEP Group

Case study 7: Promoting awareness of breast-feeding

Case Study 8: Researching breast-feeding issues

Case Study 9: Breast Feeding Support Group

Case Study 10: Home Safety Equipment Initiative

Case Study 11: The Parents Forum

Case Study 12: Sure Start Database

Case Study 13: Developing services for non-English speaking women who choose to artificially feed their babies

Case Study 14: Ladybird Stay and Play

Case Study 15: International Women's Day-A catalyst for women seeking asylum -UMOJA women's Group

Case Study 16: Transformation of her role from finance officer into Capital Works Manager.

Case Study 1
ANAEMIA PROJECT

Developing user-friendly & culturally appropriate publicity info` & services

Background

One of the key objectives of Sure Start-Rosehill is to reduce the incidence of childhood anaemia. Currently an anaemia clinic is held on a weekly basis at Peartree Clinic on Mondays. Screening is carried out on all children who live in the Sure Start area at 13 months old. One of the key functions of the clinic is to provide information on the importance of iron in the diet. It also explains the different types of food that contain higher levels of iron. Information is offered to the clients in two ways, verbally and in the form of a leaflet.

Some of the early issues recognised by the health visitors were as follows:

- The anaemia clinic had a history of clients not attending
- The client group did not always understand what anaemia is. Within the Asian languages there is no one single word to describe anemia.
- The letter parents received from the health authority, informing them of their clinic appointment was always in English.
- Parents often forgot their appointment.

In order to reach a culturally diverse client group, the original leaflet offered to parents needed developing. A colleague, Kay Rana, and myself decided to review and adapt it.

The leaflet had;

- Small print
- Poor picture quality
- No Asian or other culturally appropriate typical family foods
- Only a black and white format
- No visual appeal
- English text only, despite service users being predominantly (90%) Asian

Proposal:

- formulate a colour booklet
- make it visually appealing

- produce in different languages
- add better quality pictures/photos actual Asian dishes.

Progress made:

- The draft booklet has been through several changes. The health visitors have worked closely with Amanda Avery (senior dietitian) and Gill Bailey (paediatrician) in order to clarify the content.
- The new booklet contains more appropriate information on weaning foods that are rich in iron, for parents to try at 4-6 months in an effort to reduce the incidence of anaemia.
- Letters sent to parents are now in the process of being translated into Punjabi and Urdu, in accordance with one of our key principles in being culturally appropriate and sensitive to particular needs.
- The Communication Officer has provided us with pictures/photos for use in the leaflet.
- A 'cook weaning food day' was organised to encourage families and staff members to make culturally appropriate foods and provided an opportunity to develop material for the leaflet. 'Q Arts' were present to take photographs at the various stages of food preparation and cooking and permission for the inclusion of these images is currently being sought.

Evaluation:

This is an excellent example of a multi-professional response to service development and has also given the professionals the opportunity to work as a team. The health visitor's training incorporates a public health agenda perspective and embraces the community development approach to problem solving. However, the constraints of managing a heavy caseload, at times prevents the health visitors from taking a more proactive role within Sure Start and this can sometimes cause a conflict of interests.

The development of the leaflet was a needs-led joint venture between two health visitors who recognised the necessity for improving a medium of communication. As Asian women, responding to cultural diversity is integral to our approach and we felt that we could act as advocates to improve the health of our clients.

Other areas of progress:

- Anemia clinic is now available for all clients in the inner city area.
- Referrals to the clinic are made from health visitors and GP's with specific concerns about children.
- The clinic is only offered to clients within the Sure Start Rosehill area and is limited to children of 13 months old.
- Clients are now contacted on the day by telephone. This has proved to be successful with attendance figures rising.
- Health visitors have recognised the need for letters to be translated into appropriate languages.
- Increased emphasis on the need for educational information about the impact of anaemia, prior to the thirteen month screening, thus reducing the risk of anemia.

We consider our practice to be creative, proactive, and sensitive to cultural needs. Our listening skills are good and we are approachable. The importance of language is paramount with this particular client group and therefore our language skills also have a positive impact upon our work.

The work undertaken is a small example of how our work is in line with recent government policies designed to reduce inequalities in health.

Other issues:

- The extra work created by this piece of community development has largely been carried out in our own time, due to the necessary commitment to the caseload aspect of the health visitor role.
- The challenge is to balance the objectives and requirements of Sure Start and those of health visitors, and to maintain the need for ongoing developmental work.
- There are many other opportunities for developmental initiatives that could address the needs of specific community groups by using a needs-led community development approach to tackle inequality in health care.

- However, the possibilities of creating a balance between caseload and development work, particularly at times of staff illness and absence, has proved difficult.
- Joint work between other staff in the team to develop initiatives that linked across Scheme objectives

Key Impacts:

1. Development of culturally accessible material
2. Widening access to services
3. Improving service provision of mainstream services

Case Study 2: Tiny Stars Mother and Toddler group

The staff have developed the sessions to encourage the parents to take a more active role in the children's learning. Through one-to-one support of the parents and highlighting the positive outcomes of learning through play, the staff have created a much more structured learning environment.

Key Impacts:

- There has been a big change in parents interaction with their children, parents now take a more active role in their child's learning.
- Parents get much more involved in the creative activity rather than leaving it all to the staff.
- Interpreting facilities are available for both children and parents.
- Positive routines have been developed and this works very well in helping the children understand the need for structure through play as well as preparing the children for school.
- Children are now involved in action rhyme and singing.
- The children are consulted as to what they would like to do and are happy to contribute to the discussion.
- At storytime the children now sit down and understand that this is 'quiet time'.
- At snack time the children have learned to sit down to eat and take it turns with the food. At first they would simply grab for food.
- They have learned table manners, which the staff see as a key area of skill development.
- The growth of the group from very small numbers to a much larger core membership
- Social learning has moved the children on to understand how their behaviour can be positive or negative.
- Negative behaviour is challenged, through parental involvement, which leads to learning for both the parent and child
- Behaviour - there is now a code of practice, developed by the staff to incorporate health and safety issues. The parents and children are informed of the necessity for rules within the group.
- Equal treatment of all group members is vital.
- Creative activity every session.
- Promotion of healthy eating.

- The staff introduce books, reading and singing to the children in the family`s first language to help develop language skills and enable children to communicate effectively.
- The staff are also working on a tape of culturally accurate nursery rhymes.

Difficulties:

- Transportation of all the resources - the current venue does not have any storage available to the group. This causes extra work for the staff and is exhausting. Therefore it would be much more satisfactory to have the group meet at 'their own' space. The Sure Start project has identified a building close to 101 Pear Tree Road. However, there is still a long way to go in terms of this becoming the suitable venue for the Tiny Stars Group
- Wider community participation - the staff feel that, due to the membership being drawn from one section of the community, other sectors of the community may feel excluded from the group. A suggestion was made to use appropriate promotional methods, in order to redress the balance.

Case-Study 3: Parents Swimming sessions (Saiqa Waheed)

Jan. 2002

Saiqa and the Parents participant coordinator organised a swimming session for women and children living in the Rosehill area to attend Queens Leisure Centre. The idea for this emerged from consultation with parents attending various Sure Start activities. Many parents had not been swimming before.

Feb 2002

Originally 2 swimming sessions organised as part of the half-term activities and 5-7 women attended, (3 Asian, 2 African Caribbean & 1 White woman)

Early Issues:

- Activities being held at the Multi-cultural centre at the same time
- Women did not know what they were expected to wear
- Concerns about privacy
- A parent wanted to bring her son with special needs and we could not cater for this

Another swim session was then booked for parents and children which promoted the inclusion of fathers. However, fathers did not attend and the session pre-dominantly developed into a mother and toddler session. The leisure centre provided a female life-guard who was very helpful. Safety equipment was provided e.g. floats, armbands.

Feedback from parents:

- ` We enjoyed mixing with other families in the community `*
- ` We had lots of fun and also able to and learn to swim with our children `*
- ` the leisure centre staff have been very helpful `*
- ` We absolutely loved it. Some of us do not know how to swim or have ever been in the pool `*

Swimming sessions are now well attended and women more relaxed about wearing costumes. The latest session in August 2002 attracted 56 people!

Key Impacts:

- Introduction of a new sport and fitness to Asian women
- Sensitises swimming staff to culturally appropriate service needs
- Encouraging parents to take children swimming at other times
- Access to a previously little used facility by women from many communities
- Lots of evidence of women supporting each other on wider issues

Case Study 4: The re-opening of Butterfly House **(Saiqa Waheed)**

Context

Butterfly House was being run as an independent crèche up until July 2001 and operated by Bob Shepherd of Burrows Opticians.

Prior to commencing work on this project, Butterfly House had been closed for a year.

Saiqa, a youth and community work student at Derby University undertook her second year placement with Sure Start and explored the potential for re-developing this provision.

Work Undertaken

- She drew upon community development skills in order to consult with and identify the needs/ideas of the community
- Visited a wide range of community groups to introduce herself
- Met with Tiny Stars, Peep group and the parents forum
- Began to collate ideas and needs of parents/children
- Researched statistical information obtained from Derby City Council Special Educational Needs Support Services
- Networked with other agencies including the Early Years Development and Childcare Team, Umbrella and the Ronnie McKeith Centre
- Interviewed family visitors, health visitors and community workers about the need for facilities for children with special needs.
- Invited parents to a parent forum and organised a creche facility so that they could actively get involved in the consultation process without worrying about their children
- A steering group emerged- 7 women attended; 6 Asian and 1 White
- Feedback from parents revealed ideas such as; transport to and from the creche, changing facilities, special toys, medical facilities, a colourful building, themes and staffing levels to be 1-1
- Health & safety checks made and costings obtained for remedial work
- The constitution of the group was reviewed and amended in order to become eligible for funding
- Funding applications submitted
- The annual agreement between Sure Start and the premises owner was renewed

Outcomes

Creche now open (June 2002) and the facility has been developing quickly
Sensory room is being used regularly. Early years toys, water, sand, a ball pit all available.

Staff work with the children through, for instance, story telling and singing
Families are able to have respite time from their children if they desire
A steering group is now active.

Positive working relationships have been developed with Umbrella and the Royal School for The Deaf.

Play is being promoted within the community

Funding obtained from Early Years Partnership resulting in more staff.

Early issues

65 families in the area with special needs as identified by Umbrella however Derby City Council statistics only identify 16 children on the pre-school caseload living in the Rosehill area.

Funding applications were difficult to submit because of a lack of a management committee structure

Urgent and ongoing development work is needed to enable the project to become independently run and funded

Key Impacts

- Excellent example of action research process to identify the issues and needs facing families with children with special needs
- Innovative gathering of resources and skills in order to establish a new facility
- Active engagement of families in the whole process in order to encourage ownership

Feedback from parents:

`It is a fantastic idea` *`Our children do not have anywhere to go in the holiday and term times`* *`We would like play sessions for children under 14 and wheel chair access`*

`It is very important to have changing facilities and would like medical support if needed`

`Transport would be very useful`

`We would like Butterfly House to continue after the Summer`

`It will make a great difference to their learning, it will gradually develop`

`It would help if we could borrow the specialised toys and use them at home`

Case Study 5: Butterfly House (Penny Borkett)

Context

A shortage of playscheme facilities for children with additional needs was identified by various workers and agencies in Derby City.

The additional needs included

- Autism
- Downs syndrome
- hearing impairment
- visual impairment
- and general developmental delays

Work Undertaken

Sessions planned and facilitated by Sure Start staff:

0-4 years of age (Tue & Wed)

5-12 years of age (Fri a.m.)

The 6 children that presently attend are pre-dominantly male, Asian and African Caribbean

Parents sometimes attend the group

Work Undertaken

- Penny has built good relationships with many of the children and parents from her previous work as a pre-school worker for children with additional needs.
- Before the sessions, she visits the families who are not known to her and this has been instrumental in building relationships of trust and allowed discussion about the creche facility and child`s specific needs.
- Parents are encouraged to get involved in the planning of the creche facility and ensuring that the children`s needs were catered for
- Child friendly registration form produced e.g. likes and dislikes of children, type of communication with the child and appropriate food
- The forms were addressed and posted directly to the older children to complete themselves

- Planning- each week a planning sheet is drawn up by staff and consultation with parents
- Consultation also took place with Q arts (a local arts group that has done lots of work with the creche)
- Staff have many years experience of working with children with additional needs and are therefore able to provide positive experiences for children e.g. the importance of sensory play, 1-1 work and group work
- Weekly evaluation takes place and the programme is amended accordingly
- Use of music is important, the songs are usually English but pictures of the words are also displayed
- Parents response has been positive and they have informed staff that they value the time that the children attend the group in order to spend time with other siblings or have some respite.
- This is resulting in word of mouth publicity being used to promote the facility

Issues

- Can only cater for 6 children at a time because of staffing levels and Health & Safety
- Snack time sometimes caused anxiety and health and safety issues. This has been managed by only allowing 3 children to snack at the table at any one time with one member of staff supervising.

Key Impacts

- A local facility has now been developed that has had extensive consultation with parents
- Parents have thus gained valuable skills in understanding some of the processes required in establishing a community resource such as this
- Parents have commented on how much calmer their children are and are very appreciative of the support offered by the group

Case Study 6: PEEP Group-Impact of culturally and linguistically appropriate staff
(Farzana Hussain)

Context

100 families registered and approximately 30 families use the PEEP service
Language barriers and some parents lack of educational opportunities are key barriers to accessing services being developed by Sure Start.

A non- English speaking parent was visiting the group for the first time and said:

"I can` t join the group, I`ve never done anything like this before "

Farzana is a bi-lingual worker and was able to build a relationship of trust with this parent as she speaks Mirpuri Punjabi.

Work Undertaken

She allowed the young woman plenty of time and space as she was extremely shy and introverted.

She asked open questions in order to ascertain the young woman`s needs

Made her feel welcome and at ease with workers and the group.

Offered choices and encouraged women to get involved.

Raised their awareness of what the group can offer and how to encourage positive play with children.

Key Impact

- From listening to Farzana it would seem that this scenario has been repeated with many women when they first attend the group
- Staff being able to speak and/or understand different languages has an important part in offering a quality, accessible service
- Language skills are essential in providing access and highlights the importance of a culturally diverse staff team
- Combined with language is an ability to build confidence, assess needs sensitively and encourage women to consider options
- This process is a highly skilled one and its complexity should be recognised. However, it is often minimalised down to just an ability to speak another language.
- This woman has gone onto publicise the group actively within her community

Case study 7: Promoting awareness of breast feeding (Narinder Kaur Ghei)

Work undertaken

- Researched statistics of the area and compared this to the statistics collated in an affluent area of Derby.
- Literature review undertaken
- Contact made with professional organisations to ascertain why more middle class women breastfeed in comparison to working class women.
- A notice board produced to promote breastfeeding with visual aids and instructions translated to Punjabi, Hindi, Urdu, Mirpuri and Bangladeshi
- Promoted greater awareness by organising and making a display on how to breast feed. This was produced in English, Urdu and Punjabi entitled "The Story Of A Breastfeed".
- This was displayed at Pear Tree Clinic where approx 60 mothers attend. (New publicity leaflets produced)

Issues

Unable to find leaflets on breast feeding in different languages e.g. Punjabi, Hindi, Urdu or Bengali

Clients first language is not English

Cultural attitudes to breast-feeding within the community may be negative. The "Baby Friendly" website is producing the advantages and disadvantages of breast feeding in many different languages.

Key Impacts

Production and dissemination of culturally appropriate material

Research is improving the knowledge of staff team

Case Study 8:
Researching issues concerning breast-feeding amongst pregnant women
(Narinder Kaur Ghei)

Aims of research study

- To ascertain present standards of service provision provided by health professionals
- To identify why the current trends in the method of feeding is with a bottle
- To ascertain clients understanding of the health visitors role and the new ways of working, for instance the change from weekly visits by health visitor.
- To identify any shortfalls in service provision
- Undertake a literature review of material

Work Undertaken

- A qualitative questionnaire was designed after consultation with clients and other health visitors
- Obtained a sample of 10 pregnant Asian women (20-35 years of age) (Most of the women were contacted via a midwife at surgery where most of them were registered)
- The women were quite happy to be interviewed and as Narinder could speak Punjabi, this helped to build a relationship of trust.
- Analysed results and liaised with other health visitors

Findings & Outcomes

- Production of a display of information (in English, Urdu & Punjabi) about breast-feeding entitled "The Story of a Breast-Feed"
- Leaflets placed with the display were taken
- Impact of community attitudes are a deterrent to breast-feeding
- Feeling uncomfortable in front of friends and family
- Only 2 out of 10 were able to name their health visitor
1 unsure and 7 clients had no idea, despite not being first time mothers.
(However the implementation of Surestart could have affected this as some clients were unaware of the change)

- 4 knew how to contact their health visitor via Peartree Clinic. However the telephone number for contact had not been changed to Morleston Street.
- 6 women did not know when the HV would be visiting them after the baby was born, plus a general confusion between with the role of the mid-wife
- Only 3 women could remember a worker explaining the advantages of breast-feeding over bottle feeding
- The need for interpreters
- Little information produced in community languages about breast feeding
- 4 women understood the role of the Health Visitor being only to weigh and measure babies.
- This opportunity was used to explain the wider public health role of Health Visitors.

Key Impacts

This type of research is helpful in building up a current picture, albeit from a small sample. The data generates valuable information about the knowledge, awareness and attitudes to this issue.

Case Study 9: Breast Feeding Support Group (Kath Hassall- Midwife)

Context

Whilst the rate of breastfeeding initiation was relatively good, the drop off rate was high. Whilst working as a Community mid-wife I identified the need for ongoing support as a key issue for breast-feeding women.

The Breastfeeding Mums Group was set up initially in conjunction with two Health Visitors. Attendance was generally poor despite basic publicity via flyers and posters.

The overall aim of the group is to provide a friendly environment in order for women to support each other in the art of breastfeeding. A Midwife and Health Visitor are available to facilitate the groups activities and solve problems. By empowering women who choose to breastfeed their babies we aim to help create a breastfeeding culture in the area and increase the initiation and duration of breastfeeding.

Development of the Group within SureStart

The following activities have been undertaken within Surestart to develop the Group in line with its aims:

- New and colourful posters have been produced
- Individual invitations are now given to women at birth of child
- Partnerships established with other Midwives, Health Visitors, Sure Start staff and Infant Feeding Advisors
- Midwife now contacts or visits all women in the SureStart area providing research based information and support as appropriate. This is provided in the home, by phone in addition to the Group
- Incentives provided to encourage attendance at the Group and extend duration of breastfeeding. These include free breastpads and handpumps, where appropriate
- Health Promotion activities and resources available at the Group
- Regular discussions held within the group on topics such as: expression and storage of breast milk, returning to work, sleep management, weaning the breastfed baby

- A small library of books is now available for loan from the Group, which has proved popular
- A variety of resources have been made available from the PCT and La Leche League, often in multi-lingual versions
- An interpreter is available at all times and is a committed member of the team
- A rota of activities has been developed including gentle exercise to music, flower arranging, picnic in the park and a `peep session`
- A core of regular attendees has been established. These women now have valuable experiences in the art of breastfeeding and can share experiences with new members.
- In partnership with the Prenet participation Co-ordinator from Sure Start and CVS, the Group is now parent led and basic funds have been secured to help finance it.
- Relevant staff are currently undergoing training by the La Leche League in order to enable the women in the Group to become peer supports. This will lead to a situation where all women in the area will have access to culturally appropriate advice and support from within their own community
- It is intended to involve grandmothers in future training as they have a valuable contribution to make in supporting breastfeeding in the community
- The Group has recently extended its opening hours to accommodate increased attendance and also to encourage `mums to be` to meet with breastfeeding mothers and also access the information resources available
- New toys, books, playmats and rocking chairs have been purchased to create a stimulating environment for babies. These complement the `peep` sessions facilitated by the SureStart Speech and Language Therapist
- Staff and mums meet outside the Group on a regular basis to discuss the development of the facility
- An end of year party (2002) was attended by 13 mothers and 16 babies/children. Mum and staff contributed food and a great time was had by all. Free books were provided for all babies and children facilitated by Beck, the SureStart librarian

- The partnership with Midwives, Health Visitors and Infant Feeding Advisors is being developed in order to continue the promotion and sharing of good practice.

Issues

- Kath recognises that this project has been a learning curve for her and has contributed to her personal development.
- Kath who originally started this group is hopeful that the group should be managed by its members in the future. This would promote ownership and empowerment. The health visitors have also recognised that good practice needs to be shared amongst practitioners.
- It was felt that more support or resources were needed from the management team at the beginning of the initiative

Key Impacts:

- Clearer picture of needs of women has emerged
- Greater ownership and management by members is being developed
- Increase in incidence and duration of breast-feeding, leading to improved bonding and healthier babies
- Reduction in admissions to hospital with gastroenteritis
- Links with other key staff and agencies established
- Training needs of staff in relation to breast feeding issues have been identified and are being met
- Women are highlighting the need to develop the group by providing more activities e.g. exercising to music
- Idea for Picnic In The Park came about from this group

Case Study 10: Home safety equipment Initiative **Burnice Dinnall**

Context

This initiative was to inform parents about home safety equipment and to ensure the safety of children under 4 years old in the home through home visits and the provision of equipment by family visitors and health visitors. There was no specific target group and all families in the Rosehill area with a child under 4 were eligible. Families on benefits were entitled to free equipment.

Work Undertaken:

As a family visitor, Burnice explains that relationships are built with families through outreach work in clinics and centre activities. There may occasionally be spontaneous meetings on the street or shops in Rosehill.

Visits are undertaken once consent is received from parents to assess the needs of the family through observation, conversation and using open questioning.

A general risk assessment through observation is undertaken in the home whilst still continuing to build the relationship of trust with the family.

There is no specific outreach strategy. However, it is part of the job to let the community know about the services.

Burnice consciously approaches families when meeting them in the street, clinics and play groups.

By interacting with the parents, needs are identified and the services available are explained to parents.

Burnice explains that it is important to continue to build relationship in order to develop further trust and possibility of future links

Visits are arranged to deliver the equipment and making sure that there is a responsible adult available to sign for and understand the instructions

Occasionally the families first language is not English and would need an interpreter

No facility is currently available for translating instructions

Key Impacts:

- Access gained to a large number of families
- Assessment of a range of needs within the family, not just home safety
- This has resulted in families linking into other Sure Start services e.g. child care course, English course and the Asylum Seeker Group.
- Helps to keep children safe within the home.
- Valuable relationships and credibility built between staff and families

Feedback from parents:

- To Bernice: Thank you for helping me and my mummy`*
- Bernice is helpful-She wasn` t the same as the others`*
- She speaks very well, my wife understood everything`*

Case Study 11: The Parents Forum

The Parents Forum was set up in January 2002 by circulating publicity to parents from the Tiny Stars group, local mother & toddler groups and generally through Sure Start staff. Parents were consulted in relation to time and venue and a crèche was organised.

First meeting

Six parents attended and facilitated informally. Explanation provided about the potential role of the Forum and how it could work within Sure Start. Notes of the discussion were made and decisions were made about how frequently meetings should be, their knowledge of Sure Start and additional questions.

Subsequent meetings

Between January and October 2002, there have been 7 meetings and the attendance has fluctuated although in October, 16 people attended. Professionals are invited to meetings to make an input about their work and suggestions about adult education topics have been made. Work with refugee women has resulted in a group being formed (Umoja) and three members have joined the Parents Forum.

Key Impacts

Valuable groundwork has been laid in establishing the group and has attracted `hard to reach members of the community such as refugees.

The Forum has been active in providing the parents perspective in many of the developments within the Rosehill programme.

Case Study 12: Sure Start Database Arshie Mushtaq

Context

The inputting of new families who have consented to Sure Start Rosehill and the monitoring of services being received by these families.

Constantly reviewing information requirements of regional office, Board and funders and subsequently developing the database format.

Consulting with staff who complete the questionnaires with families

Work Undertaken

As the number of staff and services offered increased, the monitoring information requirements increased. For instance, forms were developed to record

- Visits to families
- Group activities showing the children's and parents details
- A first contact form for family visitors which provides detailed information about the family
- A record of equipment being delivered

All of the above data is recorded in relation to the family so that a snapshot can be obtained of the services and activities being accessed by that child and family.

All forms are currently being reviewed to see that they meet the requirements of the National Sure Start Unit. This review process will ensure that forms remain easy to use and that consultation takes place with parents and workers.

Key Impact

It is hoped that the database is a resource for staff as well as being a means by which monitoring requirements are met.

It should be a working tool for staff to enable clear communication about different families and avoid the double consenting that has occurred occasionally.

Time-Line Case Study 13:
Developing service provision for non-English speaking women who choose
to artificially feed their babies
(Kath Hassal)

Prior to May 2002

Whilst working as community mid-wife in Rosehill, I gained valuable knowledge of the local area and built up good working relationships with peers and other professionals. This experience highlighted the work and issues within this case study.

May 2002

- Issue identified is that relating to women who choose to feed their babies artificially and go home from hospital unable to sterilise baby feeding equipment correctly.
- This is a particular issue for women who do not speak English.
- A project plan involving work with Family Visitors was formulated with Sure Start manager in order to address this gap in service provision
- Meeting with Head of midwifery to discuss plan thus far and to seek approval for Family Visitors to visit the Derbyshire Maternity Suite on a daily basis. Agreement and support was provided and contact was made with the relevant personnel.

June 2002

- Ongoing meetings/liaison with midwifery managers and personnel department. Particular obstacles relating to family visitors requiring further police checks as well as other health & safety issues.
- This phase was time-consuming and particular difficulties in obtaining information about women from Rosehill in the Maternity Suite. (problem still ongoing)
- Contact with hospital interpreters in order to get them involved in the project and improve the service offered to the women in the Suite. The suggested input was on a daily basis and to work with the family visitors.
- Develop a training package for family visitors and interpreters with Karen Payne (Infant Feeding Support midwife). These sessions will take approx. 2-4 hours and will be run three times.

11th July 2002

First training session with family visitors and one interpreter. Session took three hours and participants requested further input.

19th July 2002

Meeting with Interpreting service manager in order to obtain regular commitment for interpreter input. Due to stretched resources, only 2-3 visits per week are possible.

7th August 2002

Second training session for family visitors. Evaluation highlights the need for family visitors to have small informal practice sessions at a local venue to gain confidence with talking to groups. Kath to provide equipment and support if required.

Two interpreters still need to access training.

August 2002

- Continue to have problems with how Sure Start women are identified on the Derbyshire Suite. To arrange further meetings with manager and staff from Suite.
- Developed an evaluation sheet for the project and a staff rota. Copies given to the Sure Start and midwifery managers.
- Launch date fixed for 2nd September.

Case Study 14: Ladybird Stay and Play

Context

This project was operational before the start of Sure Start Rosehill. Originally set up by local parents, together with the school, in an attempt to address some of the social needs of the children and parents in the area. The group consisted of four parents and had accessed funds from the community grant system (helped by the CVS). They had a bank account and purchased some toys and crafts equipment. However, on first inspection of the existing provision, the Sure Start worker recognised areas in need of attention:

- Some of the toys had become damaged and broken.
- The craft equipment had not been correctly put away and therefore had perished.
- There was no money left in the bank account.
- The sessions did not seem to have structure.
- Eventually the group had dispersed.

The school approached Sure Start Rosehill and explained the situation. The project manager identified Jen as a suitable worker and approached her to undertake the position.

Work Undertaken

Jen was tasked with meeting the parents who had lost faith in the service offered and needed to rebuild relationships with them. Jen used an open and honest approach which has had a positive impact on the service.

On her first visit Jen identified that the project could not be reopened until it was suitably equipped. Jen informed the school of the need to delay their original date, in order to restart the project in a more professional arena.

Progress

The first week the session reopened, three parents came with three children. All of them commented on how much they enjoyed themselves. One of them complained about the charge of fifty pence.

Informal evaluation is carried out by the staff through chatting to parents and finding out how they feel and generally observing the session.

Jen fills in the Sure Start evaluation form.

They tend to address the difficulties rather than recognising achievements. Specific workers' skills are recognised i.e. language, organisation.

They operate an open door policy.

Parents chat and share information with each other about bargains for childrens clothes etc.

Numbers have built up considerably - thirty four recently!

Jen now has a good enough relationship with the school to ask for the loan of toys and equipment for use in other Sure Start projects, this widens the network of Sure Start Rosehill.

Jen has a good memory for faces, which is appreciated by the group members, as it makes them feel special.

In terms of boundaries for behaviour the staff tend to lead by example and challenge unacceptable behaviour.

Staff enjoy their work.

Key Impacts

An existing but struggling facility has been re-launched

The standard of provision has improved markedly and an existing provision has been strengthened.

Greater involvement of parents and school

Reputation of Sure Start enhanced

Wider use of resources within the area

Case Study 15
International Women's Day-A catalyst for women seeking asylum
UMOJA women's Group
Joanne Bloomfield

Context

Asylum seekers have been located in the Rosehill area as a result of the government dispersal policy. They are from Africa, Eastern Europe and the Middle East. Statistics about numbers and the composition of communities has been difficult to obtain and this has made planning that much harder.

Idea for setting up the group came from the contact that Health visitors were having with women and their families and the issues of isolation and lack of activities had been raised.

Work Undertaken

The launch meeting was planned on International Women's Day (8.3.2002) and a lunch and crèche was organised.

Health Visitors are a key professional in identifying the needs of children but their role is often a new one for women seeking asylum. These workers are in a good position to look across their case load and see the emerging community needs, which can include housing, health, isolation and oppression.

This scanning of case loads had identified a number of single women with children who had no wider family support.

Additional groundwork was undertaken through family visits, primary birth visits, meetings in clinics and informal interactions.

UMOJA -Support Group launch

The idea of a support group was floated and a very positive response was forthcoming, with one woman offering to host the meeting in her home.

Other women were identified and invited as were other Sure Start staff.

One room in the woman's house was used as a crèche and culturally appropriate food was prepared.

Gifts (mainly toiletries) for International Women's Day were donated by staff at Peartree Clinic and Sure Start.

One of the Sure Start staff speaks Portuguese and this enabled her to communicate easily with several of the women.

A lot of commitment and enthusiasm was evident from the women attending the launch and the meeting enabled much sharing of their common asylum experiences in Britain.

The common issues highlighted were:

- Isolation and stigma due to the voucher system
- Problems with finance and school uniforms/bus fares etc.
- Dispersal to parts of the country where there are no personal contacts
- One woman dispersed in the late stages of pregnancy and on her own

Suggestions for activities:

- Adult education training
- Counselling
- Befriending
- Postnatal support
- Opportunities to do voluntary work and organise self-help activities
- Assistance with changing GP`s, accommodation issues

Progress of UMOJA Group:

- A committee is now formed and women have assumed key responsibilities (treasurer & chair)
- The UMOJA name was selected(Swahili for unity & togetherness)
- A constitution, bank account and a grant of £700 secured
- Links established with CVS
- Planning is underway to re-launch the group on International Women's Day 2003
- Women are now accessing many other activities and services within Sure Start and wider
- Several professionals have made an input to the group and regular surgeries have been established to look at various health issues (sickle cell, sexual health, accident prevention, Breast feeding, etc.)
- Training opportunities are being explored, for instance childcare courses
- Umoja members have joined the Sure Start Parents Forum
- Active support networks are being established that are reducing the isolation of women in this community
- Joined up working between various agencies has been encouraged

- Structured play sessions have been organised using the same crèche workers regularly
- Encouraging greater decision making by the group members and reducing dependency on workers
- Difficulties have arisen relating to crèche provision, transportation of toys and the time demands on health visitors caseload.

Key Impacts

- Hard to reach community has been engaged positively and an action research process has highlighted a complexity of needs
- Joined up responses by many agencies
- Many examples of good practice which utilise informality, community development, food and community resources to motivate women to volunteer their time and effort
- The group is now an access point into the asylum seeking community for many professionals

Case Study 16:

Transformation of her role from finance officer into Capital Works Manager.

Context

Ann joined the team in January 2001. She had been working at the Sure Start project in Osmaston and Allenton, as finance officer, and because of her skills and knowledge secured the part-time post at Sure Start Rosehill.

Ann is of an Asian background and has three brothers.

During her initial work for the Rosehill project, Ann introduced the necessary structures for the project to access funding through the appropriate local and governmental offices of Sure Start.

Summary of process

Ann has the ability to quickly build relationships with colleagues and extends this skill to other professionals as necessary.

In order to support Donna, Ann agreed to attend a pre-arranged meeting concerning the 'capital build' for the proposed property at 101 Pear Tree Road. As Ann was simply there in support of Donna, she felt it was not appropriate for her to comment on the proceedings. However, this gave her the opportunity to absorb the content of the meeting, which would prove positive at a later stage. Interestingly, all the other participants of the meeting were white and male.

On reflection, Ann had thoroughly enjoyed herself at the meeting and felt that she would like to go to the next one with Donna.

Due to unforeseen circumstances, Donna was unable to attend the meeting, therefore Ann went along by herself. She decided to adopt a listening role again. Donna had briefed her on a number of issues concerning additional work and when these were being discussed Ann felt confident to put Sure Start's points forward. Ann felt she had coped quite well and fed back the relevant information to Donna. Ann's automatically entered the date of the next meeting in her diary as she felt she had 'got the bug'.

Ann attended the meeting growing in confidence. She listened carefully to the proposals being offered and raised some of her concerns. Ann also explained that she had a firm understanding of the structures of Sure Start and this information gave her the ability to match the needs of both parties.

In order to ensure that deadlines were met and expectations were clear, Ann became increasingly verbal about the constraints of government money and the issues around accountability. This message clarified the fact that Sure Start Rosehill would not simply accept the new option, but would prefer to consider the more economical alternative if offered this information.

When even more additional work was identified, Ann challenged the original research and surveys as, it would seem, that if they had been more thorough, the additional work would not have been as necessary. This also contributed to the slowing down of the whole renovation process.

The experience gave Ann the opportunity to distinguish the people she could rely upon and those who needed a little reminder.

Ann has developed the skill to listen first and absorb information, which gave her the confidence to then use the information to assess the situation and appropriate a response. Ann was aware of the power issue of two female community workers from minority ethnic backgrounds, in a meeting with white male building personnel, although the passion she feels for the project would override any disadvantage.

The relationship Ann has built with Graham - a consultant from BABTIE, has proved to be, not only positive in terms of the project, but also from a personal development perspective. Ann admits to being a number person, and is very confident when dealing with the finance aspects of her job. However, Graham has excellent interpersonal skills and deals with situations in a more controlled manner. Ann feels, through observing Graham, she has learned alternative ways to deal with people and feels that he has been an inspiration to her. Ann has also developed a positive working relationship with the Capital Works supervisor, Mick.

Donna has recognised the potential shown by Ann and empowered her to develop these skills further.

Ann devised a method of checking the work. She would turn up unannounced, ask many questions, check the building schedules were according to plan and generally make sure she was seen. Unfortunately, Ann was not aware of all the procedures in place for the council workers and she had to learn not to liaise directly with the capital works supervisor. However, once she learned this, she adhered to the procedures in order to satisfy all parties involved.

Ann's constant presence was a reminder to the workforce that she would give 100%, but would also expect at least that in return.

Impact

The skills that Ann has developed are:

Communication - Ann has learned to control emotion in order to a more positive outcome

Interpersonal - Ann's passion has proved positive when 'bartering' for the best deal.

Confidence - Ann has grown in confidence when dealing with new situations and problems

Recognition of her skills - Ann has recognised that her skills in the finance field lead her to gain power over certain situations. Ann also recognises that some of her skills are from her life experience thus far.

Listening - Ann has developed her listening skills which have enabled her to absorb information.

Personality - Ann has remained within her personality and admits to still having to play the accountable person role.

Passion - Ann has realised how passionate she feels about the project.

Support - Ann is able to freely give and receive support.

Discussion - Ann has the ability to discuss issues on any level, with a variety of different professionals.

Honesty - Ann is not afraid to put her point across, but is also willing to listen to others.

Research - Ann is aware of her need to be thorough when investigating anything she is working with.

Conclusions

Ann recognises that the skills she has developed at Sure Start Osmaston and Allenton have given her the opportunity to support the Rosehill scheme.

Ann utilises the experiences and relationships formed elsewhere to improve her own performance.

Ann has now developed the ability to recognise different perspectives.

What began as a purely financial position has been developed into so much more.

Other members of staff within Sure Start value Ann's input and use her as an 'Oracle'.

Ann is happy to discuss her weaknesses, but determined to learn from them. Ann wishes to develop her written ability, as she now understands the need to be objective as well as critical.

Ann said that many people are surprised when they first meet her, usually after arranging to meet her on the telephone. Her name suggests that she is white and her ability suggests that she is much older.

This has been a fascinating journey for Ann!

7. Feedback from agencies that Sure Start have been working closely with during Year One

A questionnaire was circulated to approximately 12 agencies in order to gather feedback about the impact of the work of Sure Start.

The response was disappointing, however the following is a summary of feedback from three agencies.

Benefits and positive outcomes resulting from joint work with Sure Start:

- *More effective multi-agency working*
- *A communication network for both professionals and parents*
- *Greater Community resources*
- *Opportunity to develop parenting knowledge and skills*
- *Have raised awareness of parents as to the benefits of nursery education*
- *Have helped to raise the self-esteem amongst families*
- *Many of the parents are receiving family support from Sure Start but are not on Social services case load*
- *Many joint projects with Sure Start are in the pipeline*
- *However the geographical boundaries causes problems as our agency is on the boundary of Rosehill*

Ideas for future services to be developed by Sure Start:

- *Specialist parenting and children's services*
- *Outdoor play facilities*
- *Family support to bi-lingual families, particularly new arrivals into the country*

Overall thoughts about Sure Start-Rosehill

- *Much needed, great approach and a major tool for community involvement/development*
- *Great response to identified needs*
- *Sure Start should not be time limited*
- *Excellent project that focuses on the true needs of the area*
- *It supports both ends of the spectrum; child and parent. This family support is vital to empower the community to move forward*
- *When it becomes established, we hope it will have a significant impact in addressing health, behavioural, parenting skills etc. in the under 3`s so that when children arrive in nursery they have had a positive `Sure Start`!*

8. Overall Conclusions

This evaluation report has focused on the first year (April 2001-2002) of Sure Start-Rosehill and the evaluation material represents but a small sample of the substantial amount of work undertaken by the staff and Board in launching a crucial project in this area. The evaluation has tried to encourage Sure Start staff to collate a diversity of examples of their work and the evidence is impressive.

The achievements can be represented by the following categories, which highlight the different aspects of foundations that have been laid:

- i. Building Partnerships with key partner agencies

The direct feedback from a selection of key agencies and that received from staff, indicates that a vast network of partnerships have been established, which are encouraging close and detailed working. This has resulted in the recruitment of a diverse staff team, setting up of new

services, more effective liaison over the needs of families, mainstreaming of services, innovation of new ideas and educational materials.

ii. Building relationships of trust and a credibility with parents, children and the wider community

This is the cornerstone of this scheme, without which all of the other effort is a relative waste of time. It is clear from the range of case-studies that a great deal of effort has gone into engaging what many mainstream service providers consider to be `hard to reach` communities. The diversity of mechanisms used to establish relationships, gain credibility and then link people onto other parts of the Sure Start programme (& other services) has been very positive. Recruitment strategies have resulted in a staff group that is representative and knowledgeable of the local area, family networks and communication channels. Recruiting experienced workers has enabled them to draw on their background to identify the many potential barriers facing people in accessing services; both of these factors have contributed to the significant progress being made.

The feedback from parents within this report is limited despite attempts to obtain quotes from parents. However, the practice of obtaining regular feedback is an integral feature of the practice of all activities and staff now collects extensive evaluation quotes.

iii. Building an Organisational Infrastructure

The infrastructure that has been constructed, largely from scratch is again a substantial achievement, with much of it invisible and often ignored in evaluation processes. The components of this infrastructure includes

- financial and administrative policies and procedures
- recruiting, inducting and training a staff team
- publicity material and other promotional activities
- evaluation systems
- staff communication systems
- ICT systems
- supervision, staff development and appraisal systems
- Sure Start buildings

All of the above have been developed at the same time as the other priorities within the Delivery plan document and it is evident that much progress has been made.

The evaluation project had a particular objective, which was to assist staff to develop a portfolio approach to generating, collecting and analysing qualitative data. We hope that the range of case studies that have been written collaboratively and the encouragement offered to staff to extract much more about the actual impact of their work has been a helpful and educational process.

iv. Building a Programme of activities and joint services with other agencies

The case studies illustrate an extensive range of activities and initiatives, which include the

- individual case-work of many of the workers
- development of groups such as Tiny Stars, Peep and the Refugee Women's Group UMOJA
- Holiday time activities throughout the year which maintains the profile and momentum of Sure Start
- Integrated into all of this is the activity of joint work between the Health, Social Services and other sectors. It is evident from the feedback that the task of mainstreaming good practice is a clear priority and in particular the need to recognise the culturally specific needs of an increasingly diverse community in the Rosehill area. A strategy of developing culturally appropriate services that others can learn from is clearly emerging.

v. Building an Identity and `Brand` for Sure Start -Rosehill

This has been a significant achievement in the first year of the project and from this Sure Start-Rosehill strategy, the evaluation team have been able to identify some key features of this component. These include

- the use of food to engage with, communicate through and encourage families to feel welcome. It is also being used to make educational

- inputs on issues such as Anaemia and for children it is used to develop understanding about taking turns and eating skills
- the extensive use of trips and holiday activities to engage with large numbers of people
 - the recruitment of a culturally appropriate, multi-lingual and diverse staff team that includes many people from the local area
 - a deliberate and creative outreach strategy by staff to make contact via local shops, events and at times within their own family/community networks
 - utilising an action research approach, which builds up information about the emerging needs and issues facing families. An excellent example of this is the refugee women's group where bringing women together to share common experiences has led to clear strategies with which to provide services and highlight gaps
 - accessing funding has been a feature of the inter-agency working with CVS and the local authority. Drawing in other `in-kind` resources that aren't necessarily financial has also been a key feature of Sure Starts work
 - encouraging volunteering amongst women is a growing feature and again, the refugee women's group illustrates the point with women taking on roles which involve the management and running of the group
 - an extensive onward referral system that requires staff to have a detailed knowledge of the local area and the available services within the voluntary and statutory sectors. This is a key feature that places Sure Start in a pivotal position and has resulted in a large number of families being contacted and registered on their own database.
 - A clear community focus and identifying and building upon the strengths of local people and groups
 - The project is also actively challenging the negative stereotyping that is attached to the Rosehill area and the positive achievements within the case studies will provide encouragement for other Sure Start schemes in Derby
 - The modesty of staff when talking about their achievements is reflective of the culture within the Rosehill scheme and perhaps the predominantly female team. The modesty does not disguise the creativity, spontaneity and commitment of the staff and we hope this evaluation encourages them to celebrate their achievements to an even greater extent.

All of the above features represent an approach by staff, which is embedded in strong community development strategies and was essential if they were to establish the foundations for progress in year one.

The above is underpinned by a strong, creative and committed management team that is playing a pivotal role in shaping a programme which is culturally appropriate to the local area.

The impact of the work highlighted within the case studies cuts across all of the 4 core services as well as the administrative activities. We hope that the evaluation process and the material generated will help staff to identify key performance indicators with which to gauge the impact of their work. Examples of these indicators include:

- Parents knowledge of child development issues and services
- Parents involvement in support networks and wider services outside of Sure Start
- Involvement of parents in service user forums, e.g. Parents Forum and public consultation events
- Take up of services by `hard to reach` parts of the community, e.g. non-English speaking women, refugees and asylum seekers
- Examples of integrated co-working between different service delivery agencies
- Examples of mainstreaming initiatives that have resulted in amendments to service design
- Staff development initiatives for both Sure Start staff and external staff
- Development of new activities and facilities which draw in new financial, community and volunteering resources
- The impact of volunteering on the parents career aspirations

The impressions of the evaluation team are overwhelmingly positive and if the warmth and openness that has been shown to us, is indicative of that being shown to the community, then we are convinced that this scheme will go from strength to strength.

Gersh Subhra
Denise Butler
Sharon Krause

January 2003