



A Preliminary Report on the Evaluation of the Sure Start on the Ocean projects

Evaluation Team:

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September 2003

Summary of findings

- Projects have all had a steady stream of clients who are generally satisfied with the services.
- Although there is a steady stream of clients, there is no base-line to compare whether the number of people involved with the projects is high or not. Therefore it is difficult to suggest whether targets for each projects need to be reviewed.
- Communication between the programme and projects has greatly improved over the year. This has largely been due to workshops and training and improved information provided by the programme and its staff.
- Projects are referring parents and children to other projects and other schemes where necessary. This is an improvement on the views stated in the Baseline report.
- A general themes arising from the work with the projects is that there is a need for the programme to work with other ethnic groups, as well as the Bangladeshi community on the estate
- Getting volunteers to be part of the programme and projects has been difficult. Many of the projects that have volunteers as part of its programme have found retaining them difficult. There is very little capacity for volunteering within the target population.
- The 'Parents Forum is well on the way and maybe a catalyst for Parents' involvement in the programme. The forum needs to be evaluated. In particular it would be interested to see the impact of parents on the partnership board and the influence the Forum might have in the improvement of community involvement in the programme.
- The findings also revealed that the training for projects was good and detailed with lots of useful information. However, most respondents felt that too much information was given in a short period of time. In addition, most of the project workers interviewed claimed that working together (team work) with other Sure Start projects improved, while referrals between the different projects remained more or less the same.
- The project are keeping on top of their objectives and are conducting and learning from their activities. A common theme in relation to all the project was the level of involvement in the projects from the local community. Three issues have arisen:
 1. Awareness of local people about the programme and projects: This has improved, but some of the project feels that there is still more work to be done. Many

mentioned better communication between projects and between the programme and parents

2. Numbers of users of the services varies month-by-month and there is no means to ascertain whether the numbers are high or low. It seems that many of the projects are operating well below capacity and recruitment to the projects remains a major issue.
3. All the projects are concerned that the programme has the appearance that it is for the Bangladeshi families. There is a need to outreach to other (hidden families) and it was suggested that there might be a need for a Somali outreach worker for the team.

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1.0 Introduction

The Sure Start programme covers several projects in the local area, co-ordinated by the programme manager and overseen by the partnership board. The projects cover themes outlined by the Sure Start Unit. The baseline report¹ outlined the programme objectives and themes. As part of the evaluation of the programme, it was suggested, by the evaluation sub-group, that projects be looked at in detail. The purpose of this report is to present the findings from the responses from the projects and users.

2.0 Evaluation structure

The review of the projects has 3 elements:

- Evaluation of the projects with emphasis on progress made in achieving outcomes
- Identifying challenges for the projects and programme as a whole in meeting Sure Start objectives
- Develop a case studies approach for understanding project progress

3.0 Methodological framework for projects' evaluation

The aim of the overall local evaluation is to assess the impact of the Sure Start programme on the children under 5 and their parents in terms of what works for whom and why. The evaluation is formative in practice in that learning and understanding of the programme is shared as the programme is developing. By virtue of its practice many of the learning points that have arisen from the project may have already been shared and acted upon. Therefore it is incumbent upon the evaluators to record as best as possible any lessons learned and any unintended consequences. This has been achieved through observation, and notes being kept during visits and meetings with staff as well as workshop ran and attended. Self reported comments have been noted and on various occasions, discussions about the progress of the programme has been discussed with the programme manager.

Thus, the specific objectives are to:

¹ Interim Report November 2002, Report December 2002

- Have a sense of the success of the individual project outcomes as perceived by those that deliver the service and those that receive it
- Examine whether the “Sure Start” approach produces added value.
- Gain insights from parents on the successes of the projects and the programme as whole.

Anticipated strategic outcomes have been identified from the previous base-line work. These included working towards a more community development approach, and ensuring parent involvement. This report will not explore the contextual issues which are recognised as affecting attribution of impact to Sure Start, including priorities and guidance at local and national level, and the impact of other regeneration initiatives relating to improvements in well being of children under 5 and parents. This will be covered in the subsequent report.

4.0 Project evaluation

The aim of the project evaluation is to assess the impact of the projects in terms of what works for whom and why, in order to inform future planning and organisational development locally.

Specific objectives of the fieldwork are to:

- look at the impact of the projects freedoms and flexibilities in the delivery of services
- look at change mechanisms in achieving short and medium term outcomes
- look at lessons learned from the projects on what factors impact on achievement of outcomes.

Data has been collected from project teams and the programme, interviews and documents from all the projects, quarterly reports, interviews with parents as drop-ins and workshop activities.

5.0 Project evaluation findings

5.1 Speech and Language Therapy

The Speech and Language Therapy project has been running for a while now. It was stated that their role is to provide home visits, drop-ins and advice to pre-nursery children, their

parents and carers, on normal speech and language development. The original objectives and activities are given below.

Objectives

- To improve children’s ability to learn by promoting children’s early language development and identifying children with speech or language difficulties; by providing these children and their families with additional support

Key Activities

- Creating a variety of suitable bags of toys to encourage language development
- Developing supporting resources, e.g. leaflets, tapes, publicity, for parents using Kheli Boli (K-B)
- Lending out K-B bags and modelling play for parents
- Producing a regular newsletter for families to publicise S & L activities
- Training of staff working with under 4s
- Joint health and language advice surgeries
- Drop-in with emphasis on play and language
- Baby clinic sessions
- Joint home visits with nurseries
- Initial home –visits to introduce service
- Home visits to families with children identifies with S &L needs- assessment
- Baseline measurement with City University of Languages Skills
- Developing research on normative data

From the monitoring data the following details have been identified. From Figures 1 and 2 it can be seen that during the last year the no of children seen and families seen has varied.

There is no base-line to ascertain whether these figures are high or low.

Figure 1: No of children seen

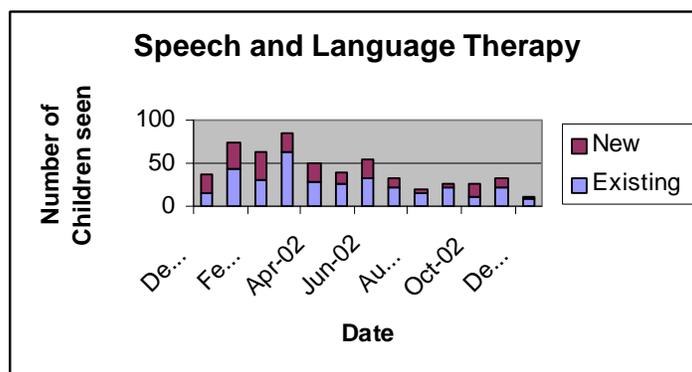
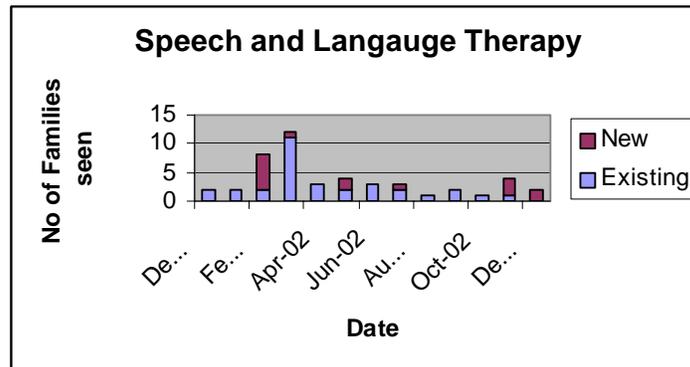


Figure 2 No of families seen



During this period the team has seen an increase in referrals from other agencies, indicating that there is a growing awareness of the service. Over the year, the project has provided the following as types of services for parents, children and other professionals:

- Drop-in advice surgeries
- Chat-a-way drop-ins
- Home visiting service
- Kheli Boli/Play Talk scheme
- Baby Clinic

Drop-in advice surgeries

This service is run jointly with the health visitors to provide drop-in sessions for parents. Attendance at these sessions have been poor despite publicising the sessions and working to themes identified by parents' themselves. The service was re-launched and following extensive advertising and word-of-mouth recommendations. An improvement in attendance was seen and many were new to the SLT team. Over the last year over 30 families attended the sessions. The sessions were a mixture of talks provided or topics discussed. The staff had mixed feelings about the drop-in, acknowledging that attendance was poor, but that the parents got something out of the sessions.

Chat-a-way drop-ins

These sessions started in October 2001 and awareness of the scheme was via a mail shot to all known families to the service. The service consist of a situation parents with young children are invited, and where toys are set out for children and parents may choose to join in and play or not with their children. Parents may choose to spend the time talking to other parents or staff whilst their children play. Opportunity may arise where new parents could be asked about their child's language needs and advice literature is distributed. According to the staff parents have self-reported that they enjoy the sessions. Over the past year the service has enjoyed good attendance. The staff members have been able to administer parent questionnaires for new attendees and there is a growing high rate of loans of Play-talk bags at these sessions. Over the year, the SLT workers reported that the reasons for attendance vary for parents. Some are referred by other professionals such as health visitors, while other come following one-to-one sessions with SLT staff, while others report personal reasons for attending. The project workers report that parents from outside the area are beginning to use the service and to date there has not been a capacity problem. The structure of the drop-ins has changed following an evaluation.

From the interviews with staff, they were concerned with the lack of appropriate play toys for the different age groups. It was felt that because of this, staff had to take their own toys to the centre. They were not sure whether Sure Start was aware of this. One worker suggested that the Sure Start should provide all appropriate play toys to all children. Particularly, more play toys, such as baby soft toys, imaginative toys and more educational toys. Staff said that it was very important for children to have different toys to be able do imaginative play in order to improve their learning ability. The structured and educational play toys would benefit the children's learning ability in long run.

Some of the staff felt that the centre is quite small. However considering the sorts of numbers of people that attend the sessions there is no capacity problems at the moment. However, the staff member stated that:

"If we had big number the place would be too small. However, the centre would be more appropriate and comfortable place to play if they could have separate area just for play. I mean it would be good for the children to play around without distraction. I think the centre is not that comfortable for the children to play, as they like. It would be appropriate to have

one area for play, one area for baby and one area for imaginative play, as we want to be more structured."

In other words, children need more space to play as comfortable as possible. Having a big and suitable play centre would benefit for both children and parents. There would also be an opportunity for parents to play more with their children.

Home visiting service

This service has had a great input from the team. Over 400 home visits have been made during the last year, with over half of these being new contacts. A number of children have been picked up for the Sure Start language measure as a result of home visits. In the last year there has been over 30 children seen for the Sure Start Language measure. A number of families are receiving or received regular input by the team. Activities have included parent-child interaction sessions, direct therapy or referrals to other projects. The visits are in conjunction with other services such as Health Visits, Family Support Outreach and so on. Reviews by staff claim that the progress of the work is steady.

An important spin-off of the home visits was the training of the Family Support Outreach (FSO) staff on how to carry out language measure and the assessment. The FSO staff provided the access for the SLT team and the FSO gained training in the assessment. Both have learnt from each other.

Kheli Boli/Play Talk scheme

It has been reported by the team that this scheme is useful in encouraging parents to attend drop-in clinics and that positive inputs are possible for parents who are less keen for speech and language referral. Parents have been happy for input to be given indirectly through the Kheli-Boli Talk bags. The members of staff have been monitoring the loans of the bags and in the last year there have been over 160 bags loaned out to parents. The scheme is seen as a good example of collaborative work with another agency (AFASIC). Also following a newsletter item there have been a number of inquiries about the scheme. From the staff viewpoint they see that the main aim of the scheme is to promote the children/parents interaction through playing with the toys. The bag comes with two different activities and a book. It comes with an information leaflet and a tape. The tape is translated into two

languages, which is in Bengali and English. In comparing it with the Toy House Libraries scheme: It was stated that:

“It (Toy Library) is not the same as our aim .. which is to target children who have got speech and language difficulties. Our scheme is more structured and gives information on how to play. We are giving the parents a guide on how to use it and play. Believe me or not there are parents who don’t know how to play with the toys”.

It is clear that there needs to be an evaluation to explore whether or not toys are good for language development, and whether they could promote child/parents interaction in play.

Baby Clinic

The team attends the baby clinic where screening takes place to ascertain whether there may be potential concern with the baby's development. This service has not been continued but the team are in regular contact with the health visitors re referrals.

Other activities

Other activities recorded are Joint Visits to Education Nurseries and training other professionals.

Reflections

From their interviews with staff, the main comments about the service provided were that many families are not aware about the Sure Start service, or that there are difficulties reaching the excluded groups. As one worker put it *“we only see the same people always”*.

In terms of speech and language work one interviewee stated that:

“I think the main concern is to recognise the child’s speech and language difficulties as early as possible. For some families it is difficult to recognise the child’s speech and language development. I think it depends on the families’ educational background”.

Finally another concern stated was that some staff felt "it is very difficult to get hold people in Sure Start. We have poor contact and there is no sense of teamwork here". This was a view

quite early on in the programme. In a recent interview with staff, most said that the communication between the programme has greatly improved.

The barriers to working were identified. These were in the main the following:

- Promotion of the service, because people are not aware about the S & L therapy services.
- Parent's recognition of the child's speech disability. There are parents who have difficulties recognising the child's learning difficulties.
- To reach the hard-to-reach groups on the estate.

“Having the same family coming back to us also a barrier to achieve the aims and objectives”.

Lack of communication between Sure Start staff is also a barrier, but this is improving.

In terms of outcomes for parents, the interviewees talked about positive self-reported views of parents involved with their work. One interviewee stated that they thought the work is benefiting parents:

“Yes, it benefited the parents and it gives them a confidence to interact. The training is also positive and one parent has found employment. One of the participants called and asked us to be her referee. She is planning to apply for job in play work or toy libraries”.

Recommendations identified by the team

- 1) Sure Start centre should provide an appropriate play toys for the children in order to attract more children to the centre.
- 2) Sure Start needs to have:
 - Psychologist;

- Dietician; (for child's feeding and what food to eat is very important for the child's learning development. The parents also need to get more education on the child's diet in order to know what healthy or unhealthy food for a child is.)
 - Health visitor (for child's health concern)
- 3) The Kheli Boli/ Play Talk scheme should be available in different language. If Sure Start aims to include the non-Bengali parents and children in the Ocean.
 - 4) There is a need for more training for parents on children's development and learning.

Summary

Impact of the project: The scheme is working well for clients and it is reported that users find the project satisfactory. The low numbers of attendance means that it is difficult to assess the overall impact of the project on the programme.

Change mechanisms: The project has adapted to the requirement of the clients, particularly around the drop-ins. Improved working relations with other projects means that better referrals may be possible.

Outcomes: With low participation, overall outcomes will be difficult to assess, however, the project has a steady stream of clients who are satisfied with the services provided.

5.2 Toy House Libraries Association of Tower Hamlets

The project role was described as follows;

- To increase access to toy Library facilities, both in the community and in the homes of young families.
- To do outreach work and visit homes in the Ocean Estate
- To encourage the parents in the Ocean to use the toy Library facility
- To give advice and information to the parents and what they benefit from the service we provide

The objectives and activities described in original bid are:

Objectives

- To increase access to Toy libraries service for families with 0-3 years within Sure Start Ocean area by providing a more co-ordinated approach and extending the service they offer.

- To offer an outreach, and healthy visitors taking the toy libraries into the home and providing a sign posting service for families. Settling up two new community based toy libraries and offering families opportunities to share play and the learning experience.

Key Activities

- Set up two new community based toy libraries
- Toy library workers on placements in existing toy libraries
- Taking toy libraries into homes
- Encouraging shared play and access to quality service and equipment

Over the past year the following figures show the number of children seen and families seen by the project. Again there is no baseline to ascertain whether these figures are high or low. It can be seen that the numbers vary greatly month-to-month.

Figure 3 Children seen

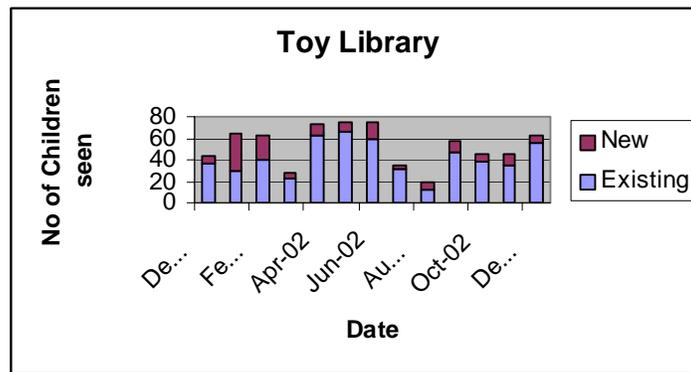
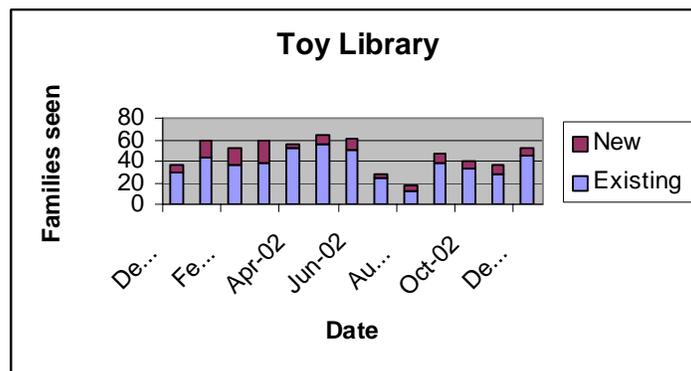


Figure 4 Families seen



Having said this, the usage of the toy library seems to be steady and the project workers report a steady number of families using the services. From the interview the main problem identified was the problem of awareness of the service by local families. It was stated that 'the families still they don't have all information about the service'. Also it was claimed that 'mothers are not motivated to come out in the morning with their children'.

In terms of the service provided it was highlighted that the main issue is giving time to the children. It was stated that the children needed time to play with toys in the right way, because giving time is helping the child's learning ability /development.

In terms of borrowing toys, Parents with children under 4 can borrow the toys for up to three weeks. One of the interviewees stated that in terms of usage that the Toy Library is not very busy at all. It was stated that "*we don't have many parents in this centre. The main reason is that the mothers think St Dustan is a men's centre. They may think that it is difficult to be around and stay and play with children. So when they come to borrow the toys. They come and borrow the toys and go home. They don't stay in the centre*".

The project contact parents through contacting them by phone, knocking on doors, and by compiling lists of people who put their name and address down at the St. Dustan centre. The team has thought about doing outreach work and providing them with leaflets. In relation to parents who borrow toys, if some of them keep the toys for more than three weeks, a standard letter is sent to them saying that they have not seen them for a while and they are reminded that they can borrow more and new toys for their child.

The project was asked to compare their work the Kheli Boli (K-B) scheme. The respondents stated that they think the scheme is popular and that many parents found it very helpful for their child's development. In comparison to the K-B scheme it was felt that the toy library was open to all children. Whereas the Kheli Boli scheme is specifically for those who have got speech and language difficulties or who need the therapy. However, it was stated that the speech and language therapy referred some parents to the Toy Library to get the toys for the children.

One of the main issues identified by the interviewees was the lack of teamwork between the other Sure Start workers. One interviewer stated that:

"the workers don't work together. There is no teamwork spirit here. I think that area needs to develop. To have a team meeting at least once a month would be helpful to know each other's work and to discuss about what happens around the area. I feel like I'm isolated from the rest of the sure Start workers."

Since the interviews this issue has improved and many of the workers have commented on the fact that there is better team working and referrals between projects.

Recommendation from the team

The main recommendation from the staff is a need for a new place or centre for the service, which is suitable for both parents/mothers and children. They stated that, this would need to be a bigger place as the children needs more space for their playtime.

Summary

Impact of the project: Despite the small numbers of users the project is instrumental in reinforcing the theme of play and learn in the programme. The availability of toys and the opportunities for parents are positive impacts for the programme. There is an opportunity to explore the impact of the availability of toys for parents, in particular to review the use of the toys at both the library and homes of the families. It would also be beneficial to the programme to look at the impact in terms of male parent involvement.

Change mechanisms: The project has adapted to the requirement of the clients. Improved working relations with other projects means that better referrals may be possible.

Outcomes: In workshops with parents and other observations it can be seen that those who use the toy library find it a useful and meaningful service. Parents have commented on the fact that the toys are readily available and a cheaper alternative to buying them. Many of the parents have stated how they have found that their confidence has improved with both their children and with other parents through the availability of the service.

5.3 Family Support and Outreach Team

The role of the FSO team was identified as follows:

- One-to-one support with the parents and their children

- Offer home-based, practical support to families experiencing difficulties with their babies. For example, show and help the new mothers changing nappies, feeding the babies -etc.
- Joint home visit with other Sure Start projects. For example, joint visits with the Antenatal project, and the Speech and language therapy. Here, it is explained to the families that the help is available for them when they need. In other words, families are made more aware about the services provided.
- Parents are taken to clinic visit or to their appointments what ever they need. They are helped with English,
- Help parents with their children’s schooling
- Run a drop-in session two days a week –general drop-in where parents get together to know each other.
- Organise fun days, parties, and summer holiday for the families and their children.

It should be noted that from the interviews the team sees that their role is constantly developing.

In terms of children and families seen, the picture is similar to other projects and there is no baseline to ascertain whether the numbers seen are high or low.

Figure 5 Children seen

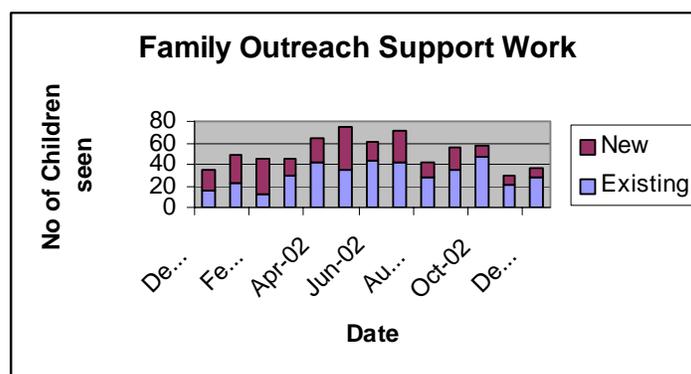
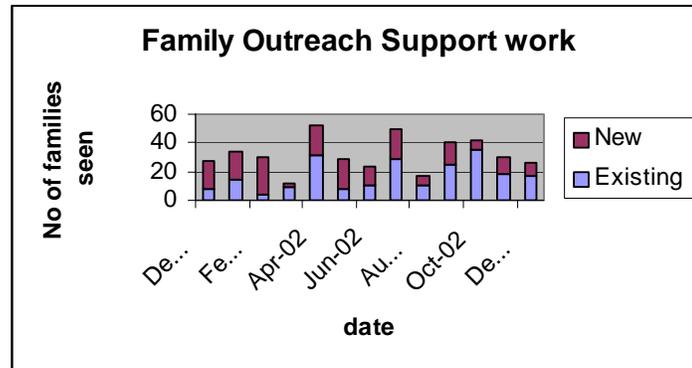


Figure 6: No of families seen



Activities

From the interviews and document, it can be seen that the FSO team are involved in a wide range of activities and work with many of the other Sure Start projects. The activities include:

- attending meetings in the local area to promote the work of the Sure Start,
- providing follow-up meetings following home visits with other Sure Start projects,
- organising events, work with the Parent's forum, linking up with other Sure Start programmes.

The role of the team is growing and many of the activities are beginning to take a community development approach. The following is a summary of the activities.

Drop in session

These sessions are run twice a week, where the attendance fluctuates. Over the last year, a member of the FSO team has been taking a lead role and it was felt that the quality of the drop-ins are improving.

“I think it is getting better after New Year. We do different activities during the two days. We do outings to the park with the children and we have links with Half Moon Theatre. In the theatre we do drama session and acting...”

It was felt by the team that the parents enjoyed the drop-ins and many of them were gaining confidence in both taking part in the activities and playing with their children.

Passport to learning project

The staff members have been trained and this project has just started. The aim is to give training to the community on how to develop themselves for a profession of their own choice. The first sessions were well attended and there was strong positive feedback from the participants.

Learning for life

The project aims is to build up confidence for parents in the community to prepare them for looking for a job. The project involves IT training in order to help the women to learn how to use computers. Other sessions include training on how to write a CV and search jobs by using the Internet. This was seen as successful by the workers. As one worker puts it:

“It gives them a boost to their confidence to enter to employment.”

Family Forum

The team run a Family Forum, working with parents with the aim of providing support to local parents, particularly women. The idea is to develop the capacity for women to support and help other women on the Estate.

Book Start / Book for babies

This project has just started and the team has had only two sessions so far. It was stated that the outcomes were good and that the families enjoyed the sessions. The sessions included the involvement of a staff member from the local library who gave more information on the library for the parents. One staff member said in an interview:

“The reason we invited the staff member from the library was because of people still have the image of the library as quite place; you cannot make noise with children and not allowed to come with small children. So the staff informed them to get away from that idea...”

During one of the session they had a female storyteller and there is a plan for future sessions to have a male storyteller in order to include the fathers in the session.

Events

The team has now been involved in a number of events with parents. One such event was the International Women’s day. This was seen as a success by staff, encouraging views such as:

“We had a good turn up despite the fact we had only had a week to organise it. The women did enjoy the special day. The women really enjoyed it “.

Parents who attended the events found them enjoyable. One of the learning points for the project was that using play and drama with parents was invaluable for their involvement.

Reflections

Staff members were asked what they thought were the main issues for the clients they worked with.

The interviewees identified the following issues:

- Difficulty in reaching non-Bangladeshi families. Families who are isolated from the others. For example, other groups like Somalis, Algerians, and Pakistanis are excluded from the project.
- Families who are isolated from their own community for example, those who are new to the area experiencing problems of adjusting the new environment particularly new arrival Bengali young married women.
- Fear of crime in the area, due to drug abuse, and street violence. It is claimed that the people on the estate do not feel safe. People are too frightened to go out in the evening.
- Coping with the new environment. For example, the new arrivals in the area have problems in settling down.
- Families are not aware of the projects available for the community. For example like Domestic Violence, still many families don't know how to access and where to ask help.
- Language barriers for those who are not from the majority groups in the Ocean Estate. Not providing enough interpreters in their own language. To get the interpreter is difficult and they are not getting the help they need from Sure Start projects.
- Unemployment among the men in the Ocean is high. It was stated that *"Most men are unemployed as the factory was closed down and the men have no other skills apart from working at the factory. As the result of that some families are suffering from depression, which affect the whole families. And the women have to look after their husband and become more isolated from the community."*

Some common themes are emerging with regards to the work of the FSO team. The team is aware of the fact that the Ocean Estate is a predominantly Bengali orientated community, but as one worker put it: *"we need to see more involvement from the non-Bengali community". There seems to be a need to have more Somali, Pakistani, and other groups support worker in the area. This is because the "non-Bengali groups are not coming to one to one session or to seek help".*

These groups are isolated from the others and they are not aware of the service although it is open to all groups on the Ocean estates. Another said this is probably because *"they think it is only for the Bengali speaking community, since the project is run by the Bengali-speaking staff. It was also stated that "they are afraid to come as an individual and to get the help and they are not using the service...so the service is only for the majority groups..."*

Other barriers identified were:

2. Not having active community involvement
3. Not knowing what the communities want and what they expect from the programme.
4. There is a lack of motivation within the community. One worker said: "There is high unemployment in the area, and most male are not motivated at all. Contribution from the fathers would help to achieve our goals as they are excluded from the projects".
5. There are funding problems- For example, it was stated that "we know that there are groups who need help. But we don't have the resource to approach them. We are aware about that".

Summary

Impact of the project: The project is working well and underpins the effort of the programme to be more community development focused. The workers are confident about providing drop-ins, and home visits and they have gained various skills in responding to the needs of parents and children. The team is also the focus of better referrals and communication between projects.

Change mechanisms: The project has adapted to the requirement of the clients, particularly around the drop-ins. The project is the focus for parent involvement and community

development, thus more participatory activity will be required. There is a lack of outreach workers for other communities.

Outcomes: The project has a steady stream of clients who are satisfied with the services provided. Long term outcomes will be wider participation of parents in the programme

5.4 NEWPIN Ante and Post natal Project

The role of the project was seen as:

- To give one to one support
- To do the outreach work
- To supervise the volunteers
- To organise the training programme
- To explain to the community about the aim/ what the service offer to the community
- To get peer support.

The original objectives and activities are as follows:

Objectives

- Provide support to women while they are pregnant, to alleviate maternal depression.
- Offer a preventive measure for postnatal depression
- Outreach service to isolated/depressed women
- Recruit local mothers and provide training to support other mums-to-be
- Help with parenting skills
- Support one day a week for up to a year (if needed).

Activities

- Befriending support for pregnant women from other parents
- Drop in support
- Links to other services
- One-to-one support if needed
- Telephone support (24 hours)
- Recruiting local mums for training and voluntary work

In terms of children and families seen the following diagram is the picture from the last year. The number of new clients is low and figures have been steady of the last year.

Figure 7: Children seen

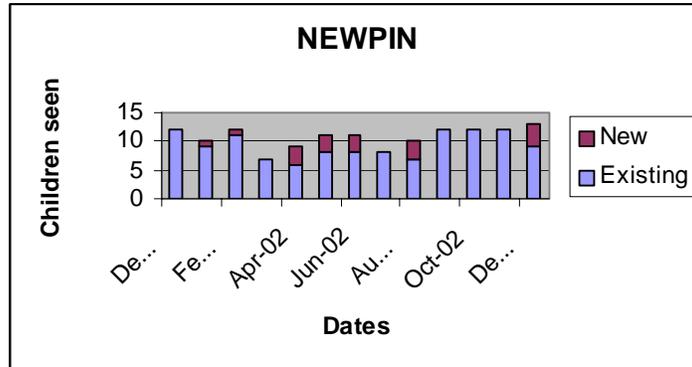
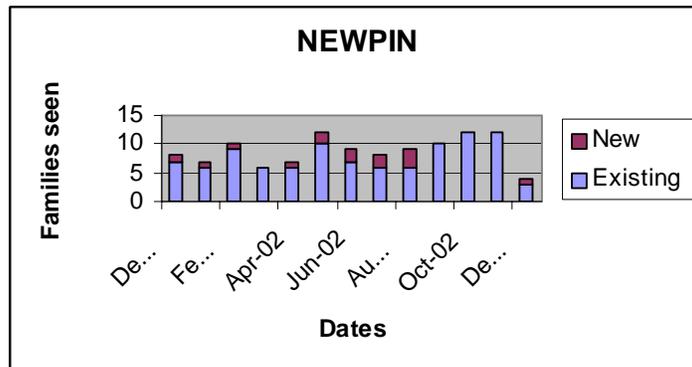


Figure 8: Families seen



Activities

The project has undertaken several ranging from training for the befriending scheme to outreach work.

Referrals to the project

Referrals are small in number and the lowest being ante-natal ones. The project is doing more outreach and visits and linking up with other projects.

Training for volunteer befriender scheme

Several training programmes have taken place whereby several volunteers have completed the training. Progress in getting befrienders attached to mums' is slow due to checks that need to be made and negotiating access to mums. Feedback from interviews highlighted some of the problems with this project. For example it is difficult to arrange training while the last trainees are still not attached with the clients. Although the worker was confident that she was *"not worried about getting volunteers; it is only a problem keeping them."*

The main problem is the police checks. The volunteers have to be checked by police (as it stated in the form) before they become attached with the families. Therefore according to the project worker, *"it is difficult to allow them to work with me although I gave them the training, which takes my time. After a while the volunteer lose their interest because they are not getting enough help from the Sure Start"*.

Drop-ins for mums and mums to be

Drops have been organised and they are being run at the Harry Roberts Nursery school. The idea of the session was to have an informal meeting with all the project's users. Particularly, for mothers who are isolated in the area and those who are not get used to go to open days meeting. But the sessions have stopped because the Nursery has been shut down.

Ocean Women's Aid.

The Ocean Women's Aid runs a few training sessions for volunteers to provide more information about Domestic violence. These were some comments about the project.

"The training was helpful to look at Domestic Violence".

" I made a verbal referrals to the team"

"We get referrals from Crisis interventions... I do more links with mental health team in outreach visit to promote the project".

Issues identified

From the interviews the following issues were raised:

- To have more referrals from the other Sure Start projects.
- People are not aware of the project.
- To approach the non-Bengali mothers and to give them the support they need.

The main issues for the clients were seen as:

- Women have a history of depression for very different reasons.
- Women don't interact with others in the area. Particularly those who are new in the country. There are women also isolated within the family and are not familiar with the new environment and culture.
- Women who are experiencing domestic violence. It is perceived that there is domestic violence in the area. The women suffer not only by physical abuse but also it could be emotional and verbal abuse.

Barriers

The following were identified as barriers to the project. The main barrier is cultural, i.e., cultural issue in terms of recognising and defining the symptoms of depression itself. It depends how people see the illness.

The service is limited to a majority group, which is the Bengali community. Although the service is open for all groups who are living in the ocean. But in reality it appears that it is not open for all groups. As the worker said "For example there are Somalis in the Estate but they never come to seek help here. I am sure they have problems too".

Recommendation from the project

- Project would like to see quick police check for the volunteers. Sure Start could help the volunteers to be checked as soon as they fill the CRB form. "Otherwise they are not encouraging the people who want to give their time up to their community".
- Sure Start should have Somali speaking support worker in the services in order to help the excluded group.
- There is a need to have more volunteer from all groups in the Ocean in order to reach the hard to reach groups.
- Sure Start should provide interpreters in the local communities' language for non-Bengali speaking groups.

Summary

Impact of the project: The scheme is working well for clients and users find the project satisfactory. The low numbers of attendance means that it is difficult to assess the overall impact of the project on the programme. The main barrier is recruiting and retaining volunteers. This is a programme wide issue. The capacity among local people in relation to volunteering is low. The programme will need to explore this issue.

Change mechanisms: The project will need to review the volunteering scheme and involve parents from other communities.

Outcomes: With low participation, overall outcomes will be difficult to assess, however, the project has a steady stream of clients who are satisfied with the services provided.

5.5 Tower Hamlets Play Group & Under 5 Association

Background

The THP&U5A is a voluntary organisation, which has been working with children under five and their families/ parents throughout the borough for the past 14 years. The project's primary targets are children under 5 and parents with the general aim of empowering parents/ carers of children under 5 to run better quality playgroups. The specific objectives of THP&U5A include: -

- To improve children's ability to play/ learn
- To provide emotional support that will help parents
- To improve children's health and living environment

Activities

THP&U5A has a number of activities it undertakes, including:

- Outreach
- Home visitors
- Play & toddler group
- Health support visitor
- Support THOG
- Coordinate and add value to other projects
- Involve parents (now in management & play forum)

Main issues for clients

The interviewees believed that the main problem for clients is their level of English, which is not adequate enough to get them jobs. In addition, the project workers stated that many of the parents want to get jobs but attending most courses takes time, which is discouraging. Some workers also mentioned that parents/ people who start courses (example the English classes) do not attend continuously.

The Tower Hamlets Play Group & Under 5 Association hope: -

- To see that people have alternatives and choices for child care
- To set up networks so that people meet other people, example at John Smith Centre
- To encourage parents to get involved – build their confidence
- To continue support, advice and publicising

The project is looking to start a volunteers' project and take up the first trainees in September for practical training.

Barriers

The interviewees believe that the Sure Start on the Ocean is working well now. As one of the interviewees put it, *“we have broken down most of the barriers we had before, for example, the ‘Lifer’ Centre’ is being resolved and we are working more & more with other projects”*.

In the past 12 months, the interviewees stated that most of the activities have been running well. These include:

- ☞ Drop in at Harry Roberts – where advice is given to people who want to become childminders
- ☞ Drop in at Ben Jonson Centre
- ☞ Joint working- Working with other projects including the Ocean TLA is progressing very well. Many people attended the Bedford Square event, most after hearing about it from other parents.

In addition, one worker stated that *“parents/ people from the Ocean Estate are more confident now and ask for what they want; this shows that Sure Start is starting to make a difference”*

Recommendations for future work

The interviewees stated that they

- ☞ believe that Sure Start must continue the existing good work and influence
- ☞ would also like to see how the volunteers training is coming up, and would appreciate any support/ help.

Summary

Impact of the project: The scheme is working well for clients and it is reported that users find the project satisfactory.

Change mechanisms: Improved working relations with other projects means that better referrals may be possible.

Outcomes: With low participation, overall outcomes will be difficult to assess.

5.6 Shaftsbury society

Background

The Shaftsbury Society runs a child safety scheme and aims to ensure safe environment (bedroom, kitchen, all areas) for children under 5 years and their families. The Objectives are: -

- To provide child safety equipments (in homes) for families child under 4 projects
- Increase awareness on safety issues, equipments fitted, etc through training in different forums (teachers, parents, carers, community members)
- Improve social and emotional development of children
- Reduce accident rates by fitting safety equipments

The target for Ocean Estate is to fit safety equipments in 120 homes with children under 5 years old per year

The activities include:

- Fitting safety equipments
- Supervision and auditing
- Awareness training, teaching and talks

Main issues for clients

The main problem the project is finding is the language barrier, which makes it difficult to get the message across. However, the project as an assessment and monitoring procedure, and

from their 2-month feedback form, it seems that more and more parents are now valuing the services.

The project hopes that work would:

- enable parents from the Ocean Estate to feel emotionally and socially safe and improve child development.
- see more safe homes for parents/ families with children under 4 years.

Barriers

The barriers identified from the interviews include:

- Some parents (fathers) not at home for auditing and fitting equipments
- Language barrier (more interpreters needs)

Team work

In terms of teamworking, things have improved. The project is working well with Sure Start staff. The team has attended promotional events (eg. Dame Colet House, Fathers Day, Lifer, etc). The project also organised a safety week from 23 – 29 June, where a lot of promotional work was made. Work with other Sure Start projects is also good.

Recommendations for future work

The project works with about 15 Sure Start projects across London and feels that ‘Sure Start on the Ocean is doing a good job’. This could be strengthened through more promotional work and more team work/ referrals from other Sure Start projects.

Summary

Impact of the project: The scheme is working well and the programme of fitting safety equipment is working well.

Change mechanisms: The project has highlighted that language is a barrier and this is also a problem for other projects. The issue of interpreters is a programme wide one. The project also benefits from working with other sure starts in the area. It would be useful to the programme for the project to share the knowledge of how the project is working elsewhere.

Outcomes: The project has a steady stream of clients who are satisfied with the services provided.

5.7 Bethany

Bethany Project

Background

The objectives of the Bethany project are: -

- To help parents who have problems with child's behaviour – to understand why they behave the way they do
- To give psychological education, child development & relationship support

The activities of the project include:

- Mentoring
- Home visits (go to parents homes & observe a child)
- Training for staff
- Play groups: using '*treasure basket*' for 4-12 month old babies (for simulation & for parents to learn about their baby)

For the future, the project is thinking about starting training for parents.

Main issues for clients

It was mentioned that the main issues facing project clients are: -

- The clients do not understand the issue of child communication which leads to frustration & worries
- They do not understand behavioural issues, for example they say that a child is not eating, is too active, and they are not informing the project of the lack of talking or that the child is self harming
- There are problems with the living environment, such as symbolic play; and cultural/traditional barriers

Visions

The project would like to be involved at Strategic Level with the other Sure Starts in London Borough of Tower Hamlets. According to the interviewee, this would help the project to enable more & more Sure Start projects to take on similar activities to the project "e.g. more use of the '*treasure basket*'".

The project would like to see more trained people in psychotherapeutic ways and go to families for support and also actively teach parents child psychology. *"These will enable the project to empower parents to help then help themselves and others in their neighbourhood"*.

Barriers

The main problem for the project is time available for the work.

"We have a big TIME problem, too much to do"

It was also reported that it has been difficult to turn the experience the project has gained into a training package. Also, it has been difficult to get enough committed parents in order to train them for about 10 weeks. Again highlighting the issue of poor parent participation. The project is also concerned about the way referrals are made – *"they give the wrong impression to parents"*. Finally, it was stated that the cultural & traditional background of people in Ocean Estate has made thing difficult for the project.

Team work

Once a month, we have a training session with Sure Start staff on how the brain works, infant – mother interaction; and they also talk about various cases seen

Recommendations

The project would like to have a once a month group meeting/ training, co-run with other Sure Start projects to train parents/ families. It was also stated that there is a need for a trained Bengali worker for the project. Finally, the project would like to use video with parents for teaching purposes and for their personal development.

Summary

Impact of the project: The project is a specialist service and will have low numbers of participants. Given this it appears that the service is satisfactory with the clients and is working well.

Change mechanisms: The project has highlighted that culture/language is a barrier and thus would like to have a Bengali worker in the project. There would however, be a problem re training. The project would like to work with other Sure Starts in the area.

Outcomes: The project has a steady stream of clients who are satisfied with the services provided.

6.0 Parents' views about the projects and Sure Start

6.1 Findings from parents about the work of the drop-ins and projects

A total of 19 parent/ carer – child pair who visited play & learn (15/19), speech & language therapy (2/19) and play bus (2/19) drop in were interviewed over three weeks period. The majority of these had boys (57.9%) and children aged between 24 – 35 months (47.4%) [Table 1]. Interviews at the drop-ins revealed that

All the parents/ carers were asked about the drop-in services and their knowledge and use of play & learn services for children under 4 years and about Sure Start. As shown in Table 3, most parents/ carers took their children to play groups/ play bus (16.1%) and relatives (16.1%) to play & learn, while no parent used the baby-sitting scheme. The majority of parents (63.2%) spent between 2 – 4 hours each day to play with their child, while only 10.5% claimed to spend over 8 hours playing with their child (Table 4).

Table 5 indicates that high proportion of parents (68%) have a fair amount of knowledge about services for under 4 children in the Ocean estate. Most parents used multiple services for under 4 children of which drop in accounted for 42.2% followed by health visiting (21.2%) while no parent/ carer used parenting groups (table 5). In addition, the majority of those who used these services had children between 24 – 35 months (51.5%).

As shown in Table 6, the main sources of information about services for under 4 children included health visitors (23.3%), letter/ phone (23.3%), word of mouth (20.0%) and poster/ leaflet (20.0%). Few got information about services from Sure Start workers (3.3%). For the future, most parents/ carers stated that they would like to hear about services through letter/ phone (50.0%), and posters/ leaflets (33.3%).

Over half of the parents interviewed stated that they knew little or nothing about Sure Start (Table 9). However, as depicted in table 10, 91.2% of the parents/ carers want to get involved with Sure Start as volunteers, eg, through the *parents' forum*, etc. A high proportion (57.9%) of parents/ carers claimed that they have not used toy library [N=11] mainly because they

didn't know about it (42.1%). On the other hand, those who have used toy library [N=8] stated that the service is good (table 11 – 13). In addition, many parents/ carers want to see more outdoor space and toys in toy library for the future (Table 14).

6.2 Findings from interviews and workshops with parents

At present there is a survey on the way exploring parents views about the projects and the programmes. This will be reported on the next report. The following views are taken from observations and an event held with parents on the 14th July.

Of the programme and projects many of the parents said they could see the benefits and they stated these as follows:

"Since going to the drop-ins with my child my social skills has improved and developed"

"Children are getting into a routine, which is seen as a good thing"

"Playing at home is difficult due to other demands. Going to the drop-ins means that this time is dedicated to playing and child-parent interaction"

One of the parents stated that she has had problems in getting her older children to attend school. However, with her youngest child, she feels that the child may settle better in school because the child has been attending the drop-ins. The other mums echoed this view by stating that attending the drop-ins would mean that the children would be ready and prepared to go the nursery.

The parents also discussed other benefits of being involved with the programme and projects and these include things such as 'meeting other mums', 'their children getting to know other children', 'the children building up and showing confidence', and that the 'children enjoy play and the materials... and that it is different from home'. One parent said that with her child there is a 'happy feeling when they get home'.

In terms of the improvements the main issue is space for the sessions.

General Views about Sure Start

The mums were asked their views on the Sure Start in general. The parents were very positive about the Sure Start. Some of the comments were:

"The staff members are very friendly"

"Sure start is never-ending, in a good way. There are always lots of things going on"

"Sure start helps develop speech development and one of the drop-ins is focused on S&L"

"Trips and outings are very good, people are able to get out of the estate and this is good"

"The Play bus is exciting. The kids love it and look forward to it and they always reminding us about it"

The mums also talked about things they would like to see. For example one parent said that the Sure Start should have more books and reading activities because the nurseries have books and reading sessions and this would help to prepare the child for this and another said she would like to see more active parent involvement. One mum said that there should be a regular Sure Start newsletter and publications, to show what is going on and what has happened so far.

7.0 Learning for the programme as a whole

7.1 Role and activities of the projects

The project are keeping on top of their objectives and are conducting and learning from their activities. A common theme in relation to all the project was the level of involvement in the projects from the local community. Three issues have arisen:

1. Awareness of local people about the programme and projects: This has improved, but some of the project feels that there is still more work to be done.
2. Numbers of users of the services varies month-by-month and there is no means to ascertain whether the numbers are high or low. It seems that many of the projects are operating well below capacity and recruitment to the projects remains a major issue.

3. All the projects are concerned that the programme has the appearance that it is for the Bangladeshi families. There is a need to outreach to other (hidden families) and it was suggested that there might be a need for a Somali outreach worker for the team.

7.2 Joint working

Most of the projects commented that they work closely with the other projects in the programme. There is some indication that joint working has improved and there is now a growing number of good examples of practice of joint working within the programme. Only one project felt that there was a lack of cooperation between the projects.

7.3 Other issues

It does appear that awareness of the programme has increased. There are more activities and drop-ins for local families, and there is the appearance that a more community development focus is developing within the programme, particularly through the work of the Family Support and Outreach Team. There is however, a strong concern about exclusion of certain groups and that there is still a lot more work that can be done to raise the profile of the programme.

There is also a need to have a baseline on the number of children and families seen. There is no means to ascertain whether the programme is working below or above capacity. The qualitative impression is the take of the services is low and that the projects are under-utilised.

Appendices

Appendix 1: Tables of results from Parents Interviews

Table 1: Age – Gender distribution of children attending Sure Start drop – in

<i>Gender</i>	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36–48 months</i>		<i>TOTAL</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Female	0	0	2	10.5	3	15.8	3	15.8	8	42.1
Male	1	5.3	2	10.5	6	31.6	2	10.5	11	57.9
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 2: Drop in venue attended by child's age group

<i>Drop in Venue</i>	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36–48 months</i>		<i>TOTAL</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Play & Learn	1	5.3	4	21.1	5	26.3	5	26.3	15	78.9
Speech & Language	0	0	0	0	2	10.5	0	0	2	10.5
Play Bus	0	0	0	0	2	10.5	0	0	2	10.5
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 3: Play and Learn services used in the past 12 months by child's age group

<i>Play & learn services</i>	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36–48 months</i>		<i>TOTAL</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1. Relative	1	1.8	1	1.8	4	7.1	3	5.3	9	16.1
2. Friend	1	1.8	1	1.8	2	3.6	2	3.6	6	10.7
3. Parks & play areas	1	1.8	1	1.8	4	7.1	2	3.6	8	14.3
4. Mother/ toddlers group	0	0	1	1.8	3	5.3	3	5.3	7	12.5
5. Nurseries	0	0	1	1.8	1	1.8	2	3.6	4	7.1
6. Libraries	0	0	1	1.8	2	3.6	1	1.8	4	7.1
7. Family centres	0	0	0	0	1	1.8	0	0	1	1.8
8. Sport facilities	0	0	1	1.8	0	0	0	0	1	1.8
9. Toy libraries	0	0	1	1.8	2	3.6	1	1.8	4	7.1
10. Baby sitting schemes	0	0	0	0	0	0	0	0	0	0
11. Crèche	0	0	0	0	0	0	1	1.8	1	1.8
12. Play groups/ bus	0	0	3	5.3	4	7.1	2	3.6	9	16.1
13. Others	0	0	0	0	2	3.6	0	0	2	3.6
TOTAL	3	5.3	11	19.6	25	44.6	17	30.35	56	100

Table 4: Hours of Play per day by child's age group

<i>Play hours</i>	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36–48 months</i>		<i>TOTAL</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>

1. Up to 2 hours	0	0	1	5.3	3	15.8	2	10.5	6	31.6
2. 3 – 4 hours	1	5.3	1	5.3	3	15.8	1	5.3	6	31.6
3. 5 – 6 hours	0	0	1	5.3	2	10.5	2	10.5	5	26.3
4. 7 – 8 hours	0	0	0	0	0	0	0	0	0	0
5. Over 8 hours	0	0	1	5.3	1	5.3	0	0	2	10.5
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 5: Facilities used by parents' of under 4 children in the past 12 months

Facilities used	≤ 11 months		12-23 months		24-35 months		36-48 months		TOTAL	
	No	%	No	%	No	%	No	%	No	%
1. Drop ins	0	0	3	9.1	6	18.2	5	15.1	14	42.4
2. Advice on services	0	0	0	0	2	6.1	1	3.0	3	9.1
3. Speech & Language	0	0	0	0	2	6.1	1	3.0	3	9.1
4. Parenting group	0	0	0	0	0	0	0	0	0	0
5. Health Visiting	1	3.0	2	6.1	2	6.1	2	6.2	7	21.2
6. Advice for problems	0	0	0	0	2	6.1	0	0	2	6.2
7. Others	0	0	0	0	0	0	0	0	0	0
8. None	0	0	1	3.0	3	9.1	0	0	4	12.1
TOTAL	1	3.0	6	18.2	17	51.5	9	27.3	33	100

Table 6: Parents/ carers' knowledge about services for under 4 children

Know about services	≤ 11 months		12-23 months		24-35 months		36-48 months		TOTAL	
	No	%	No	%	No	%	No	%	No	%
1. Not very much	1	5.3	2	10.5	3	15.8	0	0	6	31.6
2. A fair amount	0	0	2	10.5	6	31.6	5	26.3	13	68.4
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 7: Source of Information about Services in the past

Source of information	≤ 11 months		12-23 months		24-35 months		36-48 months		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Newspaper	0	0	0	0	1	3.3	1	3.3	2	6.6
Directory	0	0	0	0	0	0	0	0	0	0
Poster/ leaflet	0	0	2	6.6	3	10.0	1	3.3	6	20.0
Community centre	0	0	0	0	0	0	0	0	0	0

Public libraries	0	0	0	0	0	0	0	0	0	0
Mosque/ Temple/ +	0	0	0	0	0	0	0	0	0	0
Letter/ Phone	0	0	1	3.3	5	16.6	1	3.3	7	23.3
Health visitor	0	0	1	3.3	2	6.6	4	13.3	7	23.3
School	0	0	0	0	0	0	0	0	0	0
Word of mouth	1	3.3	1	3.3	3	10.0	1	3.3	6	20.0
Internet	0	0	0	0	1	3.3	0	0	1	3.3
Social Services	0	0	0	0	0	0	0	0	0	0
Sure Start worker	0	0	1	3.3	0	0	0	0	1	3.3
TOTAL	1	3.3	6	20.0	15	50.0	8	26.6	30	100

Table 8: Source of Information about Services preferred in the future

Source of information	≤ 11 months		12-23 months		24-35 months		36-48 months		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Newspaper	1	3.3	0	0	2	6.6	0	0	3	10.0
Directory	0	0	0	0	0	0	0	0	0	0
Poster/ leaflet	1	3.3	1	3.3	6	20.0	2	6.6	10	33.3
Community centre	0	0	0	0	0	0	0	0	0	0
Public libraries	0	0	0	0	0	0	0	0	0	0
Mosque/ Temple/ +	0	0	0	0	0	0	0	0	0	0
Letter/ Phone	0	0	4	13.3	6	20.0	5	16.6	15	50.0
Health visitor	1	3.3	0	0	0	0	0	0	1	3.3
School	0	0	0	0	1	3.3	0	0	1	3.3
Word of mouth	0	0	0	0	0	0	0	0	0	
Internet	0	0	0	0	0	0	0	0	0	0
Social Services	0	0	0	0	0	0	0	0	0	0
Sure Start worker	0	0	0	0	0	0	0	0	0	0
TOTAL	3	10.0	5	16.6	15	50.0	7	23.3	30	100

Table 9: How well do parents know about Sure Start

Know Sure Start	≤ 11 months		12-23 months		24-35 months		36-48 months		TOTAL	
	No	%	No	%	No	%	No	%	No	%
Very well	0	0	0	0	0	0	1	5.3	1	5.3
Fairly well	0	0	0	0	5	26.3	3	15.8	8	42.1
Just a little	1	5.3	4	21.1	3	15.8	1	5.3	9	47.4
Know nothing	0	0	0	0	1	5.3	0	0	1	5.3
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 10: How parents'/ carers want to get involved with Sure Start

<i>Involved in Sure Start</i>	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36-48 months</i>		<i>TOTAL</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Parents forum	0	0	1	3.8	1	3.8	1	3.8	3	11.5
Talking to parents	1	3.8	1	3.8	5	19.2	2	7.7	9	34.6
Volunteer	0	0	1	3.8	5	19.2	1	3.8	7	26.9
Support group	0	0	1	3.8	1	3.8	1	3.8	3	11.5
Others	0	0	0	0	1	3.8	1	3.8	2	7.7
Don't know	0	0	0	0	1	3.8	1	3.8	2	7.7
TOTAL	1	3.8	4	15.4	14	53.8	7	26.9	26	100

Table 11: Use of Toy Libraries by child's age group

Used Toy libraries?	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36-48 months</i>		<i>TOTAL</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Yes	0	0	2	10.5	3	15.8	3	15.8	8	42.1
No	1	5.3	2	10.5	6	31.6	2	10.5	11	57.9
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 12: If you have used of Toy Libraries, how did you find it?

How was Toy library?	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36-48 months</i>		<i>TOTAL</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Very Good	0	0	0	0	1	5.3	0	0	1	5.3
Good	0	0	2	10.5	2	10.5	3	15.8	7	36.8
Not applicable	1	5.3	2	10.5	6	31.6	2	10.5	11	57.9
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 13: If you haven't used of Toy Libraries, why not?

Why	<i>≤ 11 months</i>		<i>12-23 months</i>		<i>24-35 months</i>		<i>36-48 months</i>		<i>TOTAL</i>	
	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Don't know about it	0	0	2	10.5	4	21.1	2	10.5	8	42.1
New to area	0	0	0	0	1	5.3	0	0	1	5.3
Not enough time	0	0	0	0	1	5.3	0	0	1	5.3
Others	1	5.3	0	0	0	0	0	0	1	5.3
Not applicable	0	0	2	10.5	3	15.8	3	15.8	8	42.1
TOTAL	1	5.3	4	21.1	9	47.4	5	26.3	19	100

Table 14: What Parents' / Carers want to see at Toy Libraries

What parents/ carers want to see at Toy Libraries	<i>TOTAL</i>	
	<i>No</i>	<i>%</i>

1. Space for outside play	3	37.5
2. What is available is all right	2	25
3. More Toys	2	25
4. Involvement of mothers	1	12.5
TOTAL	8	100