SURE START
WERNETH, FREEHOLD & ST JOHN'S

Annual Report

(Jan 2004 – Dec 2004)

Toni Tan
Research & Evaluation Officer
Sure Start Glowick
Sure Start Werneth

Tel: 0161 785 0239
email: toni.tan@nhs.net

SURE START WERNETH, FREEHOLD & ST JOHN'S

Introduction

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

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

- Improving the availability, accessibility, affordability and quality of childcare
- Improving social and emotional development
- Improving health
- Improving the ability to learn
- Strengthening families and communities

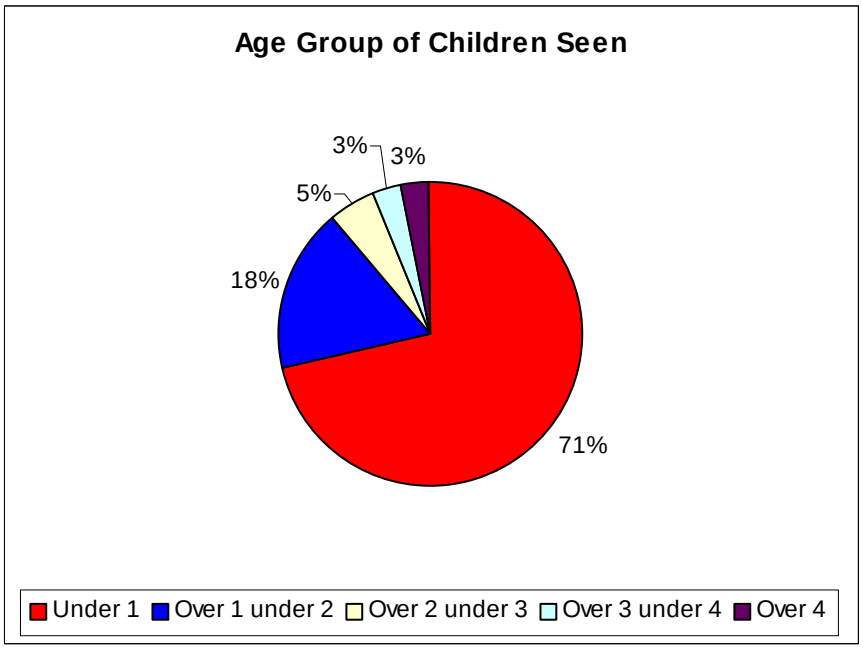
Current Evaluation

Evaluation will be an essential process within the delivery of Sure Start Werneth, Freehold & St John's (SSWFJ). Evaluation will enable the programme to learn from firm evidence what works well for children and their families and what does not work well. The programme will also be able to assess whether or not its services provide value for money.

This report represents the brief evaluation of activities accomplished within Sure Start Werneth, Freehold & St John's to date. In October 2004, the programme appointed an internal evaluation and monitoring officer to work alongside the existing pool of staff. The decision by management to have a part-time officer working 'in the field', in contrast to 'buying in' research from an external institute, comes from the vision to see evaluation as an every day part of the wider programme delivery. Since the programme was not fully operational until March 2004 due to staffing issue, there was no formal evaluation taken place within the programme prior to the evaluation officer taking up the post. In the last three months the task has been to initiate an evaluation strategy (Appendix A), which will lay the groundwork for the programmes future evaluation activities. As it is still early days in terms of evaluating the programme, as yet, there are no established findings to report. Nevertheless, it is important that the programme reports on current services and the evaluation activities both underway and in planning.

Children 'Reached'

From 01 January 2004 to 31 December 2004, the programme have 'reached' or seen **411** children aged 4 or under within **319** families. From the 411 children, 15 (3.65%) children are disabled or requiring special needs. From the 319 families, there are 2 (0.63%) lone parents (mothers) and 90 (28.21%) teenage parents who are under 18. Since more than a quarter of parents the programme work with are teenage parents, the programme might need to look at a specific strategy to meet the needs of this particular group. *Graph 1* shows the percentages of the age groups of 411 children seen.



Graph 1

Ethnicity of Children 'Reached'

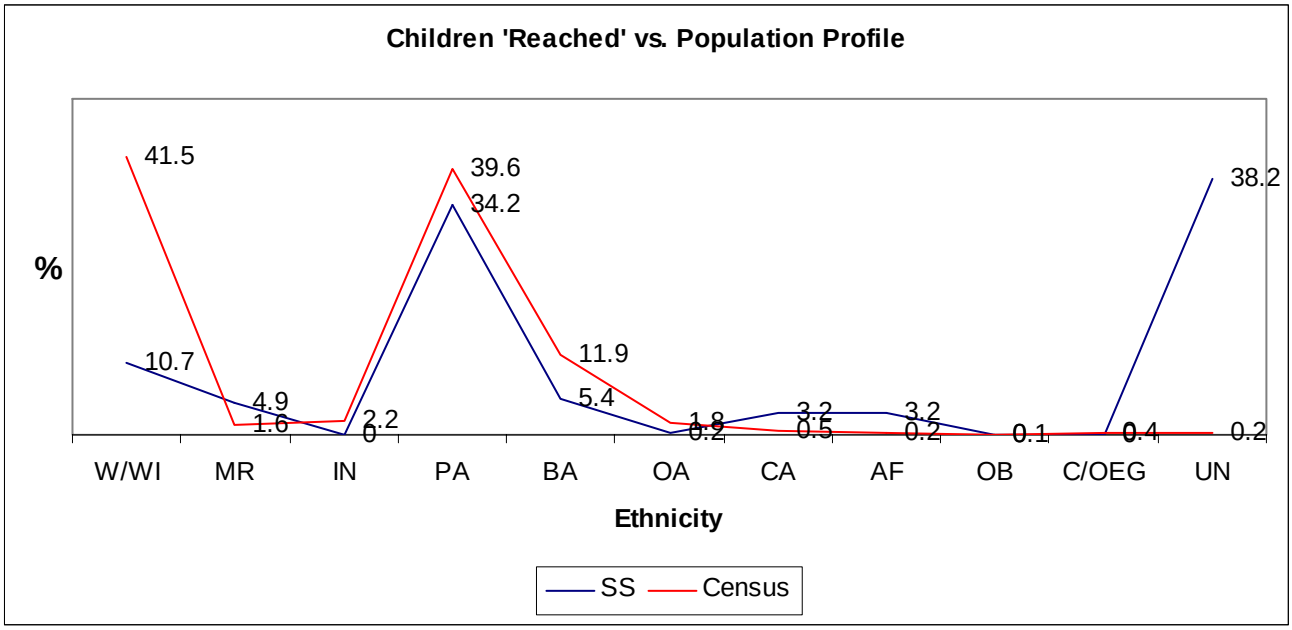
The ethnicity of 411 children seen and the population profile of Werneth, Freehold & St John's are as follow:

Ethnicity	**Children 'Reached' (Number)**	**Children 'Reached' (%)**	**Census 2001 Ward Population (%)**
White or White Irish	40	10.7	41.5
Mixed Race	20	4.9	1.6
Indian	0	0	2.2
Pakistani	141	34.2	39.6
Bangladeshi	22	5.4	11.9
Other Asian	1	0.2	1.8
Caribbean	13	3.2	0.5
African	13	3.2	0.2
Other Black	0	0	0.1
Chinese or Other Ethnic Group	0	0	0.4
Unknown	157	38.2	0.2
Total	**411**	**100**	**100**

Table 1

The mapping of the ethnicity of children 'reached' against the ward population is shown in *Graph 2.*

From the mapping, the statistics have indicated that the ethnicity profile of children 'reached' matched quite well with the ward population profile except the group *'White or White Irish'* and the category *'Unknown'*. There is still a big gap in reaching the *'White or White Irish'* parents and children within the area. Further investigation and planning need to be in place to address the identified gap. On the other hand, the discrepancy between children 'reached' and the ward population in the category *'Unknown'* is caused by missing data on Ethnicity (when staff or parents filled in the registration form).



Graph 2: W/WI [White or White Irish]; MR [Mixed Race]; IN [Indian]; PA [Pakistani]; BA [Bangladeshi]; OA [Other Asian]; CA [Caribbean]; AF [African]; OB [Other Black];C/OEG [Chinese or Other Ethnic Group]; UN [Unknown].

Core Services/Activities

In the first year of full operation, Sure Start Werneth, Freehold & St John's has initiated a breadth of core services. All these activities have been classified into three main areas which are *Play, Learning and Children*, *Health and Support for Parents/Children* and *Outreach and Capacity Building*:

1. Play, Learning and Children

The main objective of the activities within the area of *Play, Learning and Children* is to promote greater children's development and parental interaction and/or understanding. In order to achieve the main objective, the team and programme manager have drawn up service delivery standards for implementation which include: to provide a supported environment for children to play and socialize with other children so they could develop their language and general physical health; to enhance bonding and interaction between parents/carers and children (for children's social and emotional development) and to provide opportunity for parents/carers to share their experiences; and to provide more childcare and support for children especially children with special needs.

Activities that have been planned and delivered based on the above objective and delivery standards include:

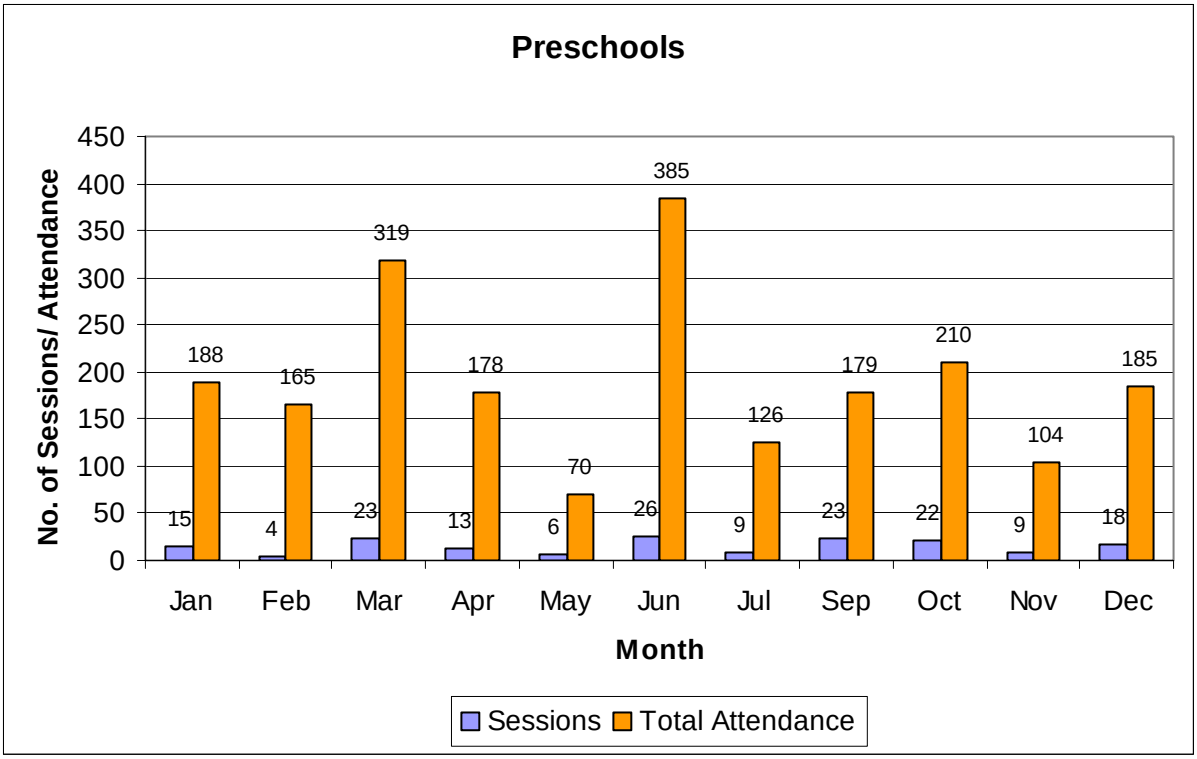
***Play and Stay**	Two parents & toddlers groups at different sites.
***Play and Wait**	Three Play & Wait al local clinics. Sessions are run by Sure Start Workers or Trainee Assistant Practitioner to allow parents the opportunity to meet other parents as well as for the children to play while they were waiting.

Pre-Schools	Two preschools a number of sponsored and subsidised places.
***Toy Library & Book Loan Scheme**	Established two toy libraries and three book loan schemes at local schools and nurseries.
Play Groups & Play Events	Including Weenie Play Group, various play events and story sessions.
Various Themed Groups	Including Autumn/Winter Walk, Children's Party, Teddy Toddler, Women's Event and Fire Safety Talk.

Uptake/Attendance Rates

a) Preschools

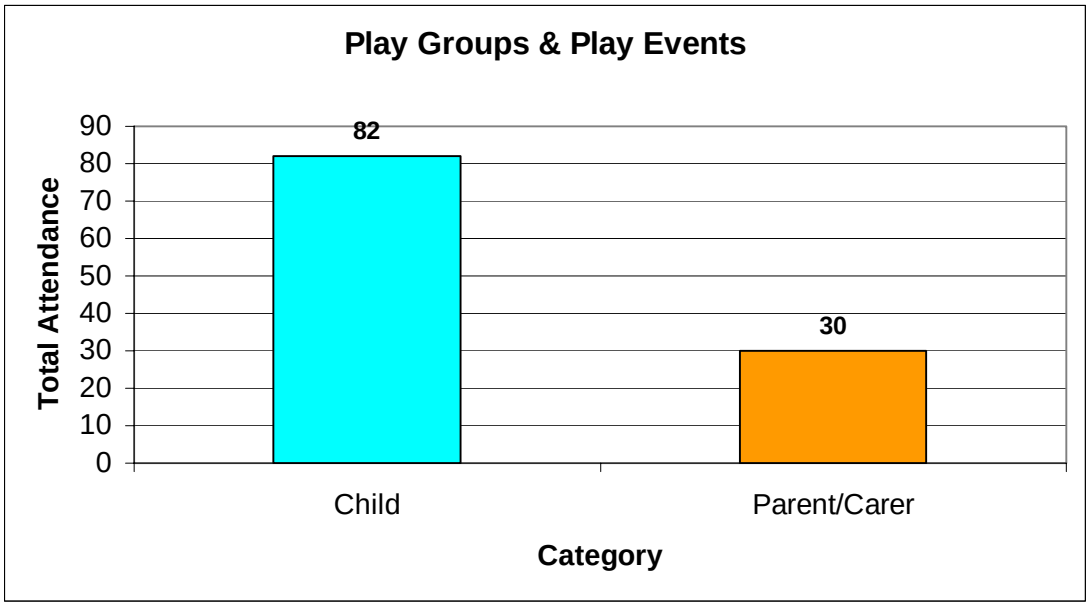
The attendance rates of children registered with the programme have been significant. Analyses have shown that *178 sessions* have been delivered in total from the two preschools with the total *attendance of 2110*. The analyses have also shown that ***11.9 children*** are benefiting from ***each session*** of preschool.



Graph 3

b) Play Groups and Play Events

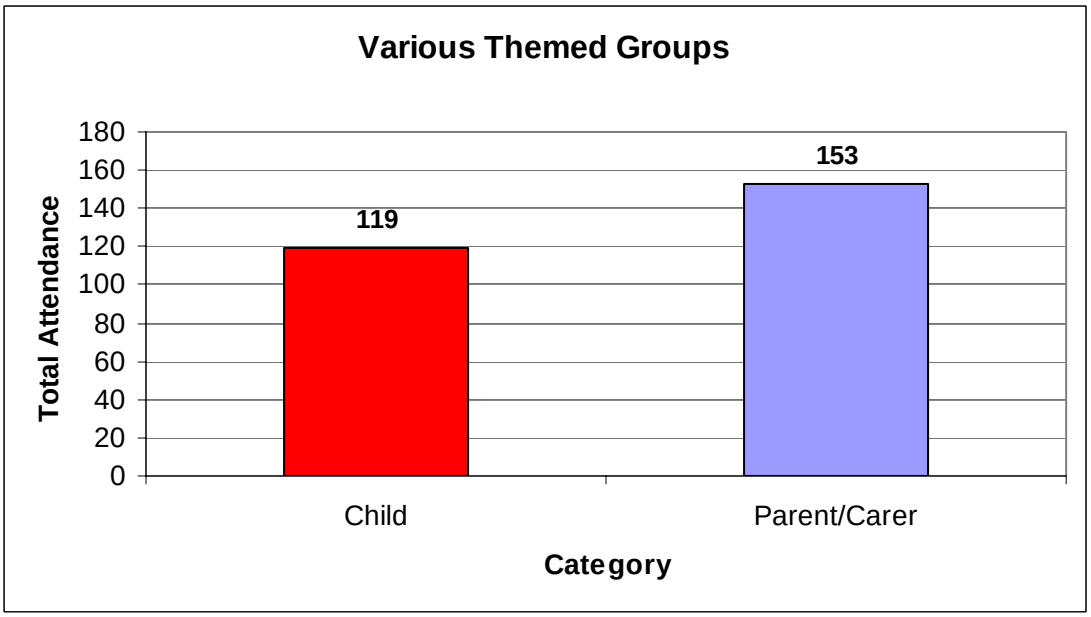
There were 9 sessions of Weenie Play Group, 5 story sessions and 3 play events from 1st January 2004 to 31st December 2004. The total attendances are **82** for children and **30** for parents/carers.



Graph 4

c) Various Themed Groups

From 1st January 2004 to 31st December 2004, the programme had organised an Autumn Walk and a Winter Walk, 2 Teddy Toddler sessions, 1 Children's Party, a Women's Event and a Fire Safety Talk. The total attendances for all these events are **119** children and **153** parents/carers.



Graph 5

**Note: Unable to produce accurate statistics for Play & Stay, Play & Wait, Toy Library and Book Loan Scheme. System will be set up to collect data for year 2005/6.*

2. Health and Support for Parents/Children

The main objective of the activities within the area of *Health and Support for Parents/Children* is to improve the healthy outcomes for mothers and babies/children, to improve parenting skills and parental involvement in their children's development. In order to achieve the main objective, the programme has been working closely with the local health visitor team and has funded 1.5 health visitor post. The service delivery standards that have been drawn up are: to provide information, advice, guidance and support on infant's general health, breast feeding, infant feeding practices, nutrition & diet, smoking cessation and PND; to improve access of other services including health services; and to provide support and training in parenting skills.

Activities that have been planned and delivered based on the above objective and delivery standards include:

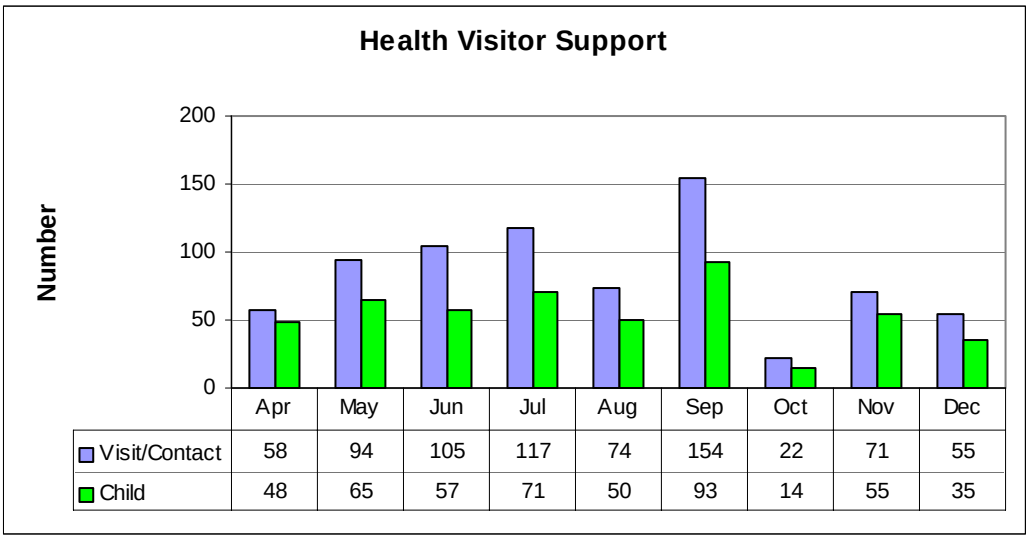
Visits/ Support from Health Visitors	Apart from their statutory offer, the Health Visitor Team has also provided extra support (due to the funded 1.5 health visitor post) to families registered with SSWJF.
Community/ Family Support	The Sure Start workers (Community Support Workers & Family Support Worker) have been providing various one-to-one supports to families, parents or children.
Young Parents Group	A Young Parent Group has been set up since May 2004 for young parents to meet up weekly.
***Webster-Stratton**	Webster-Stratton (Surviving Skills for Parents) was started since November 2004 and the course is still ongoing.
***Baby Massage**	A rolling programme of baby massage has been joint run by health visitors and Sure Start workers.
***Support to Children with Additional Needs**	A part-time (30hours) Special Needs Community Support Worker has also been recruited to provide extra support for children with special needs at pre-schools, homes and during various Sure Start activities.

Uptake/Attendance Rates

a) Health Visitors and Community/ Family Support

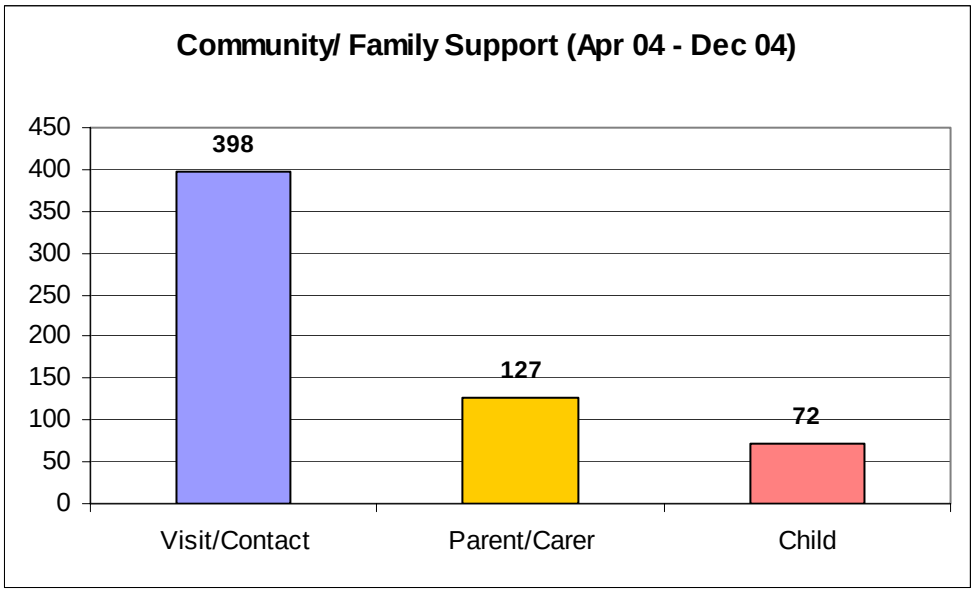
The Health Visitor Team has averagely paid **83.3** visits or other forms of contact **every month** to support families living within the area and averagely **54.2 children** were benefited **each month** from the support provided by the Health Visitor Team. On the other hand, the Sure Start Team has also averagely paid

44.2 visits or other forms of contact **every month** to Sure Start families and there were averagely **14.1 parents** and **8 children** benefited **each month** from the Family/Community Support from the Sure Start Team.



	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Visit/Contact	58	94	105	117	74	154	22	71	55
Child	48	65	57	71	50	93	14	55	35

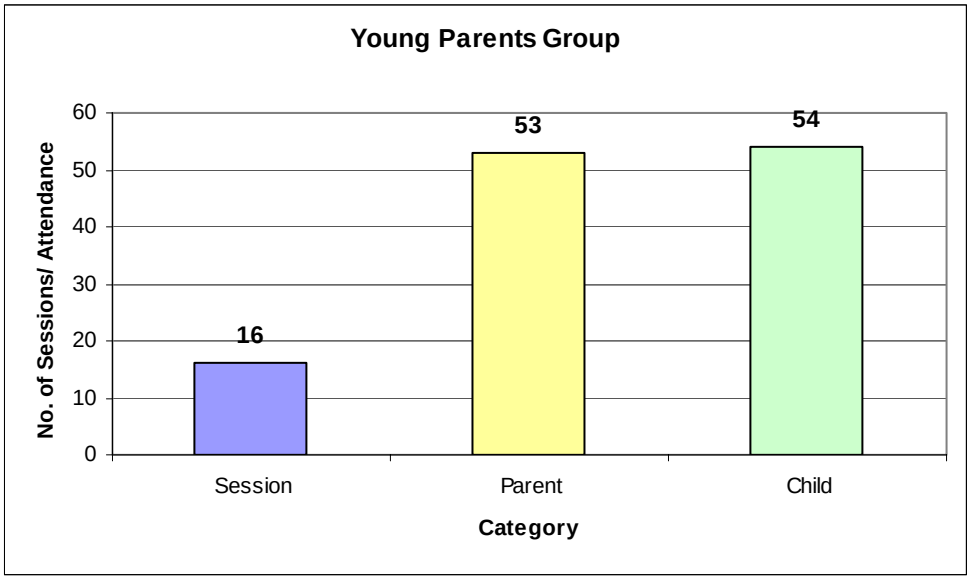
Graph 6



Graph 7

<u>b) Young Parents Group</u>

A Young Parents Group has been set up has been running weekly apart from during the Ramadan and Christmas period. In summary, a total of **53** parents and **54** children have attended the group from May 2004 to December 2004. Averagely, there are **3.3** parents and **3.4** children benefited per group session.



Graph 8

**Note: Unable to produce accurate statistics for Webster-Stratton, Baby Massage and Support to Children With Additional Needs because the services are newly established. System will be set up to collect data for year 2005/6.*

3. Outreach and Capacity Building

The main objective of the activities within the area of *Outreach and Capacity Building* is to improve access to existing services and support, to reduce unemployment and to promote parental/community involvement. The service delivery standards for implementation are: to provide outreach/home visits and sign-posting service for families with young children; to provide opportunity on education, training and employment; to make links with local community development projects and to involve families in capacity building. Services that have been newly established under this particular objective are:

Welcome Visits	Children and families who are registered with the programme will be paid a Welcome Visit with Sure Start welcome pack. Services available from the programme will also be publicised in order to promote access rates.
Multi-Agency Work	In order to set up an efficient referral and sign-posting network, the programme is liased with related statutory services such as PCT, local authority, schools, nursery, preschools, Job Centre Plus and also other established voluntary organisations in order to endorse multi-agency work.
Capacity Building – community development	To help community services or organisation development in disadvantaged areas alongside financial help for parents to afford childcare. For instance, funding has been available to support community/voluntary organisations to set up services for

	young children and families.
Capacity Building – Empowerment to Parents/Carers	Parents Group has been set up for parents/carers to have a voice in the planning and development of the programme. Parents/carers are also represented within the Partnership Board and they are also involved in the interviewing panel of staff recruitment.
Reduce Unemployment	Various adult education and training courses have been delivered to parents/carers by working closely with various education institution. A volunteer scheme has also recently been set up by the programme for parents/carers who wish to gain experience in working with young children and families.

Since services under the area of *Outreach and Capacity Building* have only recently been set up, evaluative information on impact and process is not available. Nevertheless, systems of data collection have been established and included in the Evaluation Strategy for year 2005 – 2006.

Future Evaluation

Evaluation Strategy focusing on impact assessment based on National Sure Start Objectives has been drawn for year 2005 – 2006. Following the Evaluation Strategy, a more structured and systematic monitoring and evaluation system will be in place to provide valid evaluative information for the programme.

**Please see Appendix A for the Evaluation Strategy (2005 – 2006).*

Toni Tan
Research & Evaluation Officer

Sure Start Werneth, Freehold & St John's
Sure Start Glodwick, St Mary's & Higginshaw

Email: toni.tan@nhs.net

Appendix A

Sure Start
Werneth, Freehold & St. John's

EVALUATION STRATEGY

2005 - 2006

Sure Start Werneth, Freehold & St. John's

Evaluation Strategy

Monitoring and Evaluation

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

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

Evaluation is the systematic and objective assessment of an ongoing or completed programme or policy, including its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide

information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process and future development.

Why Evaluation Is Important?

All Sure Start Local Programmes are required to conduct a local evaluation of their services from Sure Start Unit as an integral part of programme development and management. Hence, evaluation on services of a programme is essential so that local programmes could demonstrate to Sure Start Unit:

- How well services are performing.
- Which aspects of services work well and which do not.
- How the processes underpinning service delivery are developing.
- Is the programme achieving the *Sure Start Targets* and *Objectives*.
- How the programme informs the mainstreaming agenda by sharing the outcomes that the programme has achieved.

The National Evaluation of Sure Start (NESS) states that progress of local programmes should be assessed in three main areas:

1. Carefully monitor progress towards the objectives and targets set for Sure Start in the Public Service Agreements (PSAs) and Service Delivery Agreements (SDAs), and reaching other milestones and targets identified in the plans.
2. Assess whether the services being provided achieve good value for money.
3. Assess programme's performance against the national targets by observing the key Sure Start principles and rationales.

The evaluation will focus on *Impacts* (changes being made) and *Process*.

The evaluation strategy outlines the focus of the programmes' internal evaluation processes in order that clear outputs and outcomes are both measurable and visible. The evaluation findings will be harnessed to inform and direct future programme planning and management and to provide evidence to support mainstreaming and the Children Centre's Agenda.

Evaluation Aims:

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

Evaluation Objectives:

- To fulfil the requirements of the Sure Start Unit and NESS in relation to evaluation.
- To provide support to the programmes in ensuring that they have working practices and processes that will enable them to progress towards their aims.
- To establish what works, for whom, in what circumstances, in relation to each of the five Sure Start objectives and principles.
- To assist the programmes and accountable bodies in ensuring that programmes deliver value for money.
- To ensure that evaluation findings are disseminated to all relevant stakeholders, in an appropriate and accessible way.
- To ensure that evaluation findings are used to inform programme development.
- To mainstream the process and skills of evaluation, so that evaluation capacity is built within the programme and can continue beyond the life of the Sure Start grant.

Evaluation Focus

Local Sure Start programmes engage with a myriad of partners within and across the local community, in order that programmes develop and deliver a responsive, effective range of services. The programme services are targeted to meet locally identified needs and broader national targets, defined within Public Service Agreements (PSAs) and Service Delivery Agreements (SDAs). The evaluation strategy therefore needs to combine a number of approaches in a hierarchical structure in order to capture the complexities of programme delivery, outputs and outcomes. Therefore a number of evaluation measures have been drawn together to ensure that a comprehensive evaluation strategy is available. The following structure, rationales, delivery standards and foci will be included in the evaluation strategy:

The structure of the evaluation strategy consists of two levels:
Level One – Quantitative Evaluation and Staff Evaluation

Quantitative evaluation will involve basic statistical analysis on the uptake rates of activities and general descriptive statistics of users (families/children) against local population profile.
Staff evaluation will be implemented by using an evaluation tool (ie. Staff Activity Evaluation Form) designed to measure activity outcomes against Sure Start rationales, standards and objectives.

Level Two – Programme Services Evaluation

Programme services evaluation will be carried out with users (ie. Parents and possibly children) using various qualitative methods to measure outcomes/impacts against Sure Start rationales, standards and objectives.

Sure Start Rationales, Objectives and Delivery Standards

All Sure Start activities have been classified into three main areas which are *Play, Learning and Children*, *Health and Support for Parents/Children* and *Outreach and Capacity Building*:

1).

Area of Activities: ***Play, Learning and Children***

Sure Start Rationale: *To promote greater children's development and parental interaction/ understanding.*

Sure Start Objectives:
- Improving social & emotional development.
- Improving child's ability to learn.
- Improving the availability, accessibility, affordability and quality of childcare.

Delivery Standards To Achieve Sure Start Rationale and Objectives:

- *Providing a supported environment for children to play and socialize with other children.*
- *Encouraging and helping language development through play.*
- *Encouraging and helping children's general physical development.*
- *Enhancing bonding and interaction between parents/carers and children, for children's social and emotional development.*
- *To ensure children's transition through different ages or developmental stages by providing appropriate support.*
- *Providing an opportunity for parents/carers to communicate/share experiences with other parents/carers to reduce isolation.*
- *To provide more childcare for children especially children with special needs.*

The Outcomes Framework from Government's 'Every Child Matters':
3. Enjoy and Achieve

- *Ready for school.*
- *Attend and enjoy school.*
- *Achieve personal and social development and enjoy recreation.*
- *Parents, carers and families support learning.*

2).

Area of Activities: *Health and Support for Parents/Children*

Sure Start Rationale: *To improve the healthy outcomes for mothers and babies/children, to improve parenting skills and parental involvement in their children's development*.

Sure Start Objectives:
- Improving health.
- Strengthening families & communities.

Delivery Standards To Achieve Sure Start Rationale and Objectives:
- *Providing information, advice and guidance on infant's general health, breast feeding, infant feeding practices, nutrition & diet and smoking cessation,*
- *Providing information and support for mothers who are at risk or suffering PND.*
- *Improving access of other services including health services.*
- *Providing support and training in parenting skills.*
- *Providing opportunity for parental/community involvement.*

The Outcomes Framework from Government's 'Every Child Matters':
1. Be Healthy
- *Physically healthy.*
- *Mentally and emotionally healthy.*
- *Parents, carers and families promote healthy choices.*

3).

Area of Activities: *Outreach and Capacity Building*

Sure Start Rationale: *To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement*.

Sure Start Objectives:
- Improving the availability, accessibility, affordability and quality of childcare.
- Improving child's ability to learn.
- Improving social & emotional development.
- Improving Health.
- Strengthening families & communities.

Delivery Standards To Achieve Sure Start Rationale and Objectives:
- *Providing outreach/home visits and sign-posting service for families with young children.*
- *Providing opportunity on education, training and employment.*
- *Making links with local community development projects and to involve families in capacity building.*

The Outcomes Framework from Government's 'Every Child Matters':
4. Make a Positive Contribution
- *Engage in decision-making and support the community and environment.*
- *Develop self-confidence and successfully deal with significant life changes and challenges.*
- *Parents, carers and families promote positive behaviour.*

5. Achieve Economic Well-Being
- *Live in decent homes and sustainable communities.*
- *Live in household free from low income.*
- *Parents, carers and families are supported to be economically active.*

Evaluation Structure

Programme Evaluation *(provisional)*

Key Indicators: Children Language Development (SS Werneth)

Main Tool: Sure Start Language Measure

Aims of Evaluation:

To assess/audit the impacts of Sure Start Programme under the three main themes – to audit the effectiveness of services as an integrated programme on promoting children language development.

Programme Services Evaluation

Services will be evaluated as an integrated programme. Hence evaluation will be carried out based on three main themes/areas of activities:

Play, Learning and Children: (To promote greater children's development and parental interaction/understanding).

Health and Support for Parents/Children: (To improve the healthy outcomes for mothers and babies, to improve parenting skills and parental involvement in their children's development).

Outreach, Family Support and Community Involvement: (To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement).

- Qualitative Evaluation will be carried out with parents/users groups using different methodology such as Focus Group, Evaluation Workshop and Case Study Analysis. Evaluation will be focusing on how parents/users perceive their needs being met, how they perceive their child's development on the basis of supports/services that have been provided by Sure Start and what kind of impacts have been made on their families based on the three main themes and rationales. Outcomes from the evaluation will be matched with outcomes from staff evaluation. 'Users Satisfaction Survey' will also be incorporated within the evaluation plan.
- Qualitative evaluation on the perception of outside providers will also be carried out to sample collective views and evidence on the impacts of Sure Start within the area and to review their roles as outside providers and the quality of the services they have provided.

[CEM Officer to develop tools or guided-questions for all qualitative evaluation.]

General Audit/Evaluation from Staff

Quantitative Evaluation	***Evaluation from Staff***
• To collect and collate data on attendance and regularity of activities to see uptake rates of services and how many families/children have benefited from Sure Start services/activities. Collated data on 'reach' will be matched with population profile within the Sure Start areas. • Use eStart Database to generate attendance record. Use simple statistics to show uptake rates (ie. Percentiles, statistics that show central tendency, etc). • To collect and collate data on uptake rates of other services (eg: clinics) in order to see how Sure Start has improved access rates of mainstream services (compared with previous data) through sign-posting, referral and other publicity initiatives. [key indicator or which service to be decided] This will show: *inputs -> outputs* **Inputs** : [no. of activities set up/organised] **Outputs** : [no. of families/children benefited]	• Staff to agree on the Quality Standards and the rationales and objectives behind individual activities under the three main themes. • Staff to use the Activity Evaluation Form and their observational skills to record whether each activity has achieved its rationales and objectives, and also to record evidence on how they were achieved. Staffs should also evaluate activities reflectively in order to identify issues or support needed for further review and planning. • Staff to use the team meeting (or arranged meeting) to discuss the wider impacts or changes upon parents/children/users based on information on the Activity Evaluation Form and their reflective evaluation. Also to discuss the evidence of identified impacts or changes and the issue of Quality Assurance. [CEM Officer to deliver training/workshop for staffs on the evaluation process] [CEM Officer to develop tools or guided-questions for staff discussion that will lead to evaluative outcomes that link with Sure Start Objectives/Rationales/PSAs]

Methodology and Procedures

Level One – Quantitative Evaluation and Staff Evaluation

General Quantitative Evaluation

Sources/Materials:

- eStart Database: Information on registered families & children, activities attendance and contact/support being made/provided.
- Census 2001/OMBC Local Library: Population profiles of Werneth, Freehold & St. John's and Glodwick, St. Mary's & Higginshaw.

Methodology:

- Simple Descriptive Statistics (eg: mean, mode, median, percentile, central tendency, ratio, etc.).

Standards/Procedures:

1. Attendance records for all activities will be extracted from the eStart Database.
2. The regularity of individual activity and uptake rates will be analysed to see the *percentages* of families and children who are using or had used Sure Start services.
3. The number of contacts and cases of family support will be collated from the database to see the percentages of families and children who had been receiving support from Sure Start.
4. Using *mode* and *ratio* to analyse which activities are more efficient and cost-effective.
5. Using *central tendency* to find out which area of activities (ie: Play, Learning & Children, Health and Support for Parents/Children or Outreach & Capacity

Building) is used most by families and children.

6. Using *percentile* and *ratio* to analyse the profile of families and children who are using or had used Sure Start services and match the statistics to the profile of local population (to examine whether Sure Start 'reach' reflects the local population).

Evaluation from Staff

Sources/Materials:

- Qualitative data collected from staff through activity evaluation by using a specially designed tool* (targeted activity evaluation form) and through the staff's regular evaluation team meeting.

Methodology:

- Field Observation (staff)
- Focus Group (staff)
- Qualitative analysis such as 'Grounded Theory Analysis' will be adapted to analyse the collected data by using Sure Start rationales, objectives and delivery standards as 'Concepts/Main Themes'.

Standards/Procedures:

A).

1. A specially designed tool (targeted activity evaluation form) will be used by staff to record qualitative evaluative information about individual activity.
2. Training will be provided to staff in terms of how to use the targeted activity evaluation form.
3. Data will be collected during activities through observation and indirect informal interview (informal interaction/conversation with users/parents).
4. All qualitative evaluative data will be coded using an *'Open Coding'* method, then coded data will be verified and grouped using *'Categorization'* method. *Categories* will be further coded based on Sure Start Delivery Standards.

B).

5. Staff's views on progress and process of service delivery will be collected regularly by using Focus Group method.
6. All qualitative data from the staff Focus Group will be coded using *'Open Coding'* method, then coded data will be verified and grouped using *'Categorization'* method. *Categories* will be further coded based on Sure Start Rationales.

C).

7. Data from A). and B). will be combined and further analysed using *'Additional Integration'* method from 'Grounded Theory Analysis'. Data will be integrated based on the three main areas of services, Sure Start Rationales and Sure Start Objectives.

Level Two – Programme Services Evaluation

Programme Services Evaluation

Sources/Materials:
Qualitative data collected through focus groups, interviews, exploratory workshops (directed discussion) and case study from users/parents, a small number of children and other service providers.

Methodology:
- Focus Group (users/parents)
- Interview (users/parents)
- Exploratory Workshop (directed discussion) (users/parents)
- Case Study (families been receiving family support)
- Interactive Interview (children)
- Qualitative analysis such as 'Grounded Theory Analysis' will be adapted to analyse the collected data by using Sure Start rationales, objectives and delivery standards as 'Concepts/Main Themes'.

Standards/Procedures:
1. Users or parents who are using Sure Start services from all three main areas will be recruited or sampled as participants.
2. Participants will be allocated to either Focus Groups or Exploratory Workshops depending on their background.
3. Focus Groups will be generated with prepared questions based on Sure Start Rationales and Sure Start Objectives.
4. Exploratory Workshops will be generated with structured framework and directed-questions based on Sure Start Rationales and Sure Start Objectives.
5. A small number of case study will be extracted from families who had/have been receiving family support services.
6. A small number of young children (aged 3 to 4) will be interviewed during activities (ie: Play & Stay, crèche, etc.) and their views on the activities they have attended will be collected by using early years interactive interview methods.
7. All qualitative data from Focus Groups, Exploratory Workshops and Case Study will be recorded. Initial data will be coded using *'Open Coding'* method, then coded data will be verified and grouped using *'Categorization'* method. *Categories* will be further coded based on Sure Start Rationales.
8. Coded *Categories* will be verified and integrated by using *'Additional Integration'* method from 'Grounded Theory Analysis' based on Sure Start Objectives.

Further Analysis

1. Categorized data from Level One and Level Two will be further integrated based on Sure Start Rationales and will be edited and documented as evidence of ***Impacts*** achieved and ***Process*** of how those impacts were achieved against Sure Start Objectives and Sure Start PSAs/SDAs.

Outcomes of the analysis will be mirrored against The Outcomes Framework from *Government's 'Every Child Matters'*.

2. Additional data, findings or evidence outside the analysis framework of Sure Start Rationales, Objectives and Service Delivery Standards will also be coded and categorized under the three main areas of services. Analysed data will be presented as suggestive information for future programme development.

Sure Start Werneth, Freehold & St John's

Programme Evaluation Strategy

1. Play, Learning and Children

Rationale:

To promote greater children's development and parental interaction/understanding by:

- Providing a supported environment for children to play and socialize with other children.
- Encouraging and helping language development through play.
- Encouraging and helping children's general physical development.
- Enhancing bonding and interaction between parents/carers and children, for children's social and emotional development.
- To ensure children's transition through different ages or developmental stages by providing appropriate support.
- Providing an opportunity for parents/carers to communicate/share experiences with other parents/carers to reduce isolation.
- To provide more childcare for children especially children with special needs.

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Play and Stay Play and Wait Various Themed Groups Pre-Schools Pathways to Parenting Webster-Stratton Home Support (sessions reg. play) Intensive Family Support	Sure Start, PCT, and local community/ voluntary organisations.	*SS Objectives:* • Improving Social & Emotional Development. • Improving child's ability to learn. • Improving the availability, accessibility, affordability and quality of childcare. *PSA:* • To increase the proportion of babies & young children aged 0-5 with normal levels of personal, social & emotional development for their age. • To increase the proportion of children having normal levels of communication, language & literacy at the end of Foundation Stage and to increase the proportion of young children with satisfactory speech & language development at age two years. • To reduce the proportion of young children living in households where no-one is working by providing affordable childcare. *SDA:* • All children in SS areas have access to good quality of play and learning activities. • To increase the proportion of children having normal levels of communication and language at the end of the Foundation Stage. • 95% of Foundation Stage provision rated good or better by 2006. • To create [x] childcare places by March 2006. **The Outcomes Framework from Government's 'Every Child Matters':** ***3. Enjoy and Achieve*** • *Ready for school.* • *Attend and enjoy school.* • *Achieve personal and social development and enjoy recreation.* • *Parents, carers and families support learning.*	Quantitative Evaluation: Use of eStart to collate data on attendance, to see how many families and children have been benefit from the activities. Evaluation from Staff: With the use of Activity Monitoring & Evaluation Form and regular team meeting to evaluate the impacts of individual activities against rationales and objectives. To collect evidence on how the rationales and objectives were achieved. Parents/Users Evaluation: To conduct Focus Group or Evaluation Workshop with parents or users to collect evidence on how they perceive their needs being met and what kind of impacts have on their families against the measurement of the rationales and objectives.	Jan 05 – Jan 06

2. Health and Support for Parents/Children

Rationale:

To improve the healthy outcomes for mothers and babies/children, to improve parenting skills and parental involvement in their children's development by:

- Providing information, advice and guidance on infant's general health, breast feeding, infant feeding practices, nutrition & diet and smoking cessation,
- Providing information and support for mothers who are at risk or suffering PND.
- Improving access of other services including health services.
- Providing support and training in parenting skills.
- Providing opportunity for parental/community involvement.

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Visits/Support from Health Visitors Baby Massage Parents Group Young Parents Group Pathways to Parenting Webster-Stratton Play & Wait Support to Children with Additional Needs Intensive Family Support	Sure Start and PCT.	*SS Objectives:* • Improving Health. • Strengthening Families & Communities. *PSA:* • To reduce the proportion of mothers who continue to smoke during pregnancy. • To reduce the proportion of young children living in households where no-one is working. *SDA:* • Information and guidance on breast feeding, nutrition, hygiene and safety available to all families with young children. • To reduce the number of children 0-4 admitted to hospital on an emergency with gastro-enteritis, a lower respiratory infection or a severe injury. • Ante-natal advice and support available to all pregnant women and their families. • To increase the proportion of families with young children reporting personal evidence of an improvement in the quality of family support. **The Outcomes Framework from Government's 'Every Child Matters':** ***1. Be Healthy*** • *Physically healthy.* • *Mentally and emotionally healthy.* • *Parents, carers and families promote healthy choices.*	Quantitative Evaluation: Use of eStart to collate data on attendance, to see how many families and children have benefited from the activities. Evaluation from Staff: With the use of Activity Monitoring & Evaluation Form and regular team meeting to evaluate the impacts of individual activities against rationales and objectives. To collect evidence on how the rationales and objectives were achieved. The particular element will be the provision of health information and the provision of parenting skills. Parents/Users Evaluation: To conduct Focus Group or Evaluation Workshop with parents or users to collect evidence on how they perceive their child's development on the basis of supports/services that have been provided ie. Bonding & parenting skills.	Jan 05 – Jan 06

3. Outreach and Capacity Building

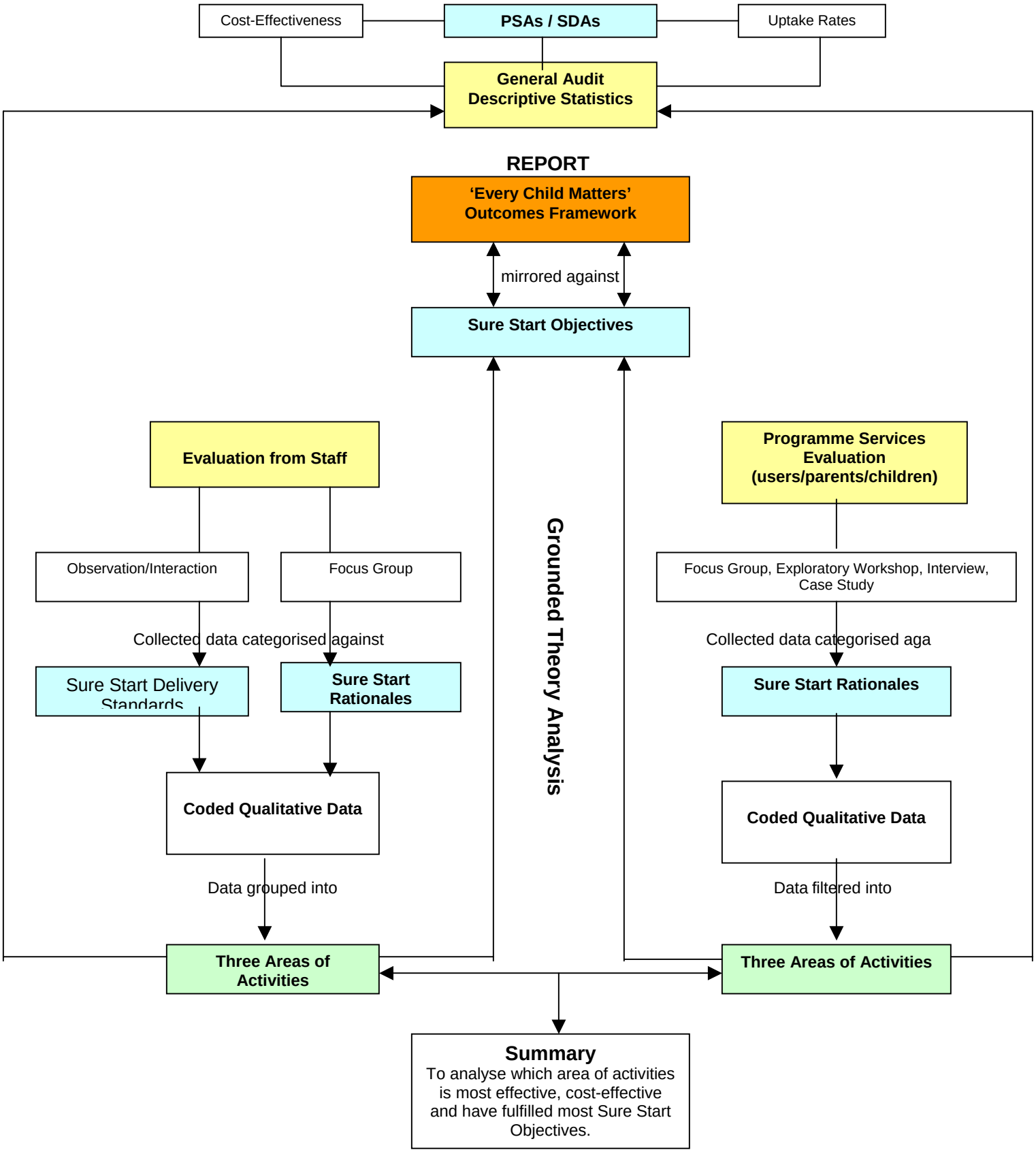
Rationale:

To improve access to existing services and support, to reduce unemployment and to promote parental/community involvement by:

- Providing outreach/home visits and sign-posting service for families with young children.
- Providing opportunity on education, training and employment.
- Making links with local community development projects and to involve families in capacity building.

Activity	Provider	Objectives PSA/SDA	Evaluation Output	Timescale
Welcome Visits/ Home Visits/Follow-Up Visits Liase with other agencies Referring, Sign-posting, and Linking up with Job Centre Plus, Education Institutions and other agencies that provide various training or courses. Liase with other providers of children's services and community development projects. Parents Forum/ Parents Panel for Decision Making & Planning Capacity Building Training (eg: STEPS) Volunteering Community Consultation	Sure Start, PCT, local authority including schools, other mainstream services and local community/ voluntary organisations.	*SS Objectives:* *Note:* Will cover most Sure Start Objectives, PSAs and SDAs depending on the type of outreach; what kind of information, advice and support have been given; and the intensity of family support. *PSA:* • To reduce the proportion of young children living in households where no-one is working. *SDA:* • To increase the proportion of families with young children reporting personal evidence of an improvement in the quality of family support. • To have effective links with Job Centre Plus, local training providers and further/higher education institutions. **The Outcomes Framework from Government's 'Every Child Matters':** ***4. Make a Positive Contribution*** • *Engage in decision-making and support the community and environment.* • *Develop self-confidence and successfully deal with significant life changes and challenges.* • *Parents, carers and families promote positive behaviour.* ***5. Achieve Economic Well-Being*** • *Live in decent homes and sustainable communities.* • *Live in household free from low income.* • *Parents, carers and families are supported to be economically active.*	Quantitative Evaluation: Use of eStart and the 'Contact Sheet' to collate data on contacts with families and intensive family support. Evaluation from Staff: With the use of 'Contact Sheet' and regular team meeting to evaluate the kinds of contact that have been made and family support that have been given, and then to link them to the rationales and related SS ojectives/PSAs/SDAs. To collect evidence on the processes of support delivery. Qualitative Evaluation: To run one-to-one interviews or building up case study with parents who have been receiving Family Support to see how supports/services provided by SS Werneth have changed their situations and what kind of impacts have on them. Focuses should be put on social-emotional outcomes, success of sign-posting (ie. Education, training & employment; and access of other services), and how all these elements contribute to the family unit as a whole and also the well of children who are living within the family unit.	Jan 05 – Jan 06

Analysis Framework



Analysis Framework

1. General Audit – Descriptive Statistics

a) *Uptake Rates* and *Cost-Effectiveness* of individual activities will be analysed using descriptive statistics such as percentile, ratio, mode, median, central tendency, etc. If available, statistics that are related to Sure Start PSAs and SDAs will be extracted to demonstrate targets have been achieved.

2. Evaluation from Staff

a) Qualitative data will be collected by staff through their observation and interaction with parents/children during activities.
b) More constructive qualitative data will also be collected through staff's regular focus group meetings.
c) Data collected through staff's observation and interaction with parents and children will be coded and categorised against Sure Start Delivery Standards.
d) Data collected through staff's regular focus group meetings will be coded and categorised against Sure Start Rationales.
e) All coded qualitative data will be grouped into the Three Areas of Activities (ie: *Play, Learning & Children; Health & Support for Parents/Children; Outreach & Capacity Building*) as evidence.

3. Programme Services Evaluation – Users/Parents/Children

a) Qualitative data will be collected through *Focus Groups*, *Exploratory Workshop*, *Interview* and *Case Study*.
b) All collected data will be coded and categorised against Sure Start Rationales.
c) All coded qualitative data will be filtered into the Three Areas of Activities as evidence and matched with coded data from **Evaluation from Staff**.

Matched categorised coded data from the Three Areas of Activities will be cross-examined with the Descriptive Statistics from **General Audit** to see which Area of Activities is most effective, cost-effective and have fulfilled most Sure Start Objectives. A summary regarding Areas of Activities will be produced.

Matched categorised coded data from the Three Areas of Activities will also be used as evidence against Sure Start Objectives and the analysis will be further mirrored against the Government's 'Every Child Matters' – Outcomes Framework. A full evaluation report will be produced.