

**SURE START  
PALLISTER PARK, BERWICK HILLS,  
PARK END & PRIESTFIELDS**

**ANNUAL EVALUATION REPORT  
JANUARY 2005**

**Jacqui Callaghan  
Programme Manager  
Pallister Park, Berwick Hills and Park End.**

<b>SECTION 1</b>	Overview of Evaluation 2004
<b>SECTION 2</b>	Local Evaluation
<b>SECTION 3</b>	Evaluation of Service Delivery
<b>Objective 1</b>	- Feel Good Club
<b>Objective 2</b>	- New Mums Group
	- Nutrition in School
	- Safety Equipment Loan Scheme
<b>Objective 3</b>	- Library Initiatives
	- Playbus Playgroup
	- ESOL Tutor Observation
<b>Objective 4</b>	- Busy Bees & Playmates Child Activity Group
	- Welfare Rights Advice
<b>Appendix 1</b>	Activity contacts for November 2004
<b>Appendix 2</b>	Analysis of contacts January - December 2004

## SECTION 1

### Background

This programme received approval in July 2002 (round 5). The programme manager submitted the first evaluation strategy to NESS in July 2003 and again in July 04. The strategy is reviewed in July of each year, at the natural anniversary of another year's practise, making us slightly out of sink with the NESS May time-table. This report summarises progress on activities detailed in the July 04 evaluation strategy.

Teesside University were contracted to undertake the local evaluation study. An initial 6 months formative study (May 03), recommended that any meaningful evaluation would necessitate a longitudinal study over a minimum of 2 years, the University were retained to continue the evaluation process, producing a further interim report in July 04 and final report expected July 05.

All members of the Sure Start team participate in evaluation of service delivery and individual activities in order to nurture a reflective, informed approach to developing new areas of work. Significant progress and milestones are reported to the Management Board in order to assess key decision on future direction.

### Local Evaluation

Proposed costs for this work required a revised budget, £20,000 per annum is now allocated to local evaluation for the years 03/04 and 04/05. Teesside University Community Evaluation Team co-ordinate research schedules, Dave Sillence continues to work with the programme as our designated researcher.

At the time of writing and since our last annual report we have concluded the Yr2 interim evaluation study and are part way through the year 3 strategy, fieldwork for which is scheduled to complete at the end of March, and final report expected in June 05.

### User Satisfaction Survey

The programme team undertook fieldwork to conduct a survey in local community, health and public venues in August 03, using a questionnaire adapted from a model posted to the NESS web-site by Battersea Sure Start. As reported in Jan 04 annual report, 84 parents completed the questionnaire, 49 of whom stated that they had no previous contact with Sure Start and 31 had previously accessed services. Middlesbrough Borough Council Education data team analysed completed questionnaires using SPSS. Respondents were asked the question.

**If you were to give a star rating to services for parents and young children locally would they get?**

<b>1 star</b>	<b>*</b>	unsatisfactory	10
<b>2 stars</b>	<b>**</b>	average	14
<b>3 stars</b>	<b>***</b>	good	26
<b>4 stars</b>	<b>****</b>	Very good	15
		No response	13

Feedback from the Ness team has indicated that the results will not meet the requirements for a comparative User Satisfaction Survey in year 3. Further advice is being sought on the way to progress this work. The market research company McCallum-Layton in Leeds have conducted successful surveys for 2 other Middlesbrough Local Programmes. Our recommendation is to consult with them re the previous in house survey, in the hope that they can construct a near to comparison study for this programme. It is intended to conduct the user satisfaction survey in July 05.

### Evaluation of Service Delivery.

The programme Management Board receives bi-monthly contact information, which details parents and children's attendance rates at each of our activities. This data is derived from team members who co-ordinate the various programmes of work and collate on the Smart Start database.

## **Quantitative**

Within the year Jan to Dec 04 the programme contacted 245 new families, resulting in 464 families registered with us at the year end, 557 children belonging to these families were seen. We have achieved a fairly consistent provision of services to approximately 200 individual children per month, being 22% of the children resident in the area.

The range of activities provided engage parents and children in working towards achieving the 4 key Sure Start outcomes for their area. The table attached (appendix 1) gives the range of activities time-tabled and number of contacts for the month Nov 04. This is a fairly indicative month, and shows that 362 actual contacts were made for services, which were accessed 1525 times.

## **Qualitative**

More important and certainly more interesting than figures is what parents say about our services and the impact for them. A selection of outcome and parent feedback evaluations from each target are given in section 3. Some examples given are based on staff observations and reflection, particularly where a target audience may have language barriers, such as young children or refugees.

## **Cost Effectiveness Study**

It is intended that a cost effectiveness study is conducted in the financial year 05/06. Although later than originally planned, the following work schedule is now feasible and within NESS guidelines.

March:	05/06 budget set, specific areas of work coded in order to monitor transactions.
April-June:	Working group formed to agree focus and parameter's of the study.
July-Sept:	Establish a unit cost formula and identify procedures for collecting data.
Sept-Dec:	3 month data collection period.
Jan-Mar:	Analysis and presentation of results.

The newly appointed programme Finance Officer has attended a NESS cost effectiveness training day which proved helpful in sharing models of research used in other programmes. Learning from this event confirmed that an internal study is feasible with the support of a working group. The HBS finance team will also be available for additional technical support.

## SECTION 2

### LOCAL EVALUATION

#### Interim YR2 Findings

A particular focus of the evaluation strategy is that of parental participation at all stages of the evaluation. 'Parental Participation' is seen as a key objective of the Sure Start Initiative (NESS, 2002, p2). Similarly, both 'participatory' and 'action' research methods are acknowledged as being particularly suitable when working within community settings (Tilakaratna, 1990; Hills & Mullett, 2000; Goode, 2000; JRF, 2001,2002; Barnes et-al, 2002; Brodie, 2003).

To this end a comprehensive programme of training was delivered to parents, who then conducted a series of taped, semi-structured interviews with local users, so as to define the impact of the programme, focussing upon the four core Sure Start objectives (D Sillence 04).

The results of this comprehensive process were then analysed by the University of Teesside and the results formed the subsequent interim evaluation report, **'What we have done and where we are Going' (Sillence, 2004)**.

The report itself highlighted the following findings:

#### **Service Provision:**

- Positive comments were received from parents in relation to the following services provided for their children, including, the *'Playbus'*, *'Playgroup'*, *'Busy Bee's'* and *'Parent and Child'* services, as well as *'Jolly Babies'*, *'Fun Tots'*, *'Gym Tots'* and *'Swim Tots'*, all of which showed significant usage levels
- Parent-carer services were also commented upon positively including *'Active for Life'* and *'Access to Leisure'*, *'Welfare Rights'*, *'Aromatherapy'* and the *'Health Drop In'* services.
- Recommendations and requests focussed upon *'more of the same'* at *'different times of the day'* and suggestions supporting the need for these services to also *'run during school holidays'*.

#### **Emotional and Social Development of Children and Parents**

- Parents also commented on their children's improved *'friendship relations'* with other children, and *'improvements in behaviour'*, as well as *'improved communication skills'*.
- Parents also felt better in themselves suggesting they had made *'lots of new friends'*, and how getting help with their children had helped them to *'relax and feel better about themselves'*.
- Recommendations included suggestions for additional sessions, at alternate times, as well as *'increased child care and crèche facilities'*.

#### **Improving Health of Children and Parents**

- The impact of Sure Start policy in the provision of fruit and vegetables for children. Parents commenting this had encouraged them to provide the same kinds of food at home. Secondly, on *'how much more active'* their children had become since attending Sure Start activities.
- Parents were also happy with the *'Active for Life'* and *'Access to Leisure'* which helped them to get fitter.
- Recommendations included suggestions in relation to getting children involved in *'sporting activities'* and also the provision of *'external play areas'*.

#### **Improving Learning Skills of Children and Parents**

- Feedback from parents in relation to improvements in their children's learning was widespread. Communication skills came in for particular praise, as did their children's improved abilities in relation to both counting and reading.
- Once again requests for *'more of the same'* and *'at different times of the day'* were the most common requests received.
- Similarly, in relation to recommendations for themselves, parents were quite forthcoming. A high number of requests for *'more computer courses'* and more *'learning courses'*.

### Strengthening Families and Communities

- There are a growing number of parents actively involved with the running of Sure Start. Others questioned suggested 'a lack of time' prevented them from engaging more actively within the programme.
- Several parents suggested that 'with help and training' they would be willing to become more actively involved.
- There was a large and vociferous response to questions about 'problems' within their communities. Many of these focussed upon issues of 'crime', 'vandalism' and 'vehicle related problems', 'young people with nothing to do', 'nuisance neighbours' and 'drugs and alcohol'.
- Parents also made a number of suggestions in relation to raising the profile of Sure Start, suggesting that those involved might act 'more responsibly'. There was a consensus on the benefits that Sure Start involvement could bring to all of those involved with it.

The evaluation concluded that overall, the services provided by Pallister Park, Berwick Hills and Park End Sure Start Programme have benefited both parents and children in all of the core areas evaluated. A wide variety of evidence was obtained supporting these findings as well as useful information to inform the development of existing services, and the development of new services.

Additionally, the strategy of training parents to actively participate in the evaluation process has proven to be a great success. Despite the majority of those participating having little, or no previous experience of interviewing, comments received from the University of Teesside commended participants for the high quality of the data that was produced.

### Progress on YR3

In line with NESS recommendations, and building upon the successful implementation of the 'Parental Participation' strategy during the course of the previous year, it was decided that this strategy would be continued, but that a 'single' service provision would be focussed upon during the coming 12 months.

To this end it was decided that the service under scrutiny should be that of 'home visiting'. Home Visiting is seen as the key to '**reducing health inequalities**' (Acheson Report, 1998), and underpins the current government Green Paper, 'Every Child Matters'.

The envisaged strategy would take the form of a combination of recognised qualitative research strategies. These will include semi-structured interviews, diary-keeping and individual case studies of service users. The overall objective is to continue to evaluate the effectiveness of both multi-agency partnership working and delivery gauged through the eyes of service users. This is premised upon the following research question:

*What is it about home visits that is working, and what is not working; particularly in relation to 'multi-agency partnership working' and its effectiveness in relation to its target-group users?*

A small group of 7 parents have again received comprehensive training into a variety of qualitative research methods, prior to being involved in the data-gathering procedures.

Subsequently those parents have interviewed a number of other parents who have or are receiving the 'home visiting' service. This has taken the form of semi-structured, taped interviews. In addition, and in conjunction with staff, a small number of service users have been invited to participate in a personal diary keeping exercise as an aid to gauging the impact of the Home Visiting' service upon their everyday lives.

Finally, and as an aid to the compilation of the 'final' report, a small number of the stakeholder agencies, interviewed during the 1<sup>st</sup> year of the evaluation, are currently being re-interviewed jointly by a parent and the programme researcher. This will gauge the effectiveness of continued partnership arrangements since the projects first year of operation.

Field work and data collection for the 3<sup>rd</sup> year study will be completed at the end of March 05, following a period for analysis the final report is expected in early July.

### SECTION 3

#### OBJECTIVE 1 IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

**TARGET:** Increase the proportion of babies and young children aged 0-5 years with normal levels of personal, social and emotional development for their age.

#### **FEEL GOOD CLUB**

The programme was designed for women who need support from other women to develop confidence techniques. It aims to develop awareness of issues that cause low self esteem and promote an awareness of tactics and strategies for raising self-belief.

#### **Aims**

The Feel Good Club offers a structured 10-week programme, with the hope of:

- providing a safe welcome environment
- enabling women to take charge of their lives
- offering opportunities for themselves and their families
- providing a forum for sharing experiences in strictest confidence
- enabling group members to get in touch with their own unique qualities

The programme has run twice this year, with an average 6-8 mums taking part in each course. Sample comments from Feel Good Club's own evaluation of an early programme include:

Question	Quantitative Response
How did you first know about the Feel Good Club?	All members stated other, with the exception of one, who stated family support worker.
What caused you to join the group?	3 out of 6 stated recommended by a professional (when asked about "professional, they stated support'/resource workers).
What are you hoping to gain from the group?	All members ticked friendship. 3 identified help and support. 4 feeling better about yourself and 3 stated to gain confidence.
How did you feel when you first came to the group?	All members selected nervous/unsure. 1 highlighted frightened to speak out.
Was the crèche facility important to you?	All those that used the crèche stated yes.
Has the group helped you?	All the group said yes.
Changes within self?	From 8 questions, 6 were completed, such as gained confidence, accepting what you can and can't do, accepting yourself as you.
Has the course material helped you?	All answered yes.
Which parts of the course have been most beneficial?	All members said all. Some members said self-image, personal goals and values, trusting yourself, cope with your feelings, making changes, self-esteem and personal relationships.
Do you have any suggestions for future groups?	Members supported the pilot programme. One member felt much better after joining the group "inside and out".
Were you satisfied with the crèche facility?	All members who used it said yes.
Any other comments?	"Brilliant"

**Progression routes identified as interests at the end of the course included:**

- positive parenting
- adult basic education
- parents support group
- volunteers group etc.

The facilitators de-briefed each week forming their own evaluation of course progress. Findings recommend a flexible approach to meet the individual's needs was of the utmost consideration. Programmes need to run for at least 10 weeks, shorter programmes had not allowed space for significant group development and mutual support. Due to the intensity of potential emotional reactions and sensitive subjects covered, structured sessions may not complete. Home visits, pre and post group are a useful means of measuring progress and discussing needs for further intervention.

Participants often attend additional Sure Start activities in conjunction with the Feel Good Club, this has reinforced learning and prompted different ways of thinking.

**OBJECTIVE 2 IMPROVING HEALTH & EMOTIONAL, SOCIAL DEVELOPMENT**

- TARGET:**
- Information and guidance available to all families with young children.
  - Implement in a culturally sensitive way, ways of identifying, caring for and supporting mothers with postnatal depression.

***NEW MUMS GROUP***

Starting in November 2003, there have been 5 complete 8 week courses and we are now into the 6<sup>th</sup>. A total of 35 new mums have participated to date.

The group was initially run with a clinical psychologist, health visitor and project worker. We now run it between health visitors, a maternity care assistant and a project worker.

Mothers with a baby up to 6 months old at commencement of the course are targeted via their local health visitor, as well as Sure Start, and invited. Older siblings are accommodated within the group.

**Aims**

- To enhance relationship between mother and baby.
- To encourage new mothers' realistic expectations of their own role as mothers.
- To empower new mothers and raise their self esteem.
- To identify mothers who are at risk of developing postnatal depression.
- To integrate new mothers into their own peer support group.
- To provide new mothers with information, awareness and links into Sure Start to ensure a positive, informed start for mothers and their babies.
- To signpost to appropriate services at the end of the group.

Each set of sessions has been evaluated using a questionnaire. The comments were overwhelmingly positive.

The Edinburgh Postnatal Depression Scale was also used at the beginning and end, as an indicator of potential improvement to mental health.

Sessions are semi-structured and agreed upon in conjunction with mothers. There is always a lunch and pamper session at the end of the course.

The course has enabled a lot of group members to attend other Sure Start activities and continue their quality interaction and shared learning. Following on from new mums club and in response to feedback, Little Explorers has been set up. This is a group for parents of children between 6 and 18 months.

### Evaluation of Cumulative Responses

Out of the 35 attendances, 23 mums attended the last week and completed the questionnaire.

Question	Quantitative Response	Additional Comments
Did you like the venue?	5 answered yes 0 answered no	"Within walking distance". "Easy to get to, plenty of parking, nice surroundings".
Was the time of the group convenient?	19 answered yes 3 no comments 1 did not answer	"Finished in plenty of time to get dinner". "The time is suitable for me because I can go home before lunchtime". "Mornings are better". "Too early".
Did you find the group helpful?	23 answered yes 0 answered no	"Nice to meet other mums. Made friends and staff are very nice". "Very helpful" "Very helpful on different aspects of childcare". "Help with coping, feeding, moving from breast to bottle, how to give solids, what to do when his is crying - why he is crying".
Which sessions did you find the most valuable and why?	N/A	"All of them, just talking to other mums with the same problems etc". "Baby massage - my baby loves it". "I thought all the sessions were valuable because in each one, there was good and helpful comments made. "All". "Everything was helpful in some way". "Speech Therapist, Indian head massage, card making". "Baby massage, I learned a lot of things about baby which I didn't know when I was in Bangladesh".
Which sessions did you least like and why?	No one session highlighted as being least helpful.	"None I liked least". "None - they were all good". "None x 3". "Liked all of them".
Can you suggest any changes that could be made to the group?	Some did not answer. Longer sessions. Ask more to come and do more sessions for new mums.	"More games with baby, more interaction between baby and mum". "No". "No, they were all good".
Other comments made.	N/A	"Nice that we suggested what to do". "I made some friends and Sally, Emma and Becky are really nice". "I'd like to join the first aid course".

**TARGET:** Information and guidance available on nutrition, hygiene and safety, available to all families and young children.

### ***NUTRITION ACTIVITIES IN PARK END SCHOOL MARCH - JULY 2004***

#### **Aim**

To promote healthy food and drinks in a fun way using food based activities.

#### **Objectives**

1. To encourage children to try and taste a variety of fruit and vegetables.
2. For children to be able to identify a variety of different fruit and vegetables.
3. For children to learn and develop new skills, and build upon existing ones.
4. To reinforce numeracy and literacy through food based games and activities.

Sessions were run throughout the term in the nursery class. Between 6-12 children participated each week, until everyone had joined in.

#### **Positive**

- The nursery teachers supported the variety of activities.
- There were three activities in total, over the course of the term. The majority of children took part in all three activities. This helped to reinforce and increase the awareness of different fruit and vegetables.
- Each activity involved doing different things, such as colouring, sticking, guessing games or making faces out of food. This made sure that the activity held the children's interest and that they had something to take home with them.
- The majority of children were interested in what the activity was and were happy to take part in the activity session.
- The majority of children tried the different fruit and vegetables (we have a breakdown of likes and dislikes if interested).
- Approximately half of the children in the a.m. sessions were Sure Start registered.

#### **Negative**

- Only a minority of the children in the p.m. session were Sure Start registered.
- Parents from the p.m. session were not as responsive as the parents from the a.m. session and as a result, consent forms took a few weeks to be returned.
- Due to other commitments, I was unable to attend the p.m. sessions as regularly as the a.m. sessions. Although the majority of children took part
- in one of the activities, they were unable to take part in all three activities like the children in the a.m. session.

#### **Recommendations**

- These activity sessions were carried out as a pilot session in Park End Primary School. Due to its success, other nursery schools were targeted in September, the sessions turned into a rolling programme covering all the nursery schools in the area. From September, Berwick Hills Primary School will be targeted along with the continuation of the nutrition activities at Park End Primary School due to a new nursery intake and therefore, new contacts.
- All children will be checked on the Sure Start database. Those who are not registered will be given a registration form for their parents/carers to complete. The nursery teacher at Park End will also help facilitate this.

**TARGET:** Information and advice on hygiene and safety available.  
10% reduction in children admitted to hospital as a result of a serious injury

### ***SAFETY EQUIPMENT LOAN SCHEME***

This is a loan service with families paying a one-off charge of £2.00 for safety gates, £2.00 for fire guards and £1.00 for safety packs (socket covers etc.) The home fire safety checks are free of charge. Smoke

alarms can be supplied and fitted free and the home checked for other obvious hazards. Families can keep the equipment for as long as they require it.

The scheme continues to be very popular and appreciated. Many referrals come through the health visitors who are keen for families to receive safety equipment.

As at 8<sup>th</sup> February 2004 we have the issued the following equipment:

Fire guards	79
Safety gates	269

Issued to a total of 144 families.

44 families have been referred to Cleveland Fire Service for home fire safety checks. The Evening Gazette story line "So lucky to be alive", 29<sup>th</sup> December 2004, told of a lucky escape from a house fire in Pallister Park. The family were quoted as saying "we only had the upstairs smoke alarm put in a couple of months ago after Sure Start suggested it".

### **OBJECTIVE 3: IMPROVING THE ABILITY TO LEARN**

**TARGET:** To increase the use of libraries by families with young children aged 0-5 years.

#### ***LIBRARY USE***

##### Membership Figures

The quantitative measure used by Sure Start to monitor the use of libraries is the number of 0-3 year olds in the area who are registered as active library members.

The table below shows membership figures for the past 3 years.

Date	No. of 0-3 year olds living in SS area	No. of active library members 0-3 years	%	No. of 0-4 year olds living in SS area	No. of active library members 0-4 years	%
March 2002 Pre-Sure Start	874	37	4%			
March 2004	905	75	8%	1145	168	15%
December 2004	905	145	16%	1145	235	21%

##### **Issue Figures**

One of the main performance indicators used by the Library Service to measure the use of libraries is issue figures. The issue figures for board books from Berwick Hills Library are listed in the table below.

Month	2003	2004	%age Increase
January	30	46	65%
April	45	84	54%
September	22	191	120%
December	18	138	767%
Totals	<b>526</b>	<b>1898</b>	<b>361%</b>

## Review of Library Activities 2004

- Dizzy Duck has been used as the library mascot to promote all library events.
- Library activities were re-launched in April 2004 and monthly Fun Time Book Time sessions have been held in Berwick Hills Library. The average attendance at events was 36 children and 25 adults.
- Dizzy Duck's Borrow a Book Club was launched in April 2004. At the end of December, there were 124 members and 26 rewards had been presented. Of the 124 members, 46 were existing library members and 78 were new members.
- Borrow a Book community book loan sessions were started in September 2004 at the Tad Centre, Park End Health Drop-ins and Busy Bees.

### Selection of comments from parents:

- "A good time, had lots of fun, lots to do".
- "Very good, very relaxed, lots to do".
- "Gabiella really enjoyed all the activities and really loved the duck".
- Very good day. Jessica enjoyed herself. I also had a good time. A good way to encourage reading".
- It's useful being able to borrow books from the clinic, as I can't get the double buggy in the library".
- "The reading scheme really encourages them to want to come to the library and the prizes are lovely".

**TARGET:** All children have access to good quality play and learning opportunities, helping to progress towards early learning goals when they get to school.

### PLAYBUS PLAYGROUP

75 children have received sessional childcare services at the Playbus between January 04 - 05. The Playbus is registered for 10 children per session and most children stay for at least 1 term.

Parents whose children attend the playgroup sessions on the Playbus in the 2005 Spring term were asked to complete an evaluation form regarding the service offered. A total of 19 parents completed the evaluation forms.

94% of the parents stated that they were "very satisfied" with the quality of childcare provision offered on the Playbus and 6% stated "quite a lot". 94% of the parents felt that their child benefited from the playgroup and 6% felt their child benefited "quite a lot".

Parents were asked: "Since attending playgroup, in what areas has it helped your child's development and skills"?

	Yes/No/Unsure		
More sociable with other children/adults	100% yes		
Improved behaviour	89% yes	11% unsure	
Improved confidence	100 % yes		
Improved child's learning e.g. counting, colours	100 % yes		
Supported child's speech and language	100 % yes		
Helped toilet training	73% yes	16% no	11% unsure
Child more willing to learn e.g. about colours, numbers etc.	100 % yes		
Increased child's concentration skills.	95% yes	5% no	

89% of parents believed that the playgroup has supported their child going into nursery very much. 11% stated that it helped quite a lot.

Parents were asked in what ways the sessions were beneficial to them:

- |  |            |
|--|------------|
| a. I attend work whilst my child is in the playgroup.                  | <b>11%</b> |
| b. It is time to myself to do housework, shopping etc.                 | <b>84%</b> |
| c. Social activities.  | <b>5%</b>  |
| d. Allows time for parent to spend time with other children in family. | <b>15%</b> |

None of the parents offered suggestions as to how the playgroup sessions could be improved. Some comments included:

“Playbus is a great idea”. “Everything is so good!” “The sessions work very well”.

Over all, the feedback from the parents and carers was very positive and it seems they are very satisfied with childcare provision and are aware of the impact the provision has on their child’s development.

### **TUTOR OBSERVATION OF ADULT LEARNERS ESOL TEACHER, MIDDLESBROUGH ADULT EDUCATION SERVICE**

In the short time I have taught the students at the Neptune Centre, I have been extremely impressed by their dedication and commitment to learning. Their attendance is excellent and they always complete the work I set them, in the time frame I give them.

It has to be said that without the support they have received, it may not have been possible to have progressed the students so quickly. They will commence an IT course in January 2005, which can only assist them in their learning. The crèche facilities have been tantamount to their achieving education in this country.

Susan El-Abbas

## OBJECTIVE 4: STRENGTHENING FAMILIES AND COMMUNITIES

- TARGET:**
- Increase use of leisure centres by children aged 0-3 years.
  - Increase in the proportion of families reporting on improvement in the quality of family services.

Parent and child activity sessions are intended to be held at opposite ends of the patch. Busy Bees has attracted 69 families and Playmates 30 families throughout the year.

The following evaluation has been conducted with a focus group of 10 parents for each group during a January 2005 session.

### **BUSY BEES & PLAYMATES**

Busy Bees aims to encourage:

- parents to join in our group any time and meet with other parents from the area.
- children to socialise with other children of similar age.
- children to experience pre-school activities.
- parents to have the opportunity to attend short taster courses in the next room to their child, with the reassurance of crèche workers caring for their children.
- parents to invite organisations regarding career/college decisions, back to work advice or any other support service to attend our group.

10	20	30	40	50	60	70	80	90	100
%	%	%	%	%	%	%	%	%	%

#### 1. Do you and your child enjoy the session?

Very much 

#### 2. Do you feel that coming to Busy Bees is a good chance to meet and get to know other parents?

Very much 

Quite a lot 

OK 

#### 3. Do you like where Busy Bees is held e.g. building, room, facilities etc?

Very much 

Quite a lot 

OK 

A little 

#### 4. Do you think Busy Bees could be improved?

Very much 

OK 

A little 

Not at all 

**5. Do you think Busy Bees helps to develop your child’s learning, emotional & social skills?**

Comments included:

“More talkative now”

“Gave my son a great start to nursery and good social skills”

“Because thy mix with other children, they wouldn’t normally meet”

“Because my children learn songs and how to be with other children. It teaches them all the things they need to start school and gives them confidence”.

“She was very nasty and spiteful, now she shares”.

“It helps the children mix together with one another”.

**Key: Not at all 1 A little 2 OK 3 Quite a lot 4 Very Much 5**

**PLAYMATES**



**1. Do you and your child enjoy the sessions?**



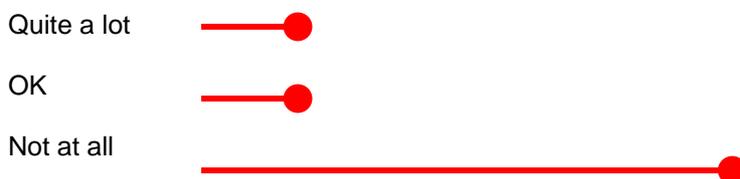
**2. Do you feel that coming to Playmates is a good chance to meet and get to know other parents?**



**3. Do you like where Playmates is held e.g. building, room, facilities etc?**



**4. Do you think Playmates could be improved?**



**5. Do you think that Playmates helps to develop your child’s learning, emotional & social skills?**

“Learnt how to interact with other children”

“Learnt my child to play in a group”

“It teaches him how to share”

“She is learning to play with others and make friends, sharing etc”

“She is making new friends”

“He has made lots of new friends”. His speech is really coming on. He is a lot more sociable and more confident in new situations”

**Key: Not at all 1 A little 2 OK 3 Quite a lot 4 Very Much 5**

## WELFARE RIGHTS SERVICE

The Welfare Rights Service has been set up to meet the Sure Start target of reducing households in which no one is working. The service is able to offer advice on all welfare benefits and tax credits. To date, we have had several enquiries on various different subjects:

- 4 enquiries about entitlement to the Sure Start maternity grant. Assisting client to complete form.
- 13 enquiries about entitlement to maternity benefits and details of which benefit to claim.
- Assisted 4 clients to claim disability benefits.
- 9 enquiries on entitlement to working and child tax credit for clients thinking about going into employment and for clients that are already in employment.
- 4 clients assisted with better off calculations.
- 2 enquiries from refugees and asylum seekers in relation to maternity payments.
- 4 enquiries on entitlement to social fund payments and assistance with the form.
- 3 enquiries on benefits for refugees and people seeking asylum.
- 1 enquiry from clients wanting to access education and training.
- 6 general enquiries in relation to benefit entitlement and payments.

As part of our commitment to making the service available to everyone, we are willing to undertake home visits. This will ensure that the service is accessible for everyone.

We have been able to make financial gains for many of our clients through a variety of sources. This has contributed towards alleviating financial hardship.

Target	Activity	Total No. of people reg for activity at 30/11/04	Venue	Date	Contacts in Nov 2004		No. of visits
<i>Month: November 04</i>					Parent/ Child 4+	Child Under 4	
<b>Emotional &amp; Social Development</b>	Home Safety loan scheme		Office	Ongoing	18	20	38
	ABS parent support		Caseload	Ongoing	2	3	7
	Family Support		Caseload	Ongoing	17	20	117
	Visit/babies under 2 m old		Parents home	Ongoing			
	Music with ...		Tad Centre	Mon 2-2.30	5	5	26
	New Mums Group		Tad Centre	Thurs 10.30-12	9	11	51
	Little Explorers		Tad Centre	Wed 1.30	6	7	29
<b>Improving Health</b>	Jolly Babies		Tad Centre	Mon 1.20	5	6	
	Aquanatal		Neptune	Wed 9.15	8	3	22
	Breastfeed supp			Ongoing	16	2	21
	Fun Tots		Pallister P	Thurs 1-2	4	4	20
	Antenatal support		Caseload	Ongoing			
					24	14	65
	Gym Tots		Pallister P	Mon/Tues	8	1	22
	Health Drop In		Tad Centre	Mon 12.30	22	30	61
	Post Natal support		Parents home	Ongoing			
					7	0	7
	Health App Support			Ongoing	0	0	0
	Physio Plus, child special needs		Parents home	Ongoing			
					10	10	20
	Nutrition Advice		Various	Ongoing	13	26	44
Health & Fitness		Various	Mon 9.30	0	0	0	
Acute Illness Support		Parents Home	Ongoing				
				0	0	0	
<b>Improving Ability to Learn</b>	S & L Therapy		Caseload	Ongoing	0	3	3
	S+L school support		School	Ongoing			
					4	14	32
	Fun Time Book Time		Library		15	18	42
	Child Care Training		Various	As Required			
					6	4	37
	Borrow a book		Various		10	14	34
	Bookstart Packs			Ongoing	12	12	24
	Playbus playgroup		All around area	Ongoing			
					7	33	143
Playbus Reg Drop in		Tad Centre					
				0	0	0	
Prep for Nursery		School	As Required	22	19	97	
Playtalk Bags		Home	Ongoing	2	2	4	
<b>Strengthening Families &amp; Communities</b>	Busy Bees		Park End CC	Tues 12.45	27	29	136
	Swim Tots		Neptune	Wed 12-1	5	5	20
	Feel Good Club		Chalbury	Wed 1.00	5	5	31
	Playmates		Charlbury	Thurs 10-12	7	7	39
	Reduced Fee Leisure Card			Ongoing			
					2	0	4
	Welfare Rights Advice		Caseload	Ongoing			
					11	0	11
	Induction			Ongoing	0	0	0
	Active for Life		Neptune	Fri 10-11	5	1	10
	Information on training/courses		Caseload	Ongoing			
					0	0	0
	Charlbury Play Group		Charlbury Centre	Mon/Wed/ Fri	13	10	224
	Support for Childcare		Various	Monthly			
					0	8	21
	Child Care Advice		Various				
					2	0	2
Parent Training			As Required	4	5	34	
Friday Drop In		Park End Clin	Weekly	0	0	0	
Dads/Toddlers		Pall Park	Wed 9.30	3	5	13	
Man Board		Tad Centre		6	3	9	
Parent Involv		Various					
				0	0	0	
<b>Totals</b>					<b>344</b>	<b>362</b>	<b>1525</b>

**Analysis Report****Area: Sure Start****Attendances between: 01/01/2004 and 31/12/2004****Activity: ALL****FILTERS SELECTED: Inside Sure Start or where NO area has been set - Children Under 4 at Start of period****Children Seen**

Number of children seen in period	Aged under 1	Over 1 but under 2	Over 2 but under 3	Over 3 but under 4	Total number of children seen	Disabled child or child with special needs
Existing	38	65	66	50	<b>219</b>	19
New	157	58	77	46	<b>338</b>	4
<b>Total</b>	<b>195</b>	<b>123</b>	<b>143</b>	<b>96</b>	<b>557</b>	<b>23</b>

**Ethnic Breakdown of all Children Seen**

White	Existing	New	Mixed	Existing	New	Asian	Existing	New
British	202	321	White/Black Caribbean	0	0	Indian	0	0
Irish	0	0	White/Black African	2	3	Pakistani	0	0
Other White	3	1	White/Asian	0	3	Bangladeshi	2	0
			Any other mixed	3	4	Any other Asian	2	2
Total White	205	322	Total Mixed	5	10	Total Asian	4	2
<b>Overall</b>	<b>527</b>		<b>Overall</b>	<b>15</b>		<b>Overall</b>	<b>6</b>	

Black or Black British	Existing	New	Other Ethnic Group	Existing	New	Ethnic Origin Unknown	
Caribbean	0	0	Chinese	0	0	Existing	1
African	2	1	Other ethnic group	2	0	New	2
Any other black	0	1					
Total Black	2	2	Total Other	2	0	<b>Ethnic Origin</b>	<b>Total</b>
<b>Overall</b>	<b>4</b>		<b>Overall</b>	<b>2</b>		Existing	219
						New	338
						Overall	557

**Families Seen**

Number of families seen in period	Total Number
Existing	219
New	245
<b>Total</b>	<b>464</b>

Number of parents seen in period	Total number of parents seen in period	Disabled or special need parent	Lone Parent		Teenage parent (Under 18)
			Mother	Father	
Existing	0	0	0	0	0
New	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>