

Sure Start West Bowling
Local Evaluation of Toy Library

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SUMMARY:

Sure Start West Bowling (SSWB) service aimed to provide local children and adults an access to good quality toys, activities and information in order to promote an understanding of play in child development. Therefore, the purpose of this evaluation was to investigate whether the service was meeting its aims and also to see what else was available locally in order to help the users along the aims defined by SSWB. A qualitative methodology was used to explore in-depth views of users and providers of SSWB and other related services in the locality. An audit of various documents for monitoring the personal profile of the registered members was also carried out. A scoping exercise revealed that SSWB service was supplemented by 3 other related provisions. Each of the facility was examined in terms for its weaknesses and strengths in allowing access to its users.

SSWB's Evens Terrace provision has been very successful in the engagement of its local community by securing a membership of 29 families within three months of its official launch. In depth probing of its users revealed that 63% (12/19) of the members used the service on weekly basis. The service was highly appreciated and the users stated that the success of the service lied in being able to provide a user-friendly service through a multilingual toy library community development worker and also the convenience of its locality base. However, the service is only available to anyone who can walk or travel up to Evens Terrace and thus there is a need to fill the gap to include 'hard to reach' members of the community which have been defined as anyone with personal disabilities, having a carer status for some one else in the family with special needs, having a low self-esteem or families under stress and young single mothers of Caucasian origin. There is also a need to monitor ethnic origin and mother tongue of all the registered members, provision of a larger space to enable display of resources rather than working from catalogues only. Recommendations have been developed to inform changes in service delivery.

BACKGROUND:

The idea of toy libraries originated from the USA. During the Depression, a toy store owner in Los Angeles realised that some of his toys were frequently missing and were taken by poor children whose parents could not afford to provide them with this resource¹.

There are now over 1500 toy libraries in the UK. Toy Libraries loan out toys instead of books. They were pioneered in 1988 and evolved from toy libraries that were initially aimed at children with special needs². They can be based in schools, community centers, public libraries, hospitals, Children's Centres, Early Excellence Centres, health centres and some offer a mobile service to homes.

Toy libraries aim to create and support high quality play opportunities. Children learn through play, and the provision of appropriate play materials and advice are essential to a child's development. Toys play an important part in the development of all children, but particularly those who have special needs. Well-designed toys can help develop the child's mental and physical abilities, as well as being fun, but good toys are usually expensive and may only keep the child's interest for a short time, if at all. Toy libraries enable people to borrow a wide range of toys which their child will enjoy playing with and which will help him/her learn and develop at the same time^{3,4}.

Toy libraries provide the opportunity for children of all abilities to play together, nurturing a respect and understanding of similarities and differences. At the toy library, parents/carers and children have contact with other families, with whom they can develop friendships and also share information, advice, and support. In addition to providing facilities for parents and children, toy libraries also provide a resource for professionals. For instance, health visitors and speech therapists can borrow toys to facilitate their clinical assessments, either as part of the checks or to promote a child-friendly atmosphere. During home visits, the health visitor can take toys into the home to improve communication and compliance.

In the UK, the National Association of Toy & Leisure Libraries (NATLL) was founded in 1972. Membership of the National Association of Toy & Leisure Libraries (NATLL), gives access to a unique package of benefits, special offers and discounts; it is available to toy and leisure libraries, local authorities, regional/national voluntary organisations, and interested individuals. The help line is a free telephone information service available for anyone planning, setting up or running a toy or leisure library³. In Bradford, West Yorkshire, there

have been a number of toy library initiatives, with several toy libraries located across the city. The Bradford District Toy Library Network (BDTLN) was launched in February 2003 with support from the European Social Fund. The project is supported by the Bradford Early Years and Childcare Development Partnership.

Sure Start West Bowling (SSWB) is a 3rd wave Sure Start programme located in one of Bradford's most disadvantaged areas. The area covers the Little Horton, West Bowling and Odsal Wards on the south side of inner city Bradford. A large amount of the housing is terraced, privately owned or rented. West Bowling is densely populated with relatively high levels of unemployment and many large households living on a low income. There used to be a substantial local industrial complex offering employment opportunities, but most of it is now closed. The area has 85% of school children claiming free school meals as compared to 48% of children Bradfordwide⁵. West Bowling has a higher percentage of 0-4 year old children than Bradford District as a whole⁵ (Table 1). Sure Start West Bowling has been working to Public Service Agreement targets, one of which aims to "improve the ability to learn", so that "children in Sure Start areas have access to good quality play and learning opportunities, helping progress towards early learning goals when they get to school"⁶. The provision of a toy library is a key initiative for progressing this target among pre-schoolchildren.

Table 1: Breakdown of age groups in the West Bowling Area

	West Bowling Area 2001		Bradford District 2001	England and Wales 2001	West Bowling Area 1991
	Total	%			
Population	8,465	100	100	100	100
0-4 years	807	9.5	7.1	6	10.2
5-15 years	1,693	20.0	16.3	14.2	19.3
16-24 years	1,310	15.5	12.5	10.9	15.7
25-44 years	2,390	28.2	28.0	29.1	27.6
45-64 years	1,434	16.9	21.7	23.8	15.7
65-74 years	457	5.4	7.7	8.4	6.4
75+ years	375	4.4	6.7	7.6	5.1

Source: 2001 Census: Bradford Community Statistics Project

The demographic profile of Sure Start West Bowling is changing such that there is now a higher proportion of young children of Pakistani origin resident compared with their white peers. This diversity creates potential challenges in providing culturally appropriate services.

Sure Start West Bowling has been working in partnership with a number of local organisations within their catchment area on community projects that are funded by the government. Bradford Trident is a community led company that overlaps all of the Sure Start West Bowling area except for the Parkside Estate. Bradford Trident has a £50 million investment (funded by the government's New Deal for Communities) over a ten year period which will cover regeneration in the Park Lane, Marshfields and West Bowling areas of Bradford⁷.

The BD5 Community Project combines Sure Start, Trident and the Community Development Service of the Bradford Metropolitan District Council. The interagency partnership defined local childcare objectives from April 2001 to March 2006. Among these were the aspirations to 'maintain at least three Toy Libraries', as well as 'ensuring that services provided were well publicised to establish evidence of the variety of needs that exist across the area'. The locations defined were at (a) the Family Support Project, (b) Hutson Street Community Centre, (c) Sure Start West Bowling. The service would be promoted by networking with playgroups and other voluntary sector organisations as well as working closely with Speech and Language Therapists, health visitors, family support workers, etc. to promote and enhance the services.

The need for the Sure Start West Bowling Toy Library was originally identified during community consultations, which formed the basis of needs analysis for the Programme's Delivery Plan⁸. It was felt that there was a shortage of safe outdoor play space. The original Delivery Plan included a recommendation to meet this need by providing a double-decker bus with a play area downstairs and a toy and book library, with information on child health and development upstairs. However, on approval of the funding in February 2003, the service was implemented from a fixed site base at 22 Evens Terrace and it was hoped that community would be able to benefit from one of the local childcare facilities. The toy library was eventually launched in October 2004. This service is currently provided for the residents of West Bowling, although not confined to the geographical boundaries of Sure Start. The main aim of toy library was to provide a service for children and adults who can have access to good quality toys, activities and information that promote an understanding of play in child development. This objective conforms with Sure Start's objective 3 which is designed to

improve children's ability to learn; in particular by encouraging high quality environment and childcare that promotes early learning, provide stimulating and enjoyable play and, improve language skills and ensure early identification and support of children with special needs.

The Sure Start funded Toy Library was the third toy library that has opened in the area, the previous toy libraries having been located at Hutson Street Community Centre and at Landmarks (All Saints). There has been some concern expressed regarding the relative success of the toy libraries at these other two locations. This most recent service is situated in Evens Terrace close to the Sure Start West Bowling Offices and associated facilities such as crèche places (see Appendix 1 for location). It is operated by a Community Development Worker capable of communicating in Urdu, Punjabi, Pushto and English.

Park Road Family Project: there needs to be some background of this library as it is mentioned in the aims

Local Concerns:

Since its launch on 7th October 2004, the service at Evens Terrace has recorded 29 families on its register (January 2005). The venue is a small room, capable of holding up to six adults only. The service is available for only two hours per week. Thus, the service might be assumed to be capable of serving the self-empowered and more mobile members of the community, but may be limited in its capacity to assist the 'hard to reach' groups. There were plans to improve access for the latter group through Family Support Workers (ref: **Sure Start/Trident/BMDC BD5 childcare project**), but to date there appears to have been little uptake of this aspect of the service delivery. According to the Service Coordinator, IH, the project is still in its state of infancy and it is hoped that in forthcoming months the service will extend to include health support workers and health professionals in order to reach out to hard to reach members of the community.

The Sure Start Programme is very keen that the toy library service should be a widely valued asset and prove to be 'successful'. The longer-term aim would be to consider 'mainstreaming' the service. Hence, the Programme Manager is eager for the evaluation team to gather evidence in relation to good practices associated with this newly developing service.

What is Evaluation?

Evaluation is a tool that is essential to inform and strengthen programmes⁸. Evaluation is not about the "success" or failure" of a programme, but is a means to provide information to determine if a programme is effective and to aid identification of opportunities for

improvement. Evaluation also provides evidence to ensure continued support and investment in the programme.

Programme evaluation is an essential tool for:

- Creating better information to judge the effect of a programme, not just relying on perceptions of success
- Ensuring the best use of scarce resources for health and education
- Maximising the quality and sustainability of the programme

Process evaluation

Process evaluation assesses what interventions have been implemented, with whom, and when. Process evaluation is a good way to determine what is happening within the programme and compliments outcome evaluation. It is carried out during the delivery of the programme and provides information about progress towards objectives and the need for interim adjustments.

Process evaluation can be carried out formally by logging specific feedback at certain points in the programme. This gives the programme team the opportunity to reflect at set times and re-direct the activities if required. An informal approach can also be adopted whereby all feedback is logged as and when it arises, via word-of-mouth.

Outcome evaluation

Outcome evaluation measures whether and to what extent objectives have been achieved. Data collected before the programme started constitutes the baseline data. Collecting baseline data is an important component of the evaluation process as it makes it possible to assess whether change has occurred since the programme started. Both qualitative and quantitative data can provide baseline data, with relevant post intervention data used to assess whether changes have occurred according to the desired programme objectives⁸.

AIMS:

- To explore the suitability of the manual and electronic systems for recording data on the toy library use.
- To profile the current registered service users as in January 2005 using a questionnaire survey.
- To determine levels of satisfaction with the service according to the recent West Bowling Sure Start User Satisfaction Survey(REF).
- To investigate the barriers to access for all three sites (Evens Terrace, The Landmark Centre and **Park Road Family Project**)
- To identify whether the service is meeting its aims

METHODOLOGY:

A mixed methodology informed the evaluation service. This included a scoping exercise involving discussion with key personnel, examination of various documents and computerised data collection. In addition, a questionnaire survey of users further informed the process. The overall plan of the assessment was as follows:

1. Informal interviews with:
 - Child Care Development Manager, IH
 - Acting Programme Manager, SM
 - Toy Library Coordinator, SB
 - Family Support worker, WK

2. Inspection of the documents related to the Toy Library Service provision, in order to explore the efficiency record of keeping with:
 - Manual documents
 - Electronic data

3. Inspection/ exploration of toy library facilities other than that provided by Sure Start at Evens Terrace
 - (a) Hutson Street Ex-Provision (JT)
 - (b) The All Saints, Landmark Centre (PL & HT)
 - (c) Park Road Family Project (RS)
 - (d) Bradford Toy Library, based at St. Luke's Hospital (E)
 - (e) Bradford District Toy Library Network (KM)

4. A reanalysis of data gained in the User Satisfaction Survey (USS)⁹ was conducted to gain a better understanding of service use within the patch. The USS involved a representative random sample of the population of West Bowling Sure Start residents with children aged between 0 and 4 years and therefore provides a useful insight into service use in October 2004 - March 2005.

5. Computer held records were consulted and an updated list of the toy library service users (TLSU) was obtained and their views sought by using a semi-structured questionnaire as devised and piloted by the Leeds Sure Start Evaluation Team (Appendix 2). The list was segregated according to the literacy need of the TLSU

and the ones with literacy need in Urdu and English were interviewed on a one-to-one basis by a multilingual member of the evaluation team (AM) via domiciliary visits. The TLSUs who were fully literate in English were sent a questionnaire through post. The postal non-responses were successively followed up through domiciliary visits. Overall, 22 TLSU were mailed a questionnaire and further seven were to be accessed through domiciliary visits.

RESULTS:

This section will cover an overview of the Sure Start West Bowling Toy Library service including the findings from the scoping exercise, results of the questionnaire survey of registered parents and re-analysis of the User Satisfaction Survey (USS)⁹. It will also provide an outline of other related toy library provisions operating in the locality and their relationship with the umbrella organisation, BDTLN.

Sure Start West Bowling Toy Library Provision:

The service, based at Evens Terrace, is provided for all residents of West Bowling and is not confined to the Sure Start geographical boundaries. Each registered user of the service is permitted to borrow up to two toys for a period of two weeks and is allowed to renew them once only, provided there is no one else on the waiting list for that toy. The parents choose the toys from a catalogue which identifies each toy with a catalogue number and the name of the toy.

The original stock of toys at Evens Terrace was bought without prior consultation with users but more recently the registered parents have been consulted to check the appropriateness of the existing stock and also enquire into any further need. The loan records are maintained via a computer software "ToyBase.pc". The registration status of the parents with the Toy Library is recorded manually. An exploration of the manual records and the electronic data was undertaken to reveal its strengths and weaknesses.

What is in the catalogue?

Toys are sorted according to age suitability. Those with small parts are marked with a red dot. The catalogue contains 170 toys, sorted according to the type of activity they are supposed to encourage. The categories are shown in Table 1:

Table 1: Categories of the toys available through toy Library (November 2004)

Category	Name	Number of toys
AC	Art & craft	5
BT	Battery operated	6
CN	Construction	8
EL	Early Learning	49
IM	Imaginative	46
MU	Musical	8
NW	Numbers and words	9
OD	Outdoors	24
PU	Puzzles	15

Capability of the data monitoring system:**Manual Recording:**

On approaching the toy library service for the first time, parents and guardians are asked to complete a questionnaire. The information collected at the registration stage includes ethnicity and special needs but does not record the 'mother tongue' of the child.

Electronic recording:

Computer software is used to record the loan status and can sort information in terms of: (a) numbers of families currently on the register, (b) number of children that the service is reaching out to and (c) the popularity of toys. However, there is no record of ethnicity or first language. This information would assist with the ethnicity monitoring and also to see whether the service is meeting the local needs.

Bradford District Toy Library Network (BDTLN):

This is an umbrella organisation covering most of the toy library provision in Bradford District. BDTLN is based at Eccles Hill Centre and is operated by two part time coordinators, each working for 18.5 hours per week. The centre is open daily. It covers the whole of the Bradford District and any childcare practitioner or group operating in the district can access the service.

The aim of BDTLN is to improve the quality and accessibility of toys and resources by uniting lenders of loan equipment throughout the Bradford District. It ensures that all member practitioners working in Bradford's play or childcare settings benefit from access to a wider variety of toys and loan equipment. Annual membership of the Toy Library Network is £10.00 and members can also take advantage of the delivery and collection service being offered across the whole of the district. The network membership list includes Bradford Toy Library based at St. Lukes Hospital, Asian Leisure Library in Shipley, Bradford Area Play Association (BAPA) at Baildon, Early Year and Childcare Service based at Wool Exchange, Sure Start Shipley, Sure Start West Bowling and Park Road Family Project.

The available range of loan equipment covers all ages and cultures to satisfy the diverse community being served. There is no direct access for the public and they access the service via local partnerships and sponsors of the Network such as Early Years and Childcare Service Bradford, Bradford Toy Library, Asian Leisure Library and NCMA, Pre-School Learning Alliance. The key service/approach includes information and advice services, parent and child learning activities and family therapy.

Historically, the service started in 2002 and was funded for the initial two years with a £40K grant from European Social Fund. The funding was mainly used to build the infrastructure of the service including salaries for the two coordinators, office equipment and the lease of a van. The centre pays a peppercorn rent to Bradford Early Years and Childcare Service and is eager to become a registered charity. For the current year (2004 2005) the scheme is being funded by the Local Children Centre (Bradford North East) and Bradford Early Years and Childcare Service.

BDTLN organises free training days for fellow members and some of recent events have included training on use of new and complex toys and also on measures required to engage local communities.

The activities of the centre are publicised via its website with leaflets which are mainly in English. Attempts to circulate an Urdu leaflet did not materialise as the link worker based at Carlisle Business Centre ceased to operate. However, the centre is considering resuming this service in the near future. BDTLN considers that the biggest barrier for 'hard to reach' members of the community is due to cultural and linguistic differences. The Centre holds a very small collection of toys and mainly acts to mobilise resources to members of the network across the district.

The Network maintains close links with different toy libraries within the district. The toy library operated by Sure Start Keighley was functional for one year (2002 to 2003) only but failed to continue because of practical issues governing its sole availability to Sure Start catchment areas. The service is regularly evaluated internally and external evaluation of the scheme is being planned by Children's Centre.

Background to the Development of Toy Libraries in BD5:

According to the Delivery Plan, one of the initial aims of the Programme was to maintain a toy library at three different places to enable a wider access of the community to the service⁴. Park Lane Medical Centre was one of the first groups in the area associated with the service.

Historically, the idea was a brainchild of a health visitor who, while working with a group of parents in late 1999 and early 2000, felt that the existing service approach was very prescriptive and only available to mobile members of the community. She wanted to know what the needs of the local community were and the needs assessment, which followed, showed that a many local families were on High Risk Register and some children were on the Child Protection Register.

The health visitor sought to pursue funding from the Leeds Branch of Barclays Bank and was initially successful in being able to supply Christmas presents for around 70 local families, including hampers for “new” and ‘would be’ parents together with donations of new clothes and other household items. By 1999, a further £2.5K was used to set up a toy library at Hutson Street Community Centre. This all happened prior to the onset of the local regeneration projects and of the Sure Start initiatives (2001). Toys were purchased but the library originally sited on Hutson Street proved not to be a great success. The task of setting up the toy library proved very challenging and led to the resignation of the health visitor. Some of the barriers which led to failure of the service were (a) lack of publicity, (b) no dedicated staff to take responsibility for the project, (c) the area being redeveloped and families moving away, (d) the locality feeling unsafe as the exterior of the building was littered with broken glass and was a meeting place for local drug users. The need for dedicated staff was picked up by City Primary Care Trust who allocated some staff for a while, but there was no one to take ownership of it.

Landmarks:

Once it was accepted that the Hutson Street venue was not working, the toy library was re-sited at Landmarks, where it could run alongside other childcare initiatives planned at the Centre such as “soft play” and a playgroup. The service has now been operating since May 2002. All Saints Landmark Centre is a Company limited by guarantee and a registered charity¹⁰. It is a church organisation that has provided community activities, including training courses for many years and has now established a crèche provision.

The toy library is available as a resource to facilitate various groups such as ‘First Words’ and ‘mother and toddler’, which are advertised locally. The activities are not just for Sure Start residents but for anyone who can physically come and join in and who speaks English fluently. Some of the groups accessing the service are Sure Start mothers who meet on Monday mornings, Teddy Teas on Tuesday mornings and Sure Start Mother and Toddler Group on Wednesday mornings. Each of the sessions lasts for one and a half hours and the parents are allowed to borrow one toy per week for a nominal fee of 20 pence per toy.

The joining fee is £1 and the initial register records personal details and special needs for the child, if any. The registration document does not record the ethnic origin or the languages spoken at home. The access is through a pictorial catalogue, which lists all the toys with a detailed description of the skills they are meant to develop. For instance Toy number B1, ‘Funky Monkey’ is described as a colourful, free standing. rattles, rotates, is easy to grasp and

is meant to stimulate and develop sight, hearing, grasp, curiosity and vocalisation of sounds. The catalogue also suggests some of the ways in which the child can be engaged.

The initial stock of approximately 50 toys which were transferred from Hutson Street has been supplemented by further support of £1000 from the community budget of the Church. Although a useful service, its access is limited to mobile individuals. Furthermore, it is not being accessed by anyone unable to speak English, and is unlikely to be used by mothers who lack of empowerment or families with special needs. Therefore, the main limitations again appear to be (a) lack of human resources, (b) appropriate publicity and (c) absence of support in any language other than English.

Park Road Family Project (PRFP):

The catchment area for this service includes a strip of land which is not covered by the two adjacent Sure Start Programmes in Canterbury and West Bowling. The gap is being filled by Trident- a community led company which is running the £50 million, ten-year regeneration scheme in the Park Lane, Marshfield's and West Bowling areas of Bradford. Trident is supported by Central Government's New Deal for Communities Fund. The project is mainly funded by Trident (90%) and also receive 5% of its budget from each of City and South East PCTs.

Park Road Family Project (PRFP) started approximately 2 years ago. For the first 8 months the project had a "rocky start" which then lead to a complete halt. However, following a gap of 5 months the service resumed under its present management team in March 2004. The project is headed by RS, supported by six project workers, two Urdu/Punjabi speakers and four English speakers.

The main aim of the PRFP is to provide support to local families with children aged from birth to 11 year. They are referred to the project by health professionals or social workers. Families' needs are assessed during the first visit and measures such as matching any language needs are addressed in any successive visits. However, the team is not equipped to cater for the needs of the local Bengali community. Parents are invited to select toys from a colour catalogue. They can normally borrow up to two toys, free of charge. For parents of children with special needs a corresponding mobile service can be provided through Health Visitors.

Local residents include South Asian families living in low-rise flats, owned by Bradford Community Housing Trust, a non-profit making association and White and dual heritage

families occupying the high-rise flats. Impact Housing, an organisation sited in the adjoining low-rise block, assists young homeless people (16-24 years of age) into Council and Housing Association accommodation. PRFP also provides advice on housing and escorts their members to any meetings. It also helps acquire furniture and home appliances via supported application for funding from the Frank Buttle Trust, which aims to maintain education and advancement in life for deserted or illegitimate children. The 'hard to reach' group mainly includes White Caucasian 18-20 years old single parents. They are reportedly too difficult to engage, since they are young and do not appear to appreciate the significance of the project. It would seem that they are just getting used to their freedom and are unaware of the merits of socialising, as offered by the Park Road Family Project. Bengali families who are unable to speak English constitute another group which PRFP find difficult to engage in its activities.

The initial stock at PRFP consisted of a few toys acquired from Sure Start West Bowling. Since its launch, the Project has assigned £300 - £400 of its own budget to play and learning provision and the current provision includes 50 toys. Additionally, there are three Dental Health Packs designed for different age groups on loan from the Oral Health Promotion Team. It is reported that, at present, the staff are not trained to give health promotion messages. However, they are scheduled to receive appropriate training to facilitate the oral health promotion for local families. Examples of some play and learning equipment include 'linking toys', 'dressing up dolls', books and bricks. The service is designed to cover a wide age range from birth-11 years and after an initial registration by their parents, children as young as 5-9 years of age are encouraged to borrow the toys themselves.

The PRFP publicises its activities through monthly meetings at Parklands Medical Centre – a local medical surgery shared by 4/5 general practitioners. The activities are also promoted through participation in regular meetings organised by South West PCT at Holmewood Health Centre; Trident Network; social services and community organisations such as Impact Housing.

The project is a member of BDTLN and examples of some of the activities convened include 'Toddler Tips' and 'Cook and Share' at Attock Centre, 'Drop in facility' and 'After School Activities' at Bankfoot Primary School, 'Time Out for parents' and Family Advice Sessions at Hutson Street. There are additional 'After school activities' at All Saints, Newby and Marshfield Primary Schools.

Bradford Toy Library:

Bradford Toy Library (BTL) is a registered charity and is based in the Child Development Centre of St. Luke's Hospital. The service provides specialist toys for children with special needs. The Laura Jackson Book Library section is thought to be the largest collection of special needs books outside London and is well appreciated by parents and physiotherapists. Physiotherapists value its service because the BTL helps to develop motor and play skills¹¹.

The service, which started in 1987, has 1500 members who use it to varying degrees. The most frequent users are aged between birth and 5 years, since they come to see the specialist services such as consultants and physiotherapists, based in the Hospital's Child Development Centre. The older group aged 10 to 20 years are more casual users of the service. The service is open to all residents of Bradford District who have any special needs.

In 2004, the BTL was on the brink of closure. An appeal for £12K by Bradford's local newspaper, Telegraph & Argus (T&A). The appeal saved the service led to an accumulation of £80K in the bank and hence the prospect of securing continuation of the service for the next two years, at least. Efforts are being maintained to attract funding from local government and businesses for its long-term security.

The funding has helped to build a new "Sensory Corner" alongside the toy library provision in order to offer a safe, calm and/or stimulating environment for the accompanying special needs children this provides more relaxed time for the parents/ carers to select and understand the functions of the available resources. The staff is optimistic that the service will be expanded to include a website as well as a new delivery and collection service.

Figure 1 : A Comparison of Toy Library Provison Available to West Bowling Residents

	Evens Terrace	Landmark	Park Road Family Project	Bradford Toy Library
Service start date	Oct 2004	2002	2004	1987
Sponsor	Sure Start Central Gov. Funds	Barclays Bank & church Funds	Trident (90%), City PCT (5%), SWPCT (5%)	Voluntary funding from local govt. and businesses.
Age Range	0 - 4 Years	0 – 5 Years	0 to 11 Years	0 to 20 Years
What else goes on in the building?	End terraced residential property converted into offices, houses toy library & craft shop	All under 5's work: crèche, active play sessions, parenting groups	Well-resourced interior mainly for storage and admin. Work. Exterior unwelcoming!	Adjoining the specialised services at Child Development Centre of St. Luke's Hospital
Location	Residential Street Close to Sure Start Base	All Saints Church, Close to St. Lukes Hospital	Low-rise block on Park Road	St. Luke's Hospital
Opening times	Mond am 2 hour session	Tues/Wed/Thurs 2 hour am & pm sessions	Direct access to centre limited - Mond to Thurs resources available in 2 hours am & pm sessions through organised events in community	9.30 am to 1.0pm Mond to Thurs
Barriers to use:	Limited space, available to mobile and empowered individuals, no crèche	Available to English speakers only, not accessed by hard to reach members	Available to registered families only who are referred by health professionals and Social services	Available for special needs children only, some non English speakers
BDTLN Membership	Yes	No	Yes	Yes
Strengths of the service	Dedicated multilingual staff	Crèche	Available to special needs, young single families, help available for seeking funding for lone parents with young children	Specialised resources for special needs
Initial stock	170 toys	A few toys inherited from the Hutson Street Service	50 toys, 3 oral health promotion resources packs on semi permanent loan from Leeds Rd Hospital	Info not available
Further addition / finance allocated		£1K from Church's community budget	£300 - £400	Community Appeal

Users' perspectives regarding the appropriateness of service delivery:

Analysis of results:

Out of 22 parents who were mailed a questionnaire only six responded. The non-responders were followed up by telephone to enquire about any reasons for the lack of-response. The comments were as follows:

- The user out of the country (2)
- Moved house (2)
- “Have already posted” (3)
- “Did not receive the questionnaire, please send another one” (2)
- “Have probably thrown it away, please send another one” (3)
- “Am too busy will try to send it soon” (4)

Overall, nineteen mothers finally answered the questionnaire. They were aged 20 to 44 years with a median value of 29 years. They described themselves as; Pakistani (14), white (2) and 'other' (3). Their first languages were English (N=7), Punjabi (N=7), English and Punjabi (N=1) and 'other' (N=4). The current catchment area for the Toy Library at Evens Terrace has been mapped in Appendix 3.

Sixteen of the respondents stated that their family were already registered with Sure Start. Seven had children who had attended a playgroup or a parent/ toddler group. When asked how they came to hear about the toy library, the responses were as follows:

“I heard about the toy library from W” Pakistani Mother

“I heard about the scheme when W invited me along” Pakistani Mother

“I heard about the service from my childminding co-ordinator” White Mother

“I heard about this service through Language Measurement” African Mother

They reported they accessed the toy library via personal visits (N=16), or stated that “another member of the family went on their behalf” (N=2). The majority claimed to use the service fortnightly (N=12), weekly (N=1) or 'only sometimes' (N=3). All respondents felt that they were happy with the service. Eleven of the mothers explained that they spoke to the toy library office in English, while four used Punjabi, one used Urdu, while there were three described as 'other'.

The majority of users claimed that they were happy with the toy library's opening times. When asked to state a time slot preference for the toy library sessions, there was a very mixed response, leading to a slight preference for Monday mornings and afternoons.

Table 2: User preference for Toy Library opening

	AM		Noon		PM		Total	
	N	%	N	%	N	%	N	%
Monday	3	13	0	0	3	13	6	26
Tuesday	1	5	2	9	2	9	5	23
Wednesday	1	5	1	5	2	9	4	19
Thursday	1	5	2	9	2	9	5	23
Friday	0	0	0	0	2	9	2	9
Total	6	28	5	23	11	49	22	100

N=22 visits

The respondents were asked what they perceived to be the benefits of the toy library service for their child. A wide range of responses were obtained. Some examples are shown below. The reader is advised to consult Appendix 4 for the full range of comments.

“This service builds a child’s confidence, it is educative and entertaining” African Mother
“My children learn from toys – there are different skills involved in playing with each toy” Pakistani Mother
“My children are learning and sharing” Pakistani Mother
“My children get used to knowing about different sizes and shapes and colours” Black African Mother
“My children get bored playing with the same toys – I like the service” Pakistani Mother
“Story Time and joint activities for the children teaches them team work” Pakistani Mother
 The mothers were also asked about the benefits of the service as far as they were concerned. Again, there was a wide range of responses.

“This service helps my children so it is to my benefit as well” Pakistani Mother
“The toys cost a lot of money and otherwise we would not be able to afford them” Pakistani Mother
“The scheme saves me a lot of money and I do not have to store unwanted toys” Pakistani Mother
“We borrowed the blackboard and found it very useful as my son wrote on it rather than on walls” Pakistani Mother
“They (the children) keep out of my way but they will only play with a new toy for about 2 days” Pakistani Mother
“The service benefits me because my children are being entertained in a constructive way whilst I do some household chores” Pakistani Mother
“This service enables me to have time for myself when the children play with the toys rather than clinging on to me” African Mother

Mothers were then asked whether they played with their children. Seventeen respondents claimed that they did. There was also a mixed range of answers.

“We play together every day and when we’re not playing we’re interacting in other ways, like talking” White Mother

“I play with my child when she is bored of playing alone” African Mother

Enquiry was made regarding whether mothers read to their children and 18 confirmed that they did. One mother said that she read Urdu books as she did not read English.

“I have no time to read to my children as I have four children” Pakistani Mother

“I read to my child but only sometimes” Pakistani Mother

“I read to my child very often” African Mother

Four of the mothers had used other toy libraries in the past.

“We went to St Stephen’s school scheme about a year ago but now it is closed” Pakistani Mother

Mothers were asked about their child's favourite toy, whether there were enough toys to borrow, whether they are suitable for their child, and which other toys they would like to see stocked. All the mothers agreed that the toys available were suitable, while seven thought that there were not enough toys to borrow. The majority (N=13) considered that the toy library should increase its stock, and a range of suggestions was made. They (N=18) would also like play ideas, activities and stories added to the library.

“He likes the big puzzles” Pakistani Mother

“We like the trains” Pakistani Mother

“She likes the jigsaws and the house” Pakistani Mother

“Her favourite toy is the baby bouncer” Pakistani Mother

“Please stock cassettes” Estonian Mother

“Please stock more books” Pakistani Mother

“I would like to see more puzzles and a Cindy House at the scheme” Pakistani Mother

“I would like to see some playing and learning computer games in stock” Pakistani Mother

“I would like you to stock a Barbie House” Pakistani Mother

“Please can we have more books and story sessions?” Pakistani Mother

“Please stock activity books with different textures, rag books and push button books”
Pakistani Mother

“Please get more computers and books” Pakistani Mother

“Please may we have books – especially talking books and counting books” Pakistani Mother

“We need tapes stories, jigsaws and computer CDs” Pakistani Mother

“They could do with some bikes” Pakistani Mother

“I would like to see the service extend to include older children” Pakistani Mother

“I am happy with the stock” Pakistani Mother

All respondents were happy with the loan period. For one respondent, the venue was not convenient as it was too far away. Seventeen mothers stated that they walked to Evens Terrace, while two came by car. Sixteen had accompanying children. Appendix 3 gives the catchment area of Evens Terrace.

Many mothers thought that the toy library could also cater for older children and a wide range of ages were suggested (please see Appendix 4).

The users were asked for suggestions for improving the service as well as for any improvements with the venue. Four mothers would like to see improvements in the service, while eleven mothers would like to see improvements in the venue.

“I am deterred by the charges if anything gets broken” Pakistani Mother

“We need something for the school holidays to occupy the children – and what about those with special needs” Pakistani Mother

“I have two children with disabilities (aged 8 and 12 years) and I need something to occupy them” Pakistani Mother

“We need a bigger place” Pakistani Mother

“I would like to see a bit more open space” Pakistani Mother

“The venue is a bit small and squashy – I would like to see the toys displayed so that we know what the choice is like rather than looking them up in a catalogue” Pakistani Mother

“The room is too small – they need to transfer to a bigger place, especially when we take young children as well” Pakistani Mother

“The room should be bigger – it can’t accommodate the pushchairs” Pakistani Mother

“The room is too small, and I would like to view resources before borrowing them rather than through a catalogue” Pakistani Mother

“Although the room is too small I would not like it to move somewhere else as it is right next to me” Pakistani Mother

In summary, these users provided good feedback, and demonstrated a wide range of opinions, which could inform service development.

User Satisfaction Survey:

Of the 115 respondents (85% of whom were Pakistani parents), five expressed an opinion of the toy library. One was 'very satisfied', three were 'satisfied' and the fourth stated that they were 'neither satisfied nor dissatisfied'. Table 3 shows that none of the three families with a young child under 4 with special needs in the survey had used the toy library. One of the mothers from the 11 families with an older child declared themselves as 'satisfied'. Similarly, when all 21 families with a special needs child or adult was identified, there was still only one (the same) respondent.

Seventeen respondents said that they would like a mobile toy library, which included 2/4 families with a special needs child under 4 years of age and 2/11 families with older special needs children. Overall, four of the 21 families where there was a household member with special needs requested this service.

Table 3: Awareness of Toy Library Provision among Sample used for User Satisfaction Survey

	Whole sample	Special needs child <4 years	Special needs child(ren) >4	Any special needs household member
	N=115	N=4	N=11	N=21
Requesting toy library	17 (14%)	2 (50%)	2 (18%)	4 (19%)
Opinion of toy library	5 (4%)	0	1 (9%)	1 (5%)

NBFamilies with special needs have an increased demand for a toy library compared with the South Asian population at large.

DISCUSSION:

Several key issues arise from this study. The first is that the majority of the local pre-school population are now of Pakistani origin, while some are from other backgrounds (e.g. India, Africa, Estonia). There are clear implications for the provision of an appropriate service, both culturally and linguistically. In order to provide a truly responsive service, the manual records should include the 'mother tongue' of the child. Similarly, the electronic data on loan status should include ethnicity and first language. The time at which the catalogue was examined (January 2005), there were only nine toys catalogued for 'numbers and words'. If stocks are to be increased or to include spoken items such as talking books, consideration must be given to providing a balance between English and other languages. As one of the mothers in the survey observed, she can only read to her child in Urdu. The need for a dedicated multilingual worker is clear as the mothers used a range of languages to access the service.

The user survey included 19 of the 29 families who were registered. Our results therefore represent a viewpoint of two thirds of the current users. People will only use a service if they get to hear about it and perceive that it can meet their family's needs. Lack of publicity appeared to be a major feature with previous toy library initiatives in the area. Interestingly, the current users mentioned 'word of mouth' through child-friendly networks as the main way that they got to hear about the service. According to the User Satisfaction Survey only five (4%) of a random sample of local families felt able to express an opinion about the toy library, suggesting that few did in fact use it overall. At the time of User Satisfaction Survey, the toy library service had been operational only for 3 months. Therefore the low level of associated awareness was not unexpected. Nevertheless, a well-organised publicity campaign to raise the profile of toy library would serve to enhance its uptake among users.

Physical access is a key issue for users. The Evens Terrace Toy Library is sited fairly close to the Sure Start offices and playgroup/crèche facility and the majority of users walked there. All clients lived within easy walking distance of the toy library at Evens Terrace as can be seen in Appendix 3. The User Satisfaction Survey⁹ underlined the need for 'services to be closer to home'. Further evaluation work should be undertaken with families who live more peripherally. Physical access may also be an issue for those local families with household members who have special needs. There was a clear preference by them for a mobile toy library. Further consideration should be given to revisiting the idea of a mobile facility, which may also incorporate other Sure Start initiatives as well (e.g. Sure Start publicity,

advice service). Consultation at the draft stage of this report has revealed that plans were already underway to implement these measures as part of the Children's Centre.

There was a range of preferred times for the Toy Library to be open. Overall, Mondays appeared to be the most popular day and nobody wanted to come on Friday mornings, reflecting the Muslim origin of the predominant population and hence the clash of timing with the Friday congregation prayer.

It is interesting to note that there was a demand for the service to cater for older children and to provide a wide range of facilities such as books. Increasing the age limit would put added demands on the cost of the stock. Therefore, toys for older children might be advised to be limited to those with special needs. In addition, the existing available space has a limited capacity to stock items across all age groups. Sure Start West Bowling's catchment area is between one to two miles away from the nearest library, located in the centre of the city. The Central Library only stocks books and there is no associated toy provision. The nearest facility for special needs is located at The Bradford Library based at St. Luke's Hospital, which can either be accessed directly or through physiotherapists.

The majority of the users that responded made suggestions for improving the venue. The location at Evens Terrace was perceived to be overcrowded, especially since the majority came with accompanying children. With hindsight, it would clearly have been preferable to site the toy library in the main Sure Start building nearby. There, with more space in which families can choose, space for toys to be displayed and an environment where other child friendly activities are being conducted, provides a more relaxed atmosphere and also enhances publicity for the service, because it is located somewhere where other activities are in progress on a day to day basis. Any new building work should aim to incorporate the Toy Library in order to provide a more integrated focus.

In summary, the Toy Library was seen as beneficial. The children liked the toys and gained skills, while the mothers saw clear advantages for themselves as well. The Evens Terrace site has the advantage of having a dedicated multilingual worker. The location is fairly central and close to the Sure Start offices and in a reasonably safe area. These are distinct advantages not shared by some of the previous locations. However, there is a continuing need for improved publicity, to review the existing opening hours and for ethnicity/first language monitoring of users. The main drawback of this site is that the space it offers is very limited. There is little space for viewing the items to be loaned or for having dedicated story sessions.

In addition, there are advantages in having a toy library sited alongside other childcare activities, but this does not happen here.

CONCLUSIONS:

The toy library service launched in October 2004 was designed to promote an understanding of play in child development by improving access to available facilities. This study looked at how Sure Start West Bowling was meeting its aims regarding the toy library and whether there were any gaps in its service provision so that recommendations can be developed to inform the direction of future service delivery.

Findings of a qualitative study with various stakeholders of the service revealed that Sure Start West Bowling was very successful in engaging its local community. The service was valued. Users stated that the success lay in its central location base and the ability of staff to communicate in a linguistically and culturally appropriate way. A gap in service provision involving 'hard to reach' individuals has been identified.

The study also explored some of the best practices in other local related services. Bradford Toy Library provides a specialised service for children with disabilities and is stocked with some expensive equipment. Park Road Family Project provides a service for families under stress by engaging them in various events in the community or by providing them a home based service through its project workers who can also communicate in Punjabi and Urdu languages. **Can you please add a sentence or two about each of the toy libraries mentioned previously, ie the landmark**

Therefore, it can be concluded that Sure Start West Bowling has been able to address most of its aims defined for the toy library initially. Recommendations have been developed to inform changes designed to enhance service quality by sharing best practices and designing measures to bridge the identified gaps.

RECOMMENDATIONS:

1. There is a need to accurately monitor the ethnicity and mother tongue of all the registered members in order to ensure that the service is responsive to local needs.
2. The present service available through Sure Start West Bowling is limited to families who can walk or travel to Evens Terrace. In order to have an all-inclusive service, an options appraisal should be informed by other local services such as PRFP and BTL. A mobile service could also target the 'house bound' residents who are currently unable to access the provision.
3. The findings indicate a need for a larger space to facilitate display of resources, to accommodate children and their pushchairs, and to provide a relaxing atmosphere for parents/carers so that they can understand the full capability of each selected resource in building of crucial skills.
4. The service should be extended to include books and activities designed to promote interaction between siblings and involve parents in the development of their child. Books in "mother tongue" would encourage interaction between child and parent especially when the parent is unable to read English.
5. Adequate human resources are required to meet the demands of the service. Presently there is no one available to meet the needs of Bengali speakers at any of the toy libraries reviewed here.
6. A delivery and collection service is required to facilitate uptake of large constructive toys. These can be loaned from some of the other BDTLN members and would help improve the service uptake.
7. Although a nominal charge for loan of resources is acceptable, there is a need to reassure the parents/ carers about any concerns regarding the consequences of any damage to loaned items.
8. Programmes designed to instil confidence and parenting skills would have a positive impact on the service use.

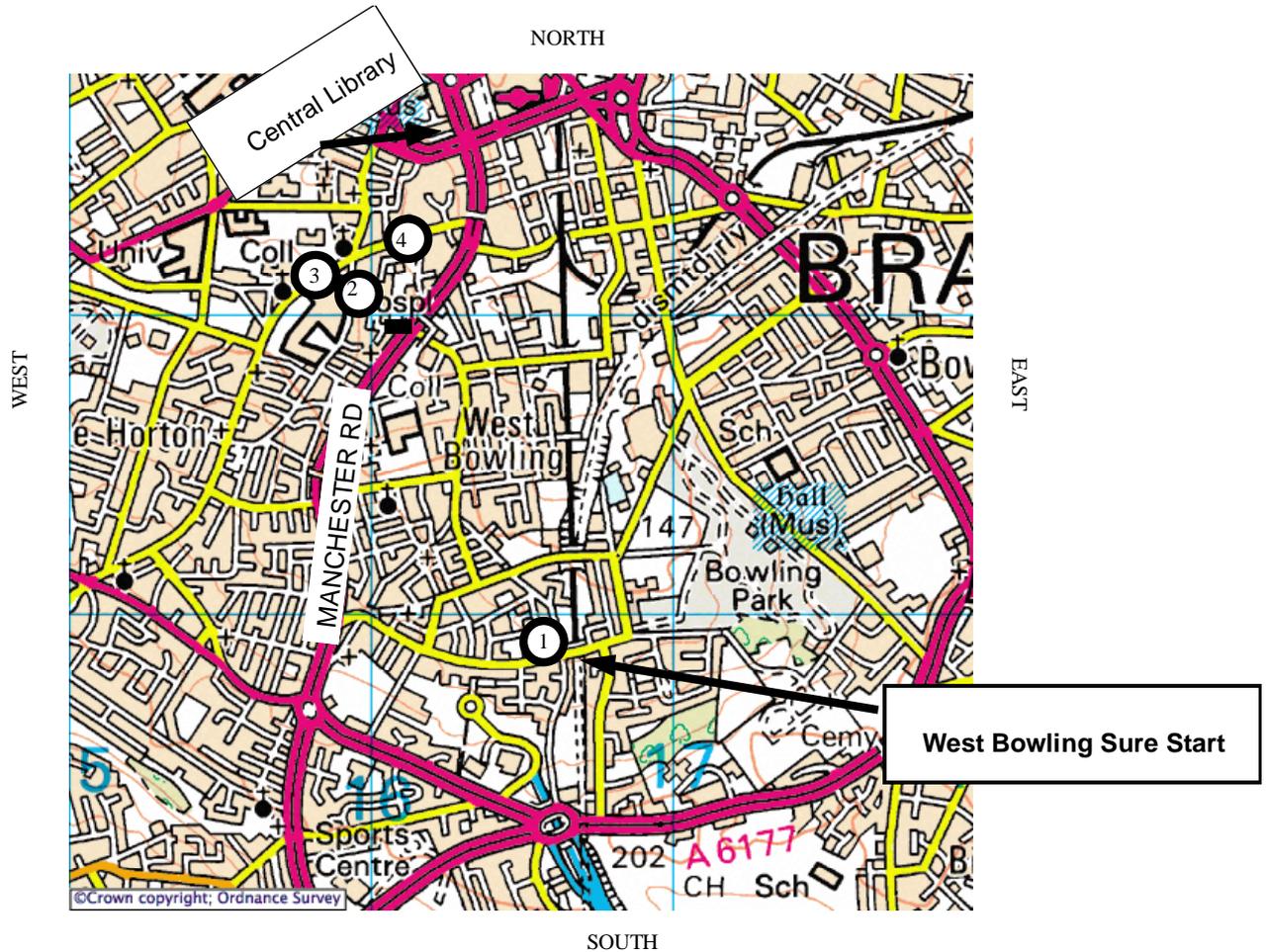
9. The current mode of publicity is by “word of mouth” only. In future, a well organised, linguistically and culturally appropriate publicity campaign should be developed.

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APPENDICES

APPENDIX 1: Location Map of all the Local Toy Library Provisions



KEY:

- 1: Even Terrace : West Bowling Sure Start Toy Library
- 2: Bradford toy Library, St. Luke's Hospital
- 3: Landmarks, All Saints Church
- 4: Park Road Family Project

APPENDIX 2: Questionnaire for Seeking User Perspective of Toy Library Provision

Personal details:

Name

ID Code:

Address: -

.....

Toy Library:

1. Are you registered with Sure Start? Yes ₁ No ₂
2. Are you registered with Toy Library? Yes ₁ No ₂
3. How do you access Toy Library?
 - Personal Visits: ₁
 - Through someone: ₂
 - Health visitor ₃
 - Friend ₄
 - Member of the family ₅
 - Someone else ₆ Please specify:
4. How did you hear about Toy Library?
5. How often do you use the service?
 - Weekly ₁
 - Once every two weeks ₂
 - Monthly ₃
 - Only sometimes ₄
6. Are you happy with the service? Yes ₁ No ₂
If no, why? Please specify:
7. Are you happy with our toy library's opening times? Yes ₁ No ₂

If not, please choose a convenient slot:

Time/ Day	Mon	Tues	Wed	Thurs	Fri
10am to 12 noon	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
10am to 2 pm	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	<input type="checkbox"/> ₉	<input type="checkbox"/> ₁₀
3.30pm to 4.30	<input type="checkbox"/> ₁₁	<input type="checkbox"/> ₁₂	<input type="checkbox"/> ₁₃	<input type="checkbox"/> ₁₄	<input type="checkbox"/> ₁₅

Any other time not stated above :

Please specify:

8. What are the benefits of the service for your child / children?

Please specify:

9. What are the benefits of the service for you?

Please specify:

10. Do you play with your child? Yes ₁ No ₂

If yes, how often, please specify:

11. Do you read to your child? Yes ₁ No ₂

If yes, how often, please specify:

12. Have you ever attended any other toy library? Yes ₁ No ₂

13. Do you attend any playgroup / parent toddler group? Yes ₁ No ₂

Quality of the existing Service:

Communication:

14. In which language do you speak to the toy library officer?

English ₁

Urdu ₂

Punjabi ₃

Other ₄

Resources:

15. Which is your favourite toy? Please specify:

16. Are there enough toys for you to borrow? Yes ₁ No ₂

17. Are they suitable for your child? Yes ₁ No ₂

18. Which other toys would you like us to stock? Please specify:

19. Are you happy with the loan period?

If no, how would you like us to change that?

Venue:

20. Is this venue convenient? Yes ₁ No ₂

If no, why not?

21. How do you come to Evens terrace?

Walk ₁

Use car ₂

Use bus ₃

Get a lift ₄

22. Do you have any accompanying children? Yes ₁ No ₂

Suggestions About the future Service:

23. Would you like us to stock any more toys? Yes ₁ No ₂

if yes, what are they?

24. Would you like us to extend the service to older children?

If yes, up to what age?

25. Would you like us to add play ideas/ activities/ stories to the library?
 Yes ₁ No ₂
26. Would you like us to add play ideas/ activities/ stories to the library?
 Yes ₁ No ₂
27. Is there any other suggestion for improving the service?
 Yes ₁ No ₂
28. Would you like to see any improvements with the venue? Yes ₁ No ₂

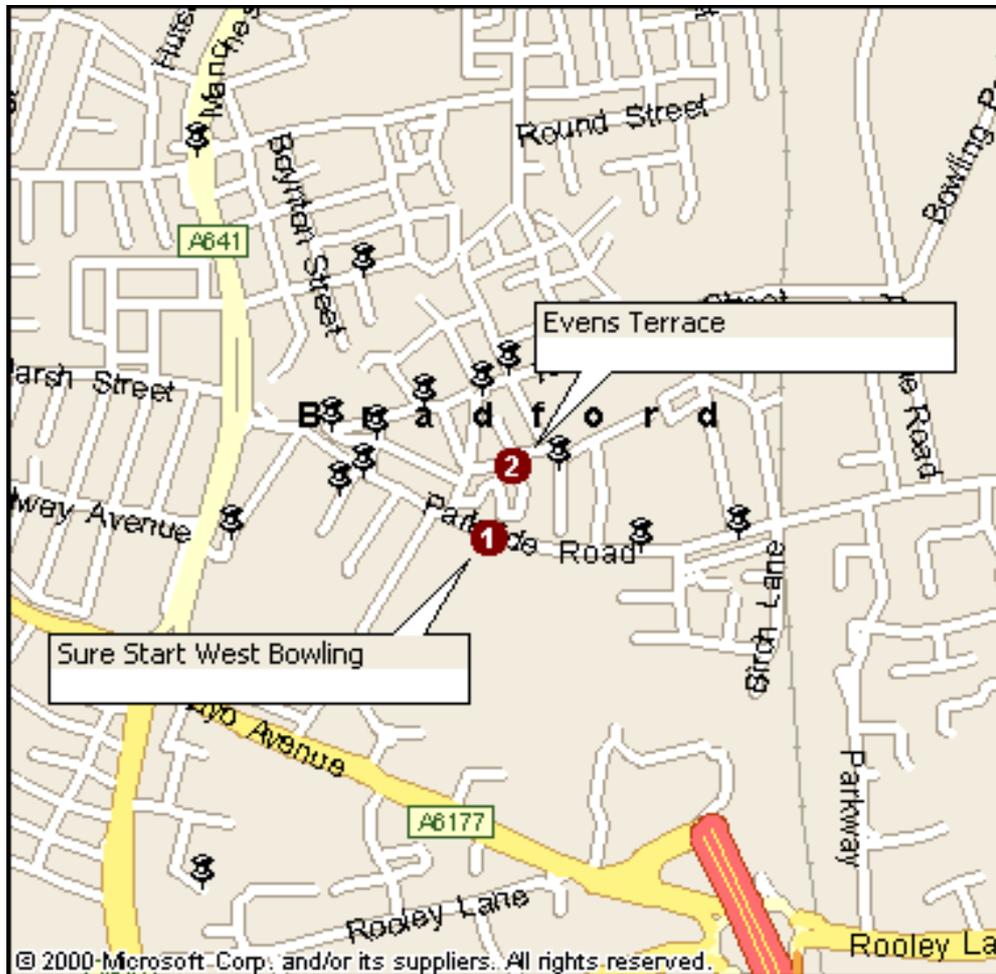
General:

29. Age: years
30. Gender: Male Female
31. Ethnic background: English ₁ Pakistani ₂ Indian ₃
 other ₄ Please specify:
32. First Language: English ₁ Urdu / Punjabi ₂ Hindi ₃
 other ₄ Please specify:
33. How many children do you have?
34. How old are they? 1. 2. 3. 4.
 5.

Please specify:

Thank you very much for your help

APPENDIX 3: Evens Terrace Toy Library – Catchment Area



The push-pins represent the clients' home location.

APPENDIX 4: Results from Qualitative interviews

EVALUATION OF TOY LIBRARY AT WEST BOWLING

Positive Client Comments

“This service builds a child’s confidence, it is educative and entertaining” African Mother

*“My children learn from toys – there are different skills involved in playing with each toy”
Pakistani Mother*

*“Children can try and experience new toys – we can try toys before buying them” White
Mother*

*“The scheme benefits us because they have many toys at home but they don’t want to play
with them and they want something new” Pakistani Mother*

“My children are learning and sharing” Pakistani Mother

*“The toys cost a lot of money and otherwise we would not be able to afford them” Pakistani
Mother*

“The toys are educational” Pakistani Mother

*“My children get used to knowing about different sizes and shapes and colours” Black
African Mother*

“He likes the big puzzles” Pakistani Mother

“The children can play with a variety of toys and learn skills” Pakistani Mother

“This scheme is money-saving, you need no storage and there is less mess” Pakistani Mother

“My children get bored playing with the same toys – I like the service” Pakistani Mother

*“The scheme saves me a lot of money and I do not have to store unwanted toys” Pakistani
Mother*

*“The benefits of the service for me are that I will save a lot of money because it only costs a
little to borrow!” Black African Mother*

*“My children can choose the toys that they like especially the ones that I can’t afford. Also
they soon get fed up with a single toy” Pakistani Mother*

*“This service enables me to have time for myself when the children play with the toys rather
than clinging on to me” African Mother*

“Story Time and joint activities for the children teaches them team work” Pakistani Mother

“The children learn from the toys” Pakistani Mother

“My children get a chance to play with new toys and then give them back when they are bored” Pakistani Mother

“My children get nice toys to play with. I don’t have to buy them anymore” Pakistani Mother

“I like to see the toys being enjoyed by the children” White Mother

“I like to see my baby learn and be happy” Pakistani Mother

“New toys and activities result in more interaction” Pakistani Mother

“My children benefit by learning to bring things back” White Mother

“I like to see the plastic house and the soft toys – the children don’t get hurt” Pakistani Mother

“We like the trains” Pakistani Mother

“We borrowed the blackboard and found it very useful as my son wrote on it rather than on walls” Pakistani Mother

“She likes the jigsaws and the house” Pakistani Mother

“This service helps my children so it is to my benefit as well” Pakistani Mother

“They (the children) keep out of my way but they will only play with a new toy for about 2 days” Pakistani Mother

“The service benefits me because my children are being entertained in a constructive way whilst I do some household chores” Pakistani Mother

“This service keeps the children out of my way” Pakistani Mother

Negative Client Comments

“We need a bigger place” Pakistani Mother

“The venue is a bit small and squashy – I would like to see the toys displayed so that we know what the choice is like rather than looking them up in a catalogue” Pakistani Mother

“The room is too small – they need to transfer to a bigger place, especially when we take young children as well” Pakistani Mother

“I would like to see a bit more open space” Pakistani Mother

“The room should be bigger – it can’t accommodate the pushchairs” Pakistani Mother

“The room is too small, and I would like to view resources before borrowing them rather than through a catalogue” Pakistani Mother

“Although the room is too small I would not like it to move somewhere else as it is right next to me” Pakistani Mother

“I am deterred by the charges if anything gets broken” Pakistani Mother

“They should extend the age range up to 5 years – maybe older” Pakistani Mother

“The service should be for everyone not just for Sure Start residents” Pakistani Mother

“We need something for the school holidays to occupy the children – and what about those with special needs” Pakistani Mother

“I have two children with disabilities (aged 8 and 12 years) and I need something to occupy them” Pakistani Mother

General Client Comments

“I would like to see the service extend to include older children” Pakistani Mother

“I would like you to extend the service to children aged 10 years” Pakistani Mother

“Please stock more books” Pakistani Mother

“Please get toys suitable for older children up to 5 years of age” Pakistani Mother

“I would like to see some playing and learning computer games in stock” Pakistani Mother

“Please extend the service to include children up to 10 years” Pakistani Mother

“I would like you to stock a Barbie House” Pakistani Mother

“Please stock activity books with different textures, rag books and push button books” Pakistani Mother

“Please may we have books – especially talking books and counting books” Pakistani Mother

“Please stock toys for older children too” Pakistani Mother

“Please stock X-box and computers for children” African Mother

“We need tapes stories, jigsaws and computer CDs” Pakistani Mother

“They could do with some bikes” Pakistani Mother

“Please get more books” Pakistani Mother

“Please can we have more books and story sessions?” Pakistani Mother

“Please get more computers and books” Pakistani Mother

“I am happy with the stock” Pakistani Mother

“Please stock cassettes” Estonian Mother

"I would like to see toys stocked for more age group varieties. For example, 9-10 or 10-11" Pakistani Mother

"I would suggest that you get more books and stories" Pakistani Mother

"I would like to see this service extended to include children of 12 years" African Mother

"I would like you to stock construction toys, dolls, bikes and a snooker table" Pakistani Mother

"They need to extend the service to 15 year olds if possible" Pakistani Mother

"My eldest child is seven years old and enjoys the toys as well" Pakistani Mother

"I would like to see more puzzles and a Cindy House at the scheme" Pakistani Mother

"Please extend this service to include children of 11 years of age" Pakistani Mother

"He likes the jigsaw, the building blocks and the telephone" Pakistani Mother

"Her favourite toy is the baby bouncer" Pakistani Mother

"My child plays with one toy for a couple of days and then gets bored" Pakistani Mother

"We have plenty of toys at home already but would like to explore this service as well. We have just joined" Pakistani Mother

"I am happy with the loan period, but a longer loan period would be better" Pakistani Mother

"I heard about the toy library from W" Pakistani Mother

"I heard about the service from my childminding co-ordinator" White Mother

"I heard about the scheme when W invited me along" Pakistani Mother

"I heard about this service through Language Measurement" African Mother

"I play with my children twice a week" Pakistani Mother

"I play with my children nearly every day" Pakistani Mother

"I play with my children every day" Pakistani Mother

"I play with my children every day and always, every bed time" Black African Mother

"I play with my child at least once a day" Pakistani Mother

"I play with my baby every day for at least a couple of hours" Pakistani Mother

"I have no time to read to my children as I have four children" Pakistani Mother

"I read to my child but only sometimes" Pakistani Mother

"I read to my child very often" African Mother

"I play with my children every day" White Mother

"I play with my children whenever I'm free" Pakistani Mother

"I play with my children nearly every day" Pakistani Mother

"I play with my children every day" Pakistani Mother

"We play together every day and when we're not playing we're interacting in other ways, like talking" White Mother

"I play with my child when she is bored of playing alone" African Mother

"We went to St Stephen's school scheme about a year ago but now it is closed" Pakistani Mother