

Monitoring and Evaluation
Report on

**Haringey Shed's
WannaBees Pilot
(without appendices)**

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Park Lane Sure Start
Local Programme

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SureStart

Local Programme Park Lane

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One Page Summary of Report

Haringey Shed is an independent registered charity that provides inclusive theatre workshops and professionally produced performance opportunities for children and young people in the north London Borough of Haringey. For the last year it has been developing a project for very young children called *WannaBees*. Sure Start Park Lane has played a significant role in enabling Haringey Shed to pilot *WannaBees*. In early 2004, Sure Start Park Lane awarded community chest funding to Haringey Shed so they could provide a programme of four *WannaBees* workshops to local parents and their young children. Haringey Shed identified two principal outcomes for *WannaBees*, both related to Sure Start national objectives. The first outcome was to get families to use the following creative play skills in their home environment:

- 'Active' story telling where a child participates in the telling of a story.
- 'Active' singing where a child participates in singing or making music with his or her parent/carer.
- 'Active' arts and crafts activity where a child participates in making a picture or constructing an object with his or her parent/carer.

This outcome supported the development of good relationships between parents and children (Sure Start objective number 2); parents' ability to care for their children (Sure Start objective number 3) and high quality environments that promote early learning (Sure Start objective number 4). The second outcome was to enable parents and families to share the stories, songs and games they learned in the workshops. This supported the development of good relationships between parents and children (Sure Start objective 2) and healthy development after birth (Sure Start objective 3). Haringey Shed recognised that it could only make an impact on families' lives, if families turned up to all four workshops. For this reason it set a target of attracting twenty-five children and seven adults to all four workshops.

All four workshops were designed to help Haringey Shed achieve its outcomes. Haringey Shed planned one story-telling activity, one musical activity and one arts and crafts activity across the four workshops. Each activity used everyday household items to show families the activities could be done at home. Haringey Shed attracted fifteen adults and nineteen children to *WannaBees*. The average attendance at the workshops was five parents and six children. No adult or child attended all four workshops. This meant that Haringey Shed was unable to meet any of its targets, as all the targets presupposed that families would attend four workshops.

Three recommendations arise from this evaluation:

- If Sure Start Park Lane is to continue working with Haringey Shed it will need to consider how to best integrate *WannaBees* into its existing programme of services.
- As part of this exercise it should identify families who are most likely to benefit from *WannaBees* and ensure those families attend enough workshops for *WannaBees* to have a tangible impact on their lives.
- It should also ensure that Haringey Shed has the capacity to evaluate and monitor its service provision.

Introduction

The purpose of this report is to present an evaluation of the Haringey Shed *WannaBees* community chest pilot service, which took place in November and December 2004. The report starts by providing a brief description of Haringey Shed, the *WannaBees* service, the Sure Start national programme and the Park Lane Sure Start local programme. It then moves on to review the Haringey Sure Start Local Programmes 'Community Chest Pilot' from which Haringey Shed was awarded funding in April 2004. Next, it looks at how Haringey Shed established a plan of evaluation with the Park Lane Evaluation Officer. In the 'findings' section, the report explains what Haringey Shed provided; how many parents turned up to the four *WannaBees* workshops; and the main issues to arise from the evaluation. Finally, the report concludes on a number of ways in which Haringey Sure Start Local Programmes and Haringey Shed can work together to develop the *WannaBees* service in the future. The Evaluation Officer would like to thank Haringey Shed for their co-operation in conducting the evaluation, and the Haringey Shed Outreach Worker who provided all the information needed to complete this evaluation report. Special thanks should also go to the parent who gave her unpaid time to conduct three interviews with Turkish-speaking parents.

Haringey Shed and *WannaBees*

Haringey Shed is an independent registered charity that provides theatre workshops and professionally produced performance opportunities for children and young people in the north London Borough of Haringey¹. Inclusiveness is at the heart of the Haringey Shed ethos and is central to all its work. For the past two years it has run the Tuesday Company, a service catering for 7-11 and 12-17 year olds. During this time it has received many enquiries from parents who have wanted a similar service for children under seven. In response to these enquiries, four Haringey Shed workers decided to set up a project for younger children called *WannaBees*. Sure Start Park Lane have played a key role in enabling Haringey Shed to develop this new service. Prior to awarding community chest monies to Haringey Shed in April 2004, the local programme provided Haringey Shed with core funding to develop the *WannaBees* service. In early 2004, Sure Start approached Haringey Shed and asked them to submit a proposal for community chest funding. The community chest pilot funding gave Haringey Shed the opportunity to run a programme of four workshops for local parents with young children. It is this programme of workshops that forms the focus of the evaluation report.

Park Lane Sure Start Local Programme²

Sure Start is a governmental cross-departmental strategy which aims to improve the life chances of younger children through better co-ordinating early education, childcare, health and family services (Glass, 1999; Sure Start, 2002). It comprises over 500 local programmes, which were rolled out in six waves by the government's Sure Start Unit between 1999 and 2003. Each programme aims to improve the health and well being of families so children are ready to flourish when they go to school. They do this through delivering community based

¹ See <http://www.haringeyshed.org/home.html>

² <http://www.haringey.gov.uk/education/education/services/earlyyears/surestart/surestartparklane.htm>

services in disadvantaged areas. Sure Start local programmes were planned to be time limited, ten year projects, charged with the responsibility for innovating and piloting new services that mainstream organisations such as the local authority and health authority did not provide. Local authorities and health authorities are expected to work with Sure Start local programmes to integrate the most effective Sure Start services, practices and learning into their existing service provision. This process of integration is often referred to as mainstreaming. The Unit requires local programmes to be run by partnerships of statutory organisations, voluntary sector organisations, community groups and parents (Sure Start, 2003).

Park Lane is one of five Haringey Sure Start local programmes. Haringey is a Borough of London located in the north of the capital (Popat, 2003). Its population is ethnically mixed, mobile and 9% is made up of refugees and asylum seekers. Haringey ranks as one of the most deprived boroughs in the country, with 7.3% of the population unemployed in January 2003 (Haringey Teaching Primary Care Trust, 2003). There is an extensive area of deprivation in the east and centre of Haringey, with nine Haringey wards featuring in the 10% most deprived wards in the country (Haringey Teaching Primary Care Trust, 2003). Haringey also has high numbers of children living in poverty with associated health problems (Haringey Teaching Primary Care Trust and Haringey Council, 2002). About one-fifth of families are not permanently living in the Borough (Haringey Strategic Partnership, 2002).

As previously indicated Sure Start local programmes were rolled out in six waves between 1999 and 2003. Park Lane Sure Start Local Programme is a wave five programme, which started in 2003, and at the time of writing, is in its second year. Park Lane Sure Start requires all its services, whether internal or commissioned, to monitor and evaluate their effectiveness in meeting Sure Start objectives and in impacting on the lives of local families. The programme recognises the importance of evaluation for assessing and improving the effectiveness of local services, and informing local discussions over the integration of Sure Start services, practice and learning into mainstream service provision.

Community Chest

The Haringey Sure Start Local Programmes Community Chest Pilot was launched in November 2003. The purpose of the pilot was to enable Sure Start local programmes to share their financial resources with local communities, to support and empower people and groups to take a leading role in the development of projects, and to meet local need (Sure Start Haringey, 2003). The pilot's aims were to:

1. Provide support and finance to build the capacity of voluntary and community groups to achieve common objectives.
2. Work with local communities to develop high quality services for children under 4 and their families.
3. Promote projects that are locally led and use the great wealth of learning and experience in our diverse communities.

The total amount of funding provided by the five programmes was £140,000. Park Lane agreed a budget of £20,000. The Park Lane local programme established a panel to allocate their funding. The panel was recruited by community development workers and comprised

parents, non-parents and an 'independent' Chair (a person with experience of community development and charring meetings, who was not a user or provider of Sure Start services, or a member of the local programme Partnership Board).

Sure Start Local Programmes created a cross-programme application form for groups interested in accessing community chest funding. Each form was accompanied with guidelines for filling the form in and the set of criteria against which applications would be judged. Groups were allowed to make cross programme applications as well as programme specific ones. In early February 2004, and in preparation for the panel meetings, community development workers appraised each application against the Sure Start objectives, project implementation criteria and management criteria. The panel meetings took place in late February (Christie and Sugarman, 2004). Each application was discussed and a decision was taken on whether to fund it, often using the appraisal as a starting point for discussion (Christie and Sugarman, 2004, p.17). The Park Lane local programme distributed £20,949 in community chest 'main grant' funds, covering fourteen different projects, six of which were jointly funded with other Haringey Sure Start local programmes (of which two later declined their funding). One of the groups receiving funding from the Park Lane local programme was Haringey Shed, who having responded to Sure Start's request to submit a proposal, received £500 to deliver four *WannaBees* workshops for parents and their young children.

Following the community chest panel meetings, the community development workers sent a letter of award and a contract of terms and conditions of funding to each group that had been awarded community chest funding (Christie and Sugarman, 2004, p.18). Groups were offered child protection training in April 2004 and project management training in May 2004. Of the three Haringey Shed staff that provided the *WannaBees* pilot, one attended the Child Protection course. Sure Start also allocated a community development worker to each funded project. The community development worker's role was to support the group in setting up, implementing, monitoring and evaluating the project (Christie and Sugarman, 2004, p.18). Each applicant was required to maintain monitoring records of their project and conduct their own evaluation (Christie and Sugarman, 2004, p.18, p.22). Some of the community chest projects funded by Park Lane were sent a 'monitoring and evaluation' form' which laid down the requirements particular to that project.

Haringey Sure Start expected all groups to start delivering their community chest projects by September 2004. In October 2004 the Programme Managers of Park Lane and High Cross Local Programmes asked the Park Lane and High Cross Evaluation Officer to conduct a review of the progress made by the projects, and in particular to establish:

- Whether the groups in receipt of community chest monies had started to use their funding and whether they were likely to use their money by the end of the financial year.
- Whether the groups who had already completed their project, or who were in the middle of providing their project, had done so in a manner consistent with their community chest proposal.
- Whether the groups who had already completed their project, or who were in the middle of providing their project, had provided monitoring and evaluation data.
- Whether the groups felt that the local programmes could have supported them better.

The Evaluation Officer conducted the review in three phases. First, he established contact with the community development workers appointed to the fourteen community chest projects. With each community development worker, he agreed a strategy for approaching

the group running the community chest project. In the second phase the community development worker or evaluation officer contacted the group to conduct the review. In some cases the community development workers conducted the review, because they had already established a rapport with the group. Where this was the case, the community development worker fed the findings from the review back to the Evaluation Officer. In all other cases, the Evaluation Officer held a meeting or conducted a phone interview with the group.

The third phase of the review concerned the evaluation of the community chest projects. Where a community chest project had been completed, the Programme Managers required the group to either submit an evaluation report or complete the monitoring and evaluation form sent to them with their contract. Where the group had not yet started the project, the Evaluation Officer was instructed to work with the group to develop an evaluation plan using the structure provided by the Sure Start Local Programmes Project Form. Where the group was in the middle of completing the project, the Evaluation Officer was instructed to work with the group to ensure that it filled in its monitoring and evaluation form. Otherwise the Evaluation Officer was asked to develop an evaluation plan using the structure provided by the Sure Start Local Programmes Project Form. At the time the Evaluation Officer met with Haringey Shed in October 2004, they had not yet started providing the *WannaBees* workshops. The delay in starting was due to the fact that Haringey Shed's lead member on *WannaBees* had left the organisation. Haringey Shed's Outreach Worker had picked up the project. She agreed to work with the Evaluation Officer to develop an evaluation plan. The next section reviews the evaluation plan, and looks at the aims of Haringey Shed's four drama workshops.

The *WannaBees* Plan

In their application to the Park Lane community chest panel, Haringey Shed described *WannaBees* as a 4-week pilot project. The aim of the project was to enable parents/carers to use creative play within their home environment, and to encourage capacity building between families and local child care resources through inclusive creative play. Having met with the Evaluation Officer in early October 2004, Haringey Shed agreed to develop their service plan by filling in the evaluation component of the Park Lane Sure Start Local Programmes Project Form. Haringey Shed worked with the Evaluation Officer to:

- Identify outputs and outcomes for its service. An output is the material effect of a service. An outcome is the effect the service has on families' lives.
- Show how each outcome helped achieve one or more of the five Sure Start national objectives.
- Identify at least one target for each output and outcome. A target is something that can be achieved, which can also be measured.
- Identify the service delivery methods to be used to achieve each target.
- Design a plan for collecting the data that would be needed to judge Haringey Shed's performance against its targets.

Outcomes

Haringey Shed identified two principal type of outcome. The first was to get families to use creative play skills in their home environment. Creative skills were broken down into:

- ‘Active’ story telling where a child participates in the telling of a story.
- ‘Active’ singing where a child participates in singing or making music with his or her parent/carer.
- ‘Active’ arts and crafts activity where a child participates in making a picture or constructing an objective with his or her parent/carer.

In seeking to achieve these outcomes Haringey Shed were supporting the development of good relationships between parents and children (Sure Start objective number 2). They were also supporting parents in caring for their children to promote healthy development (Sure Start objective number 3); and encouraging high quality environments that promote early learning (Sure Start objective number 4).

The second outcome was to enable parents and families to share the stories, songs and games they had learned in the workshops. In seeking to achieve this outcome, Haringey Shed was supporting the development of good relationships between parents and children (Sure Start objective number 2), and promoting healthy development after birth (Sure Start objective number 3).

Haringey Shed set targets for both outcomes (see appendix, pp.13-14). The principal target was to ensure that three quarters of all families, who had attended all four workshops, had used one of the three creative play skills at home, where they hadn’t done so before. The group recognised that it could only make this kind of impact on families, if the families turned up to all the workshops. For this reason it set an output-related target of attracting twenty-five children and seven adults to all four workshops.

Data Collection

The Evaluation Officer and Haringey Shed Outreach Worker devised a plan to collect the data that was needed to evaluate Haringey Shed’s performance against its targets. They devised a baseline questionnaire to establish which ‘creative play skills’ parents were not doing in their home prior to attending the workshop (see appendix, p.15). They also planned to devise a second questionnaire to establish one month after the last workshop, whether

SURE START OBJECTIVES

- 1. Improve the availability, accessibility, affordability, and quality of childcare**
- 2. Improve social and emotional development**
In particular, by supporting the development of good relationships between parents and children, enabling early identification of difficulties, helping families to function effectively and promoting social and emotional well-being.
- 3. Improve health**
In particular, by supporting parents in caring for their children to promote healthy development before and after birth.
- 4. Improve children’s ability to learn**
In particular, by encouraging high quality environments and childcare that promote early learning, provide stimulating and enjoyable play, improve language skills and ensure early identification and support of children with special needs.
- 5. Strengthen families and communities**
In particular, by involving families in building the community’s capacity to sustain the programme and thereby create pathways out of poverty, developing social relationships between isolated parents and providing pathways into employment for parents.

families had begun to do any of the creative play skills they had not done prior to the workshop.

Whilst the Evaluation Officer took responsibility for devising the questionnaires, both the Evaluation Officer and Haringey Shed agreed to administer the questionnaire during the first workshop. Haringey Shed took responsibility for collecting an attendance list for each workshop. Haringey Shed also identified that a number of families turning up to the drop-in might be Turkish-speakers with little knowledge of English. They added that the organisation hosting the four workshops, Northumberland Park Women and Children's Centre, had a parent who was happy to volunteer her time as an interpreter. The Evaluation Officer contacted the parent, and the parent agreed to do some questionnaires with Turkish-speaking parents.

Unfortunately, the data collection process did not go as smoothly as envisaged. During the first workshop, Haringey Shed did not set time aside to collect the attendance data that was needed. Furthermore, the parents attending the workshop were not told about the evaluation until the very end of the workshop. Only two of the three Haringey Shed staff helped out with administering a questionnaire. The Evaluation Officer and two Haringey Shed workers administered one questionnaire each. By the time the three questionnaires had been completed, the remaining parents had gone. Thankfully, the Turkish-speaking volunteer had managed to interview two Turkish-speaking parents during the workshop and a third at the end. In total, six parents were interviewed. During the second workshop, an attempt was made to interview those parents who had not been interviewed during the first workshop. However, few parents attending the first workshop attended the second and so Haringey Shed and the Evaluation Officer took the opportunity to interview three parents who were experiencing *WannaBees* for the first time.

Findings

Haringey Shed provided four 45-minute *WannaBees* drama workshops in late November and early December 2004. Three workers provided the workshops. Haringey Shed had planned to use two volunteers in addition to the three workers, but found it difficult to recruit volunteers for a weekday. Most of their volunteers were only available during the evenings and weekends. The first three workshops were held on a Thursday afternoon to fit in with the time schedule of parents and carers who needed to pick up their older children from the nearby local school. The fourth was held on a Saturday afternoon. Each of the four workshops had a theme and was structured to meet the targets identified in the evaluation plan (see right, but also appendix pp.16-20). Haringey Shed planned one story-telling activity, one musical activity and one arts and crafts activity across the four workshops. Each

Date of Session	Theme and Activities
18th November Thursday	Parachute game, songs and miming.
25th November Thursday	Show parents how to make a shaker from beans, peas, rice, plastic bottles and a funnel.
2nd December Thursday	Demonstrate the use of an activity box and how you could make one.
4th December Saturday	Story-telling session with a pair of socks, a teapot, a collander, a sieve and a wooden spoon.

activity used everyday household items to show families the activities could be done at home. To encourage parents to do active singing with their children, Haringey Shed gave song sheets to parents who attended the last workshop (see appendix, p.23-24, for list of songs). To encourage parents to do the creative play skills after the workshops had finished, Haringey Shed provided parents with a resource sheet, which contained a list of local services which parents could access for free (see appendix, p.20-22). It used a “post-it” notes system to encourage parents to swap details if they were interested in doing the activities together. However Haringey Shed found that in practice, there was not enough time to properly explain the system. Furthermore, some of the parents were not proficient enough in English to understand. It also appeared that parents did not know each other well enough to feel comfortable about swapping contact details.

Haringey Shed used the following methods to attract parents to the drop-in:

- Presentations delivered at the Northumberland Park Women and Children Centre drop-ins (the venue for *WannaBees*); and other drop-ins in the local area (six in total).
- Fliers sent out in mail shots for the Park Lane Sure Start Local Programme and the Northumberland Park Women and Children Centres.
- Posters sent to local libraries, community centres and Haringey Sure Start offices.

When we asked the nine parents who we had interviewed, about how they had found out about *WannaBees*, most said they had found out about it as a result of attending another group or through being told about it by someone they already knew (see below right). It is difficult to draw any firm conclusions from this data. However, given that only one of the nine parents attended as a result of receiving a mail out, these findings raise the following questions about how to attract parents into a service:

- Is sending out fliers as part of mail shots, and putting posters on the walls of libraries a cost-effective way of attracting parents to a service?
- What is the importance of the following factors in determining whether a parent attends a service?
 - Face-to-face promotion of the service by someone who the parent already knows and trusts.
 - Provision of the service in a venue that they already know and trust.
 - That the parent is already in the habit of attending a group.

Of the nine parents interviewed:

- 3 found about WannaBees through attending the Northumberland Park Women and Children’s Centre.
- 2 found out about it through attending an unspecified playgroup.
- 1 found out about it through attending Pembury Drop-in.
- 1 found out about it from the Turkish and Kurdish group and Welborne School.
- 2 found out about it through friends.
- 1 mentioned that they had received a letter through the post about it.

The attendance data for the four workshops is incomplete, because Haringey Shed did not collect attendance data for the first workshop. However, by using the details of the parents interviewed in the first workshop we can construct an incomplete attendance list for the first workshop. In total, Haringey Shed attracted fifteen adults and nineteen children into *WannaBees*. The average attendance at a workshop was 5 parents and 6 children. Attendance at the fourth workshop, which was held on a Saturday, was low. None of the parents who had attended a Thursday workshop attended the Saturday one.

	First workshop	Second workshop	Third workshop	Fourth workshop
	18 th November	25 th November	2 nd December	4 th December
Parents	6	5	6	2
Children	6	5	9	4

Haringey Shed tried to get people to attend all four workshops by writing on their posters and fliers ‘please try to attend all four’. One Haringey Shed worker, who made six visits to different drop-ins, emphasised the importance of attending all four workshops to parents, stressing that each workshop built on the previous one. However no family attended all four workshops. In effect, this meant that Haringey Shed was unable to meet any of its targets, as all the targets were directed at families who had attended all four workshops. Given that Haringey Shed did not feel they were likely to have made an impact on parents attending less than four times, and given the commitments of the Evaluation Officer and Haringey Shed to other projects, the decision was taken not to conduct follow up telephone interviews with parents. Instead, both the Evaluation Officer and Haringey Shed felt it would be better to spend their time reviewing why they had not been able to attract parents to all four workshops. Part of the reason for why parents did not attend all four workshops might be that parents did not attend to learn new creative play skills. In fact, only one of the nine interviewed parents said they had attended *WannaBees* to see how the activities performed in the group could be done at home. The majority of parents identified the project as an opportunity for their child to play, socialise, build confidence and do different activities. Two highlighted the opportunity for their child to engage in musical activities (see appendix, p.25, for complete set of findings).

Recommendations

In future, if Haringey Shed are to work in partnership with Sure Start Local Programmes, then both organisations will need to ensure families turn up to enough workshops for the service to make an impact on their lives. It is not easy to get people to voluntarily attend four workshops. It took Haringey Shed three and a half years to build up relationships with local parents and children and secure their attendance at the Tuesday Company Nights. One member of the Park Lane Partnership Board felt that given this experience, Park Lane Sure Start should emphasise the importance of outreach work to community groups providing services. Park Lane should either provide outreach support for these groups or ensure that groups have properly planned an outreach component to their service.

In the case of Haringey Shed, small measures to ensure parents' attendance might include asking parents to pay a deposit, which is returned to parents if they attend all four events or consulting parents about the best times for the drop-in. A more significant measure would be to target and admit only those parents who clearly express a desire or need to learn more about methods of playing with and engaging children in creative play skills at home. Parents who want to learn about play in the home, may be more likely to attend all four workshops and to adapt the methods they've learned in their own home environment. One of the ways in which Sure Start Park Lane and Haringey Shed could target parents is by taking referrals from Home Start Haringey's *Home Visiting Playworker* who will be working with families to develop play in the home and facilitate access to play facilities. Alternatively Haringey Shed could be asked to do work in already existing parent support programmes. This is an option preferred by Haringey Shed. The Park Lane programme is currently developing a programme of 'Strengthening Families and Communities' workshops for parents with long-term support needs. The Programme Manager believes that Haringey Shed could be bought into to deliver a set of workshops as part of the programme.

Haringey Shed did not collect attendance data during the first workshop. It is important to look at the reasons for why this happened, to ensure it does not happen again. Haringey Shed identified two reasons for why the data was not collected. Prior to the first workshop, Haringey Shed had to deliver a session at Northumberland Park School earlier the same morning. They had arrived at the *WannaBees* venue with little time to spare, and felt that any time collecting attendance data would have compromised the delivery of the workshop. Furthermore, they had not been able to recruit two volunteers to deliver the workshops. This meant it was difficult to devote staff time to monitoring and evaluation. In the future, if Haringey Shed is to work in partnership with Sure Start Local Programmes, then both organisations will need to ensure that Haringey Shed has the capacity to collect evaluation and monitoring data. It should also be recognised that when Sure Start's community development workers originally approached Haringey Shed, an agreement was made that Haringey Shed would complete a short evaluation form. Neither Haringey Shed nor the community development workers were aware that a more rigorous evaluation requirement would be introduced in October 2004. The Outreach Worker said that in retrospect, had Haringey Shed known Sure Start would increase the evaluation requirement, they would not have submitted their community chest proposal. Due to a recent shift in the organisational role of the Haringey Shed Outreach Worker, Haringey Shed feel they are now better placed to cope with the planning and evaluation of any future service required by Sure Start Local Programmes. Nevertheless, Sure Start local programmes need to be clear about their evaluation and monitoring requirements with Haringey Shed from the very beginning.

Haringey Shed is keen to develop the *WannaBees* service and use it to provide inclusive theatre and play for the under fours. Haringey Shed are also looking to develop work experience opportunities in delivering *WannaBees* for children in secondary schools, and would be interested in extending this opportunity to local parents. They look forward to continuing their relationship with Haringey Sure Start local programmes. If Sure Start Park Lane is to continue working with Haringey Shed it will need to consider how to best integrate *WannaBees* into its existing programme of services. As part of this exercise it should target families who are most likely to benefit from *WannaBees* and ensure those families attend enough workshops for *WannaBees* to have a tangible impact on their lives.

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