



**Sure Start West Central Halifax**  
**Study into the impact of crèche on**  
**children's confidence**

**June 2005**

# Impact of on the nce of Sure ildren

## Contents

Introduction	2
Background	3
Sure Start Nationally	3
Sure Start West Central Halifax	4
Strategic Context	10
The financial benefits of childcare	10
The impact of childcare on child development and future educational achievement	11
Government Policy: Ten year childcare strategy	12
Methodology	16
Study findings	21
Conclusion	27
Appendices	31

INNER C  
RE

Inner City Solutions was commissioned in October 2004 to further investigate the following brief:

*“The impact of access of crèche on the confidence of Sure Start parents and their children”*

This report describes the background, processes and findings of a small scale research study conducted between October 2004 and May 2005. The qualitative research was carried out to investigate the effects of Sure Start crèche sessions on children's confidence levels.

This report also provides the strategic context for the study, outlining Government policy and wider research which evidences the importance of high quality childcare provision on a number of areas from child development to the economy.

## 2

# BACKGROUND

### 2.1 Introduction

This chapter provides background on the national programme, Sure Start West Central Halifax, and the geographical area within which the Sure Start programme operates.

### 2.2 Sure Start National

Sure Start is a Government programme which aims to achieve better outcomes for children, parents and communities. Sure Start began in 1999 with a wave of trailblazer local Sure Start programmes implemented across a number of disadvantaged areas of the country. The next phase in the Government's strategy to deliver better outcomes for children and families is the development of Children's Centres. The aim of Children's Centres is to enable the principles of Sure Start to be disseminated more widely, benefiting more affluent areas as well as those identified as being disadvantaged. The Centres will bring together locally available services providing complementary care and provision to families in one setting, integrating management and staffing structures for example by having shared finance officers. Many, although not all Sure Start centres, will become Children's Centres

All Sure Start Local Programmes work towards national Performance Service Agreement (PSA) targets which are demonstrable milestones

set by Government towards the programme's longer-term aims and objectives.

There are three core Sure Start objectives within which all local programmes work, as follows:

- Increasing the availability and affordability of childcare for all children
- Improving health and emotional development for young children
- Supporting parents as parents and in their aspirations towards employment

The second objective is directly relevant to this study, and its corresponding PSA targets are <sup>1</sup>as follows:

**Emotional development:**

*“In fully operational programmes, achieve by 2005-06 an X percent increase in the proportion of babies and young children aged 0-5 with normal levels of personal, social and emotional development for their age”*

**Learning:**

*“In fully operational programmes, achieve by 2005-06 an X percent increase in the proportion of children having normal levels of communication”*

**2.3 Sure Start West Central Halifax**

Sure Start West Central Halifax was approved in 2001 and the programme of activities and interventions is now fully established. It is one of three Sure Start programmes within the Calderdale area, located in the foothills of the Pennines in West Yorkshire. Calderdale

---

<sup>1</sup> Target levels to be set by the central Sure Start Unit

Metropolitan Borough Council (MBC) was created in 1974 from nine separate local authorities and is home to some 193,000 people living in market towns such as Halifax, while others reside in more rural parts of Pennine Yorkshire including the Calder Valley.

The Sure Start programme is based on a local partnership consisting of parents living within the Sure Start area with children under four years of age, the community and local agencies such as childcare providers and voluntary organisations.

The overarching aim of Sure Start is to find and implement radical and innovative solutions to the deep-rooted problems faced in the local community, helping people to help themselves out of poverty and breaking the cycle of disadvantage:

*‘Helping to make Halifax a vibrant, multi-cultural and self-sustaining community’ (Sure Start West Central Halifax Delivery Plan 2001).*

Sure Start West Central Halifax is now part of the wider Children’s Centres agenda, with the programme recently locating to the Children’s Centre based at the Jubilee Playground within the Sure Start catchment area. This Children’s Centre is the exemplar on which other Children’s Centres in Halifax will be based.

During the programme’s initial set-up phase, Sure Start West Central Halifax focused on recruiting staff, setting up management systems and planning services. Following this, the programme has dedicated itself to implementing its programme of activities to full effect. Sure Start West Central Halifax currently has a number of key services in place dedicated to enhancing education and childcare:

- Additional support staff in schools to support pupils whose English is a second language

- Additional support staff in schools to support pupils with special needs
- Community Education service
- Provision of Home School liaison and Welfare Officers
- Co-ordination of services for under 8's including play schemes and after school care

### 2.3.1 The local area

The geographical area covered by Sure Start West Central Halifax includes St Johns Electoral ward along with small parts of Town, Warley and Mixenden.

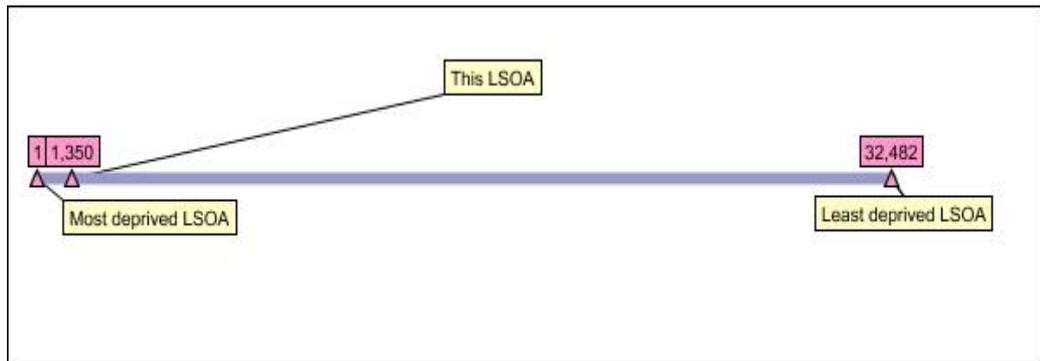
The 2004 indices of deprivation rates the Lower Layer Super Output Area (LSOA) of Calderdale 012D (a smaller area within Halifax and where the Sure Start Centre is based) as being the 1,350 most deprived LSOA in the UK (based on 32,882 SOA with 1 being the most deprived).

### 2.3.2 Ethnicity

The area is relatively compact and is **densely populated**, consisting largely of people from **South Asia with a Pakistani/Mirupi heritage**. According to the 2001 census, **34.93% of the population residing within St Johns ward describe themselves as being Asian, with 31.74% stating they were Pakistani which** is significantly higher than the national average as illustrated by the table overleaf.

	St. John's	Calderdale	England and Wales
Ethnic Group - Percentages; White	63.04	93.02	91.31
Ethnic Group - Percentages; Mixed	1.43	0.80	1.27
Ethnic Group - Percentages; Asian or Asian British	34.93	5.69	4.37
Ethnic Group - Percentages; Asian or Asian British; Indian	0.60	0.42	1.99
Ethnic Group - Percentages; Asian or Asian British; Pakistani	31.74	4.91	1.37
Ethnic Group - Percentages; Asian or Asian British; Bangladeshi	1.52	0.16	0.54
Ethnic Group - Percentages; Asian or Asian British; Other Asian	1.06	0.20	0.46
Ethnic Group - Percentages; Black or Black British	0.34	0.23	2.19

ONS Census data, April 2001



Neighbourhood Statistics Website, May 2005

### 2.3.3 Demographics

The community residing within the Sure Start area consists of a **high number of young people**, with over 36% of the population aged between 20-44 years, which compares to just over 32% nationally. Far fewer older people reside with the area, with just over 16% being between the ages of 45-64, compared to 24% nationally (ONS, April 2001).

### 2.3.4 Housing

According to the 2001 census, **a large proportion of St John's population rent their homes from a registered social landlord or housing association** (18.29% compared to 7.85% in Calderdale and 5.95% across England and Wales) with significantly less owning their homes outright (21.4% compared to 30.5% across Calderdale and 29.5 nationally) (ONS, April 2001).

### 2.3.5 Employment

The table below shows the employment status of people residing within the ward of St Johns in comparison to both the local authority area of Calderdale and England. Notably, **8.5% of people aged 16-74 within St Johns ward are unemployed**, which is 5.15% higher than the national average and the overall Calderdale average.

	St. John's %	Calderdale %	England and Wales %
People aged 16-74: Economically active: Employees Full-time	31.85	41.56	40.55
People aged 16-74: Economically active: Unemployed	8.50	3.77	3.35
People aged 16-74: Economically active: Full- time student	2.11	2.00	2.57
People aged 16-74: Economically inactive: Retired	10.70	13.56	13.61
People aged 16-74: Economically inactive: Student	6.13	3.48	4.70
People aged 16-74: Economically inactive: Looking after home / family	10.19	5.75	6.51
People aged 16-74: Economically inactive: Permanently sick / disabled	8.68	5.65	5.52

### 2.3.6 Summary

In Summary, the statistics highlight the following key characteristics of the Sure Start programme areas:

- High number of South Asian / Asian British population
- High number of young people
- Significantly higher levels of deprivation within St Johns ward in comparison to the wider Calderdale area
- Significantly higher percentage of the St Johns population look after their home/family in comparison to both Calderdale and England and Wales

LUTIONS  
TION WORKS

## 3

# STRATEGIC CONTEXT

This chapter contextualises the Sure Start crèche service within wider policy, highlighting the high priority placed upon childcare by the current Government.

### **3.1 Introduction**

Ensuring high quality, accessible childcare is available for all is one of the cornerstones of the Governments strategy. Research has shown that investing in high quality childcare can have significant benefits both financially to families and to a child's development. The following section details the research which led to current Government policy, and following this, an outline of that policy.

### **3.2 The financial benefits of childcare**

Due partly to a marked increase in the employment of mothers (often referred to as 'maternal employment') over the past thirty years in Britain, coupled with a shift in family structure to nuclear rather than extended families whereby grandparents are available to look after children, there has been an increased demand for available, affordable high-quality childcare.

Different countries deal with the cost of childcare in varying ways. For example, in Sweden 85% of mothers of a pre-school child were in employment in the 1990's and the country provides high levels of publicly funded childcare. Elsewhere, such as the USA, childcare is seen as a private concern (source, Child Benefits: The importance of investing in high quality

childcare, the institute for the study of children, families and social issues, Birbeck, University of London June 2004).

By increasing the availability, accessibility and affordability of high quality childcare provision and allowing mothers to return to the labour market, the immediate effects include:

- Improvement in families' standard of living
- Allowing families to make more sustained pension contributions promoting security in old age
- Helping to narrow the pay gap between men and women
- Enabling families to lift themselves out of poverty by raising household income

### **3.3 The impact of childcare on child development and future educational achievement**

There are various types of childcare provision which are open to families in Britain today with different aims. Some forms have clearly stated educational aims with others more care-orientated. The overlap between these two broad aims is increasingly becoming blurred, with a clear priority now placed on educational provision in an early years setting.

This emphasis has arisen from the body of evidence currently in existence showing the benefits of pre-school education on a child's longer term development and future educational prospects. One of the most referred to pieces of evidence is the Effective Provision of Pre-School Education (EPPE) project. The EPPE was a large scale longitudinal study undertaken over a six year period. Three thousand children were involved in the study, aged three years until the end of Key Stage 1 along with six Local Education Authorities (LEA's). The project aimed to study three areas:

- The effects of sessional pre-school education and care on children in the age range 3-5
- The structural (e.g. staffing profiles) and process characteristics of more effective pre-school centres
- The contribution of child and family characteristics to children's development

The project accounted for a wide range of social backgrounds ensuring the impact of socio-economic family and personal characteristics on child development was investigated. Unlike earlier studies, the EPPE project investigated particular pre-school characteristics that have longer term effects.

The report findings are clear of the educational benefits of any pre-school experience:

*“pre-school experience, compared to none, enhances children's development”  
(The EPPE project final report, November 2004)*

According to the research, children with experience of pre-school education demonstrate significantly higher attainment in Key Stage 1 national assessments in Mathematics and English than those who have no experience of pre-school education.

The EPPE study also suggests that while one in three children were at risk of having Special Educational Needs at the start of pre-school, that proportion fell to one in five by the time they started primary school, suggesting that pre-school can be an effective intervention for the reduction of Special Educational Needs.

### **3.4 Government Policy: Ten year Childcare Strategy**

Based on the wealth of research evidencing the importance of childcare both to a child's development and to a successful economy as evidenced earlier in

this chapter, the Government has recently published a ten year strategy for Childcare, 'Choice for parents, the best start for children: a ten year strategy for childcare' (December 2004), outlining their commitment to ensuring the provision of high quality, affordable and accessible childcare.

Three core principles underpin the strategy:

- The importance of ensuring every child has the best possible start in life
- The need to respond to changing patterns of employment and ensure that parents, particularly mothers, can work and progress their careers
- The expectations of families that they should be in control of the choices they make in balancing work and family life

The strategy firmly focuses on the importance of childcare to removing the barriers to work, extending opportunities, particularly for women, and creating economic gains by increasing the number of talents employed. Alongside the economic benefits, the quality of childcare is highlighted within the strategy as crucial to improving the outcomes for children, particularly younger children.

The strategy refers to the Birth to Three matters framework and the importance of reflecting this framework in practice.

The Birth to Three matters framework was developed in order to support practitioners working with children from birth to three years of age. The framework was developed in conjunction with practitioners and highlights further the increasing priority now placed upon childcare by the current Government. The focus of the framework is the individual child, not subject areas of experience or curriculum areas. Four aspects are identified:

- A strong child
- A skilful communicator
- A competent learner
- A healthy child

Each of the above is then divided into four components and importantly, one of the Strong Child components is directly related to confidence:

**A sense of belonging:**

- Acquiring social confidence and competence
- Enjoying being with familiar and trusted others
- Valuing individuality and contributions of self and others
- Having a role and identity within a group

As highlighted by recent evidence reported earlier in this section, the very early years are crucial in terms of developing strong, capable, confident and self-assured individuals.

In order to support this, the framework recommends Key Workers be assigned to individual children in order to:

- Encourage and support the child's decision making
- Be empathetic towards the child
- Provide opportunities for children
- Help children grow emotionally

The framework states that by having a Key Worker who becomes important to a child, confidence and inner strength can then grow.

### **3.5 The importance of confidence**

The importance of children having high levels of confidence is therefore well cited within Government policy. Confidence is widely recognised as being important for educational achievement and lifelong learning. Confidence is not the same as self-esteem, although is closely related to it. There is no common definition of self-esteem but there is an agreement that it is to do with identity, feelings of self-worth and value, and relationships with others.

Confidence contributes to self esteem – being able to participate and form relationships can increase a persons self value (National Commission on Education, 1993; DfES 1998).

The Oxford dictionary defines self confidence as:

*'A feeling of trust in one's abilities, qualities and judgement'*

The attitudinal skills of children are therefore important indicators on which to measure children's confidence levels.

The study commissioned by West Central Halifax Sure Start used the Birth to Three Matters Framework as a starting point and the following chapter outlines the study undertaken on the effect of Sure Start West Central Halifax's crèche provision on Sure Start children's confidence levels.

## 4

# METHODOLOGY

### 4.1 Introduction

This chapter outlines the process of a research study conducted between October 2004 and May 2005 to investigate the relationship between Sure Start West Central Halifax's crèche provision and the resulting impact on a child's confidence levels.

The background to the crèche is provided within this chapter, along with information on the demographics of children involved. The study is based on the perceptions of parents and crèche workers, and is supported by profiles of the children which are produced as part of the crèche policy.

### 4.2 Methodology

This study aimed to gain an informed insight into the effect Sure Start crèche sessions have on children's confidence levels.

The perceptions of both parents and crèche workers were used in order to inform study findings, alongside participant observation of the children during one crèche session. This information is supported further by records of children developed and updated by the crèche manager.

Ten children were randomly identified for the study from the list of attendees, with the only criteria being attendance for at least ten sessions. In order to ensure parents were fully happy with the study, consent forms were secured prior to undertaking the work with the study fully explained.

A number of approaches were taken in order to measure the impact of crèche sessions on Sure Start children:

- One to one semi-structured interviews with the crèche manager
- Structured interviews with the parents of children attending crèche
- Summary of each child's development produced by the crèche manager
- Child profiles produced by the Key Workers assigned by the crèche to each child
- Observations of a random sample of the children identified to participate in the study

Using the definition of confidence provided in Chapter 3 of this report, the following aspects were reviewed:

- Children's relationships with other children
- Enjoyment levels when playing as part of a group
- Children's relationships with adults
- A child's ability to share toys with other children
- Rating child's confidence on a scale of 1-10

### **4.3 Community Researchers**

The programme has four **Community Researchers** (CR's) who were involved in implementing this study. The CR's are Sure Start parents who have been trained by Sure Start and have undertaken a number of research projects over the past two years. The CR's originally became

involved in the Sure Start programme as volunteers, representing local parents on the Sure Start Management Board. Their involvement developed, with each parent expressing an interest in taking up the role of CR. Further information on their experience is provided in appendix two of this report.

The CR's have been closely involved in this study by interviewing parents, with the following support activities taking place:

Activity	Objectives
Initial briefing meeting	<ul style="list-style-type: none"> <li>• Introduction to the study</li> <li>• Interview procedures</li> <li>• Confidentiality issues</li> <li>• Projected study outcomes</li> </ul>
Training afternoon	<ul style="list-style-type: none"> <li>• Practice interviews in order to:               <ul style="list-style-type: none"> <li>- Assess the length of interviews</li> <li>- Identify any necessary changes to questionnaire (for example inappropriate running order or questions)</li> <li>- Agree an interview schedule</li> </ul> </li> </ul>

#### 4.4 Sure Start West Central Halifax Crèche

Sure Start West Central Halifax's crèche provision is well developed and supports a number of activities, allowing parents to access respite. The crèche aims to provide an educational session within a care orientated environment, fitting with much provision currently in Britain (see chapter 3 of this report, Strategic Context). The crèche is well established and has acted upon the Governments guidance, implementing the Birth to Three matters framework which is evidenced

through the implementation of the following for children whom have attended at least six crèche sessions:

- Individual Learning Plans “All About Me”
- Short, medium and long term planning cycles
- Key Workers assigned to all children
- Evaluation sheets
- Activity planning sheet based upon the Foundation Stage goals

The crèche is aiming towards accreditation once it moves to new premises resulting in longer sessions being available to families.

#### **4.5 Children’s background**

Ten children were identified to participate in the study, with just one parent from the original list deciding not to take part due to personal reasons. Eight of the ten were girls with two boys, and all of the children’s parents are of an Asian/Asian British ethnic group in addition, it is worth noting that the vast majority of attendees at Sure Start activities and events are women from the Pakistani community.

The majority of children who participated in the study began attending crèche when they were nine months old and all have attended the crèche on at least ten occasions. When talking to parents, the CR’s spoke in Punjabi or Urdu where required which allowed any communication difficulties to be overcome.

##### **4.5.1 Parents and training**

This study’s sister study analysed the relationship between parents who attended the training courses and their confidence levels. In some instances, parents involved in that study and children in this study are

related. A simple comparison has been made between the child and parent's analysis and general conclusions have been drawn.

# 5

# STUDY FINDINGS

## 5.1 Introduction

This section summarises the main findings of the study. A detailed table of findings in relation to individual children can be found at appendix 1 of this report with the children's names changed to ensure their anonymity. This also includes, where appropriate, the related parents profile from the training study alongside a brief analysis.

The development of each child in terms of an increase in self confidence has been measured using a variety of methods (see section 4). Initially, consent forms were secured for the ten children identified for involvement. One family backed out of the study due to personal commitments so an additional child was identified and consent secured. The CR's close affinity to the local community helped in this regard, as they were able to communicate with parents, many of whom do not speak English as a first language.

## 5.2 Confidence

The confidence of children is well documented and evidenced as being important to a Childs social and emotional development and as such is included as an expected outcome from attendance at a formal childcare setting (see section 3, Strategic Context).

It is important to note that the Key Worker system is highlighted as being particularly useful in order to increase a child's confidence and this has been implemented in Sure Start West Central Halifax's crèche.

The confidence of children involved in this study was measured retrospectively prior to and after they attended crèche. A scale of confidence was used and parents were asked to rate their child's confidence prior to attending crèche and to indicate whether this had increased as a result of attendance. The majority of parents stated that their child's confidence had increased either a lot or slightly since they attended crèche. The only child whose parent felt their confidence remained the same was already rated as being highly confident (8 on a scale of 1 to 10 with ten being high). The table below details the findings (further information can be found within appendix 1).

Child ref number	Confidence level prior to starting crèche	Increase in confidence after attending crèche
1	6	Increased a lot
2	1	Increased slightly
3	No response	No response
4	3	Increased a lot
5	4	Increased a lot
6	3	Increased a lot
7	8	Stayed about the same
8	2	Increased a lot
9	4	Increased a lot
10	3	Increased slightly

The key measures of confidence used to inform this study, based on the Birth to Three Matters Framework, are investigated further within this section; and are as follows:

- Increased willingness to mix with other children
- Increased ability to share toys with other children
- Improved levels of independence

- Increased participation in activities

In addition, the following were also evidenced:

- Increased ability to interact with adults
- Development of language skills

Further to this, comparisons have been made between the confidence of parents who attended Sure Start training sessions and their children who attended crèche.

### **5.3 Increased willingness to mix with other children**

All of the children involved in the study displayed an increased ability to mix with other children once they had attended the crèche on a regular basis. Six of the children's parents felt that their children had been unable to mix with other children prior to attending crèche or never had the opportunity to do so.

In addition, the child profiles and evidence from the crèche tends to be less positive than the information received by parents. Nevertheless, overall the evidence shows most of the children whom attended crèche and participated in this study did display an increased willingness to mix with other children.

### **5.4 Increased ability to share toys with other children**

There was a mixed response with regards to the children's ability to share toys with others. Again, there was a difference of opinion between the crèche workers, the child profiles and then the parent surveys about how well the children are able to share toys.

The crèche Key Worker system has resulted in children being encouraged to share their toys, building up their confidence. In one case, a parent stated her child was happy to share toys at the crèche but not at home, and this is supported by the crèche manager's summary.

### **5.5 Improved levels of independence**

Of the ten children involved in the study, four were specifically cited as having increased levels of independence, either through the All About me interview and summary. Some specific examples include:

- Child one has learnt to become independent and to make healthy choices in the crèche
- Child six increasingly interacts with other children and adults and is becoming more independent and confident

### **5.6 Increased participation in activities**

The majority of children (seven) involved in study actively participate in crèche activities. Again, this evidence was provided by the crèche manager interview and summary, along with the All About Me profiles. Some specific examples include:

- Child five was shy prior to attending crèche. She now actively participates in activities and enjoys doing so
- Child three was dependent on the crèche workers when she began and would sit with them throughout the entire session. As a result of attending crèche, she is confident enough to participate in all activities.

### **5.7 Increased ability to interact with adults**

A number of parents and Key Workers reported (within the All About Me Profiles) a marked improvement in childrens ability to interact with adults since attending the crèche regularly. Although some remain tentative with strangers they are more willing and able to interact. The Key Worker system is evidenced as being instrumental to this development, as they encourage the children to talk, listen, play and interact not only with other children but with crèche workers.

### **5.8 Development of Language Skills**

Although not a stated aim of the study, a number of children have been reported as having developed their language skills since attending crèche. This is important, as language has been cited as a barrier during previous studies. The crèche has supported children who have regularly attended to speak English, which many speak as a second language, supporting them to be better prepared once they start their statutory schooling careers and also helping to increase confidence.

### **5.9 Parent and child involvement in Sure Start**

The evidence provided from this study and its sister study 'A study into the impact of training on Sure Start parents confidence' has allowed comparisons to be drawn between parents and children involved in Sure Start. Overall, twenty individuals were involved and 12 of these were related, in all cases child and mother. Parents whose children participated in this study undertook the following courses:

- Empowering Photography – one parent
- Coping with kids – four parents
- IT course – one parent

The general conclusions from these comparisons can be found in section 6.8.

### **5.10 Summary**

In summary, the children who participated in the study have all evidenced higher confidence levels since attending Sure Start West Central Halifax's crèche on a regular basis.

This is evidenced through the four key indicators of confidence developed from the Birth to Three matters framework and is supported by evidenced produced from both crèche workers and parents.

The Key Worker system is fundamental to developing the children's confidence, with one-to-one support which is offered consistently by the same person providing routine and stability to the children.

## 6

# CONCLUSION

### 6.1 Conclusion

The aim of this commission was to explore the impact Sure Start West Central Halifax's crèche provision on children who regularly attend. This chapter details the conclusions for the study under the key headings as detailed in Chapter 5 of this report.

### 6.2 Increased willingness to mix with other children

This was one of the most positive outcomes of the crèche, with all children having the opportunity to mix with other children and the majority increasing their willingness to do so since attending.

The social aspect of the crèche is key to developing this element of a child's confidence and through the Key Worker system, this has been particularly successful.

### 6.3 Increased ability to share toys with other children

In this instance the outcomes were varied. While some children were able to share toys well, others were not, and one was able to share only within the context of the crèche and not within other settings. In addition, the views of practitioners and parents differed, with parents displaying a more optimistic view.

Again, the Key Worker system has encouraged children to share toys more with others. The evidence gathered for this study indicates that the crèche may support children to share toys with others, but this was only true in certain cases and not others.

#### **6.4 Improved levels of independence**

The evidence gathered for this study has highlighted the crèche's success at supporting an increase in children's confidence levels. Again, the Key Worker system has been central to this, with individual workers encouraging children to make their own choices.

#### **6.5 Increased participation in activities**

Due to the semi-structured nature of the crèche sessions, planned on a long, medium and short term cycle, a number of group activities regularly take place. The Key Workers and crèche staff encourage children to participate in these activities, building up their confidence and independence to do so. As a result, most of the children involved in the study displayed an increased willingness to participate in activities.

#### **6.6 Increase ability to interact with adults**

A key success for the crèche is its ability to increase children's confidence to a level where they are happy to interact with adults. Although some are still wary of strangers, most display an increased willingness to interact and again, the Key Worker system has been key to this.

## **6.7 Development of language skills**

Although not a stated contributor towards increasing confidence, the crèche has helped to develop childrens language skills which are particularly important in an area where English is predominantly used as a second language. This will support children upon entering school, allowing them to interact with and understand other children and adults.

## **6.8 Parent and child involvement in Sure Start**

When comparing the evidence for related parents and children who participated in the studies it is clear that although the levels of confidence differed, overall it increased for all the participants.

Typically the majority of the children were found to have increased their confidence more than their respective parent. However many of these parents felt they were fairly confident prior to attending Sure Start in the first place.

It is also apparent that the majority of participants in both studies increased their confidence regardless whether a relation was involved. Hence the connection between participants being related and confidence levels is weak.

## **6.9 Summary**

This study has found Sure Start West Central Halifax to have had a positive impact on the confidence of children who regularly attend. Some of the key successes include:

- An increase in independence amongst the vast majority of attendees

- Significantly increased willingness amongst regular attendees to mix and play with other children and adults
- Overall increased confidence levels since attending the crèche, despite family and personal issues
- Highly supportive Key Worker system, significantly helping to increase children's confidence levels

Sure Start West Central Halifax  
A study into the impact of crèche on Sure Start children's confidence

# APPENDICES

# APPENDIX 1

## Findings: Individual Children

### Children's Confidence Levels

Inner City Solutions was commissioned to carry out a research study to analyse the impact of crèche provision on the confidence of Sure Start children. It is now widely recognised that, rather than focussing on 'hard' outcomes such as qualifications achieved or job opportunities gained, it is better to measure 'softer' qualitative outcomes in particular, increased self-confidence.

### Children and Crèche

Five methods of measuring increased self confidence were used:

- A summary by the crèche manager of parents' and children's' progress.
- An interview with the crèche manager held on 24 January 2005.
- Child profiles provided by key workers
- Interviews with children carried out by key workers using an agreed proforma
- Questionnaire survey (using an agreed proforma) of parents to identify the impact of training courses.

### Analysis and Summary

All ten children have shown a marked increase in self confidence since they started coming to the crèche, despite issues of deprivation and parental problems. They have also gained significantly in language and social skills. All seem to have benefited greatly from the developmental work by the crèche staff and key workers. In addition, six children had parents who also participated in the confidence and training study.

Child ref	Crèche Manager Summary	Crèche Manager Interview	Child Profiles	Child's Observation	Parent Survey
1 Male: Started at nine months	<p>Child one was very quiet and shy when he first came to crèche. He has since become confident and social. He enjoys playing with a variety of children and has built up positive relationships with staff and children. This is helping Child one to become a strong child and a skilful communicator. This was achieved by building up his confidence and self-esteem in the crèche through a wide range of activities.</p> <p>Child one has learnt to become independent and to make healthy choices in the crèche. This has led to him becoming independent and self-assured. He now chooses and selects activities himself which gives him a sense of power.</p>	<p>Started attending the crèche at the start of 2004. Regular - 1 or 2 times per week. Very shy and quiet at first. Now much more confident – will go into office and say hello, will play with anybody and joins in activities but independent and likes to choose.</p>	<p>At first unhappy and quiet. Worked on hand-eye co-ordination, language, and playing with others and taking turns – asking questions and talking to him.</p>	<p>Upset at first but soon settled in. Doesn't like strangers – happy &amp; confident if he knows people.</p>	<p>Child one has always been able to mix with other children and share his toys. However his confidence has increased a lot as he has good friends at the crèche. He is also more likely to talk to adults now as his confidence has increased.</p>

**Confidence prior to attending crèche: Level 6**



**Confidence after attending crèche: Increased a lot**

**Parent and child comparison**

Child one's parent is Trainee A, who participated in the Empowering Photography course. Both child and parent were similar prior to becoming involved in Sure Start, with the parent described as fairly quiet and nervous when she began the course. The parent of child 1 feels that being generally involved in Sure Start has helped to increase her confidence levels and has helped her to manage her child more effectively.

The confidence levels of both parent and child have increased since they have been involved in Sure Start and its programme of activities, with both now displaying higher levels of independence.

Child ref	Crèche Manager Summary	Crèche Manager Interview	Child Profiles	Child's Observation	Parent Survey
<p>2 Female Started attending at nine months</p>	<p>The crèche has offered child two stability and resilience by having a key worker system - she has gone through a difficult home situation. Child two has been supported through coming to crèche and this has also contributed to her emotional well being; this has lead to her becoming a strong child.</p> <p>The crèche Key Worker has given her confidence and given her a secure relationship which has helped her to express her feelings and to become a skilful communicator. If she had not been coming to crèche her emotional and social development may have been delayed or affected.</p>	<p>Attended for 1 ½ years. Mum &amp; dad issues – crèche &amp; family support workers supported mum. Increased confidence.</p>	<p>Gained self esteem and confidence, evidenced by talking about what she is doing. Needs encouragement to play with other children and is often more comfortable playing alone or with her sister.</p>	<p>N/A</p>	<p>When child two first started crèche she was only 9 months old and not very confident. Although still shy, she has opened up a lot and her confidence has increased .Due to going to crèche Child two was able to settle into nursery a lot quicker than she would had she not attended . Child two is happier when there are familiar adults around.</p>
<p><b>Confidence prior to attending crèche: Level 1</b></p>  <p><b>Confidence after attending crèche: Increased slightly</b></p>			<p><b>Parent and child comparison:</b></p> <p>Child two's parent(s) was not involved in the training and confidence study.</p>		

Child ref	Crèche Manager Summary	Crèche Manager Interview	Child Profiles	Child's Observation	Parent Survey
<p>3 Female Unknown Start date at crèche</p>	<p>Child three has improved her language and communication skills since coming to crèche. She has gained confidence and become more socially competent; this may have been because she feels secure in the crèche.</p> <p>Child three previously sat on a member of staff's knee throughout the entire session. She now has gained confidence to participate in all activities and is confident to play with the other children and to choose her own activities that she would like to play with. She has gained her own sense of identity and power.</p>	<p>Started January 2004 – on and off attendance. Very quiet at first – liked being cuddled. Now talks and interacts more with other children. Child three's confidence has improved.</p>	<p>Upset at first but gained in confidence. She is becoming more confident with other children but still prefers to have an adult present. Worked on developing language skills.</p>	<p>Likes playing with other children. Spoke a lot.</p>	<p>Not undertaken <sup>1</sup></p>
<p><b>Confidence prior to attending crèche: No response</b> <b>Confidence after attending crèche: No response</b></p>			<p><b>Parent and child comparison:</b></p> <p>Child three's parent(s) was not involved in the training and confidence study.</p>		

Child ref	Crèche Manager Summary	Crèche Manager Interview	Child Profiles	Child's Observation	Parent Survey
4 Female Started attending at nine months	Child four's language skills have improved since she has attended crèche. She has gained confidence and this has promoted her emotional development. She enjoys coming into the crèche and has a sense of belonging. Child four has improved on her learning skills since coming to crèche. She enjoys creative and imaginary activities and is good at understanding concepts. Child four is very good at interacting and relating to adults and children, and she has also learnt to share.	Child four has been attending the crèche since it began. Her language skills have improved – and she won't stop talking. Child four enjoys being creative and relates well to both to children and adults.	Child four has very good speech for her age. Loves reading stories, mess and creative activity. She has developed very good communication skills and is very sociable. Child four has developed her ability to share. She is very independent & confident.	N/A	Child four was not very confident when she joined the Crèche and was not able to share. She was nervous and would cling to her mother. The Crèche has increased her confidence a lot and she is now able to mix with other children and share her toys.

**Confidence prior to attending crèche: Level 3**

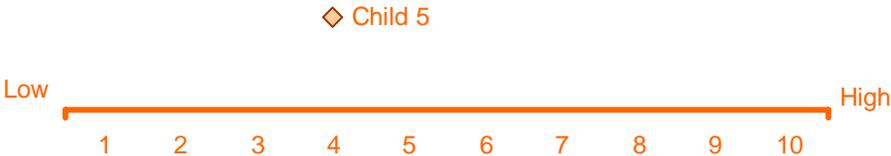


**Confidence after attending crèche: Increased a lot**

**Parent and child comparison:**

Child four's parent was trainee H, who participated in the Coping with Kids course. Sure Start has supported child four's mother to develop her confidence to a point where she is now an active board member. As detailed above, child 4 has also displayed heightened confidence levels since participating in the Sure Start programme of activities, to the point where she no longer clings to her mother.

The Sure Start has had a positive effect on the confidence levels of both parent and child.

Child ref	Crèche Manager Summary	Crèche Manager Interview	Child Profiles	Child's Observation	Parent Survey
5 Female Started attending at nine months	<p>Child five was very confident but shy when she started at the crèche. She used to cry when coming to the crèche. She liked being cuddled in order to feel secure and safe. She now enjoys joining in with activities. Her social skills have been enhanced and she has gained confidence.</p> <p>She has become more confident and has formed good relationships with key adults. She can make choices and decisions.</p>	Comes for crèche at least once a month. Her confidence has increased.	Fairly quiet at first but is now more confident. Enjoys books. Enjoys playing with other children and is very loving and sociable. Needs encouragement to speak English.	N/A	Since joining the crèche and mixing with other children, child five is more likely to share and has increased her confidence a lot. Previously she hardly mixed with others except her brothers. Interacting with other children outside of her family has resulted in her acting less spoilt.
<p><b>Confidence prior to attending crèche: Level 4</b></p>  <p><b>Confidence after attending crèche: Increased a lot</b></p>			<p><b>Parent and child comparison:</b></p> <p>Child five's parent(s) was not involved in the training and confidence study.</p>		

Child ref	Crèche Manager Summary	Crèche Manager Interview <sup>1</sup>	Child Profiles	Child's Observation	Parent survey
6 Female Started attending at nine months	Child six enjoys coming to the crèche. When she first started she was very shy and quiet, and she was very clingy to mum. Now her social and language skills are very good she mixes with other children well and can have conversations with adults.	NA	Child six increasingly interacts with other children and adults; becoming more independent and confident. Enjoys interacting with adults.	NA	Child six was very young when she first went to the crèche and she has therefore naturally become more confident. She can play with other children and can communicate well. She is learning to share. Child six went abroad on holiday and after attending crèche was much more curious about things than she had previously been.

**Confidence prior to attending crèche: Level 3**



**Confidence after attending crèche: Increased a lot**

**Parent and child comparison:**

Child six's parent is trainee I, who participated in the Coping with Kids course. Trainee I feels this course has had a positive effect on her child's behaviour and this is reflected in the crèche manager's survey.

Child six is now learning to share and she is confident when interacting with both children and adults. She also has good language skills. Trainee I has also increased her confidence since attending Sure Start, although she was already quite self-assured previously.

<sup>1</sup> An interview was undertaken with the crèche manager and ten children were discussed, subsequently consent forms were not received and one family withdrew from the study. Summaries on the additional children were requested from the crèche manager although no further interview was undertaken

Child ref	Crèche Manager Summary	Crèche Manager Interview <sup>2</sup>	Child Profiles	Child's Observation	Parent Survey
7 Female Started attending at six months	Child seven is very quiet; she is very shy and enjoys playing with a variety of toys. She occasionally mixes with the other children but prefers to play on her own.	NA	Child seven is fairly shy but is beginning to enjoy parallel play with other children. She needs to be encouraged to share her toys.	NA	Child seven was only 6 months old when she first came to the crèche so it is difficult to tell if her confidence has improved due to this. She has always mixed well with other children and shared toys. Her language skills have improved.
<p><b>Confidence prior to attending crèche: Level 8</b></p>  <p>Low 1 2 3 4 5 6 7 8 9 10 High</p> <p>◆ Child 7</p>		<p><b>Parent and child comparison:</b></p> <p>Child seven's parent is trainee D, who took part in the IT course. Trainee D, although confident prior to the course, has since increased her ability to manage stress and overall her confidence has increased.</p> <p>Both parent and child have had increased confidence levels since being involved in Sure Start activities.</p>			
<p><b>Confidence after attending crèche: Stayed the same</b></p>					

<sup>2</sup> An interview was undertaken with the crèche manager and ten children were discussed, subsequently consent forms were not received and one family withdrew from the study. Summaries on the additional children were requested from the crèche manager although no further interview was undertaken

Child ref	Crèche Manager Summary	Crèche Manager Interview <sup>3</sup>	Child Profiles	Child's Observation	Parent survey
8 Female Started attending crèche at nine months	Child eight has not been to crèche for a long time since starting nursery. She enjoyed coming to crèche and enjoys mixing with other children and communicating her needs.	NA	Child eight has achieved all the development outcomes in the All About Me profiles. She enjoys mixing and talking to other children as well as adults.	NA	Child eight was very shy before she attended crèche as she rarely used to go outside the home. She would cry and would not mix with other children. Since joining crèche her confidence has increased a lot and she can be left alone and also often shares with her friends.
<p><b>Confidence prior to attending crèche: Level 2</b></p> <p>Low 1 2 3 4 5 6 7 8 9 10 High</p>				<p><b>Parent and child comparison:</b></p> <p>Child eight's parent(s) was not involved in the training and confidence study.</p>	
<p><b>Confidence after attending crèche: Increased a lot</b></p>					

<sup>3</sup> An interview was undertaken with the crèche manager and ten children were discussed, subsequently consent forms were not received and one family withdrew from the study. Summaries on the additional children were requested from the crèche manager although no further interview was undertaken

<b>Child ref</b>	<b>Crèche Manager Summary</b>	<b>Crèche Manager Interview<sup>4</sup></b>	<b>Child Profiles</b>	<b>Child's Observation</b>	<b>Parent Survey</b>
------------------	-------------------------------	---	-----------------------	----------------------------	----------------------

Child ref	Crèche Manager Summary	Crèche Manager Interview <sup>5</sup>	Child Profiles	Child's Observation	Parent Survey
Started attending crèche at six months	turns with the activities and join in with conversations. She can express her opinions and needs.		and adults. She sometimes finds it difficult to share the toys.		confidence although she was very young when she first started. She enjoys the crèche and mixing with other children. She shares toys at the crèche whereas she finds it difficult at home.

**Confidence prior to attending crèche: Level 4**



**Confidence after attending crèche: Increased a lot**

**Parent and child comparison:**

Child nine's parent, trainee F, participated in the Coping with Kids course. Although trainee F was confident prior to her involvement in Sure Start, she has since been heavily involved in the Sure Start, for example by being a parent representative on the Management Board. Trainee F's daughter has also benefited from being involved in Sure Start, displaying an increased ability to share her toys and mix with other children.

<p>10 Male Unknown start date at crèche</p>	<p>Child ten was required extra help and support which was identified when he attended crèche. His overall development has been improved because of coming to crèche and all the interactions that have taken place.</p>	<p>NA</p>	<p>Child ten finds it difficult to play with other children and often just watches. He cannot share toys very well.</p>	<p>NA</p>	<p>Although child ten was able to play with other children since before starting crèche he found it hard to share and was not very confident, especially with adults. His confidence has grown slightly and he can express himself better to adults now. Child ten is now more likely to participate in group activities and is more able to talk to others. He is not shy at all since attending crèche.</p>
---	--	-----------	---	-----------	---

**Confidence prior to attending crèche: Level 3**



**Confidence after attending crèche: Increased slightly**

**Parent and child comparison:**

Child ten's parent, trainee G, participated in the Coping with Kids course. Since becoming involved in Sure Start, trainee G has become more confident, particularly when interacting with professionals. Participating in Sure Start generally, the crèche and training programmes have helped increase both child and parent confidence levels.

Sure Start West Central Halifax  
A study into the impact of crèche on Sure Start children's confidence

## **APPENDIX 2**

# **Community Researchers Experience**

Project	Client	Completion Date	Details
Elsie Whiteley Mills	Halifax Opportunities Trust	2003	Proposals were put forward to develop an old Mill building in Halifax into business units. The Community Researchers undertook survey's with local residents to ascertain their views.
Jubilee Children's Centre	Sure Start West Central Halifax	August 2003	Consultation on new Children's Centre advising parents of the proposals and asking for their views
User Satisfaction Survey	Sure Start West Central Halifax	November 2003	192 parents were surveyed to find out their views on existing statutory services. The results were used by the Sure Start programme as a baseline to measure the programme's impact with regard to re-shaping mainstream services

Project	Client	Completion Date	Details
Diversity with Ethnic Minorities	Open University (Bradford and Halifax)	November 2003	To identify why people from Ethnic Minority groups do not access the University  100 people were surveyed in Halifax and 100 in Bradford
Health Inequalities Indicators	Healthy Living Partnership	July 2003	To identify the lifestyle behaviours of people in Halifax and to gauge the health levels (how many have the recommended 5 fruit and vegetables a day for example). Group interviews were held within existing consultation forums. The Community Researchers facilitated and led the groups.
Healthy Eating	Healthy Living Partnership	September 2004	People in the St John's area of Halifax were surveyed to find out whether they have the recommended 5-a-day, and what their exercise levels are and so on.
Peer Health Education Project	Calderdale PCT (Chaman Berna, Peer Health Education Project Manager)	January 2004	The Community Researchers undertook interviews with both partners and participants of the Project to evaluate its success.

Project	Client	Completion Date	Details
Manningham Master Plan	Trescom	July 2004	As part of the regeneration of the Manningham area in Halifax, local residents were asked their views on local issues, such as crime and safety. The Community Researchers interviewed approximately 100 people through a door knocking exercise
Greenway Proposal	Trescom	August 2004	As part of the regeneration of the Greenway area in Halifax, local residents were asked their views on local issues, such as crime and safety. The Community Researchers interviewed approximately 100 people through a door knocking exercise