



An Evaluation of the Arts Provision at Sure Start Noddle Hill

November 2004

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1. Introduction

Each Sure Start programme aims to meet five Objectives that have been set out by Government Office and administered through the Sure Start Unit. The objectives are as follows:

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

In working towards achieving some of these objectives, Sure Start Noddle Hill has employed a full time Arts Development Worker who sits within their Community Development team. As part of a wider programme of evaluation, Sure Start Noddle Hill was keen to explore the impact that such a role may have upon these objectives. An independent study was therefore commissioned in order to examine and report upon the contribution of arts development within Sure Start Noddle Hill.

This report commences with an overview of arts and the community, exploring the rationale for the inclusion of arts within the provision of services to families with young children. The actual delivery of the arts provision is studied in detail along with some exploration of the role of the Arts Development Worker. The report also focuses on the take-up of the provision and the potential benefits that it has brought to parents, children and the wider local Sure Start programme. The views of all stakeholders are presented and in particular the views of parents are illustrated through the presentation of a case study. Attention has also been paid towards the financial implications of the arts provision by determining to some extent the cost effectiveness of the provision. Finally, the report concludes with an overall summary of the arts provision and makes a number of recommendations that may be considered

when addressing the future contribution of arts development to the Sure Start Noddle Hill programme.

2. An Overview of Arts and the Community

There has long been an understanding that the arts can bring about many benefits for individuals. The Department for Culture, Media and Sport is actively ensuring that the arts play a pivotal role in the delivery of Secretary of State's strategic priorities, namely children and young people, communities, economy and delivery.

What makes art such a good medium is that is so varied and versatile:

*'The arts, in all their rich variety belong to everyone regardless of race, class, culture, age, sex, disability or sexuality'*¹

Arts can be used by anybody to achieve many different goals. Primarily arts can be used to facilitate creative thinking and enhance communication. Through art we can engage with each other. We can use art to record our histories or make comment on society. Art encompasses all things audio, visual and tactile and mediums include things like photography, painting, sculpture, dance, music, drama, poetry and performance.

The arts have certainly been attributed to supporting good health and well being and have been associated with increasing self esteem and reducing stress. The Arts Council England has commissioned research to compile both anecdotal and more substantial evidence of the impact that the arts has had on individuals². Examples cited in this study include the therapeutic benefits of creative writing and poetry for people wishing to increase their mental well being, as well as the motivational benefits for staff who work in building where art is displayed.

¹ Department for Culture Media and Sport, (November 2004) www.culture.gov.uk

² Staricoff, R. (1999) *Arts in Health: A review of the medical literature*. Research Report 36. Arts Council England. London.

Key to the benefits of the arts is that art presents new opportunities to develop skills and to interact with others. The true power of the arts lies in the continued pursuit and development of these skills and interactions.

More recently, art has been viewed as a key driver in the development of local communities due to the role it can play in supporting community networks and offering opportunities and activities for local residents. Brightmet Arts provides a good example of arts and development, as it is one of the first British studies to chart the social impact of arts upon local communities³. The study revealed that by using arts, the project was able to bridge social barriers and unite the community with a common focus. The arts company provided different arts based activities that people could join in with offering people an additional sense of purpose. As local residents joined in the activities they developed new skills which in turn gave them fresh confidence to address other aspects of their lives. The children and young people reported that their sense of self-image was greatly increased and that they had secured a sense of achievement. Many residents reported that feelings of stress had greatly reduced and that they had developed a sense of pride in their local community. In addition, this study demonstrates that partnership working is particularly effective within arts and culture as the project brought together the experience, skills, and resources of local people, arts workers, arts bodies, the council and other community based agencies.

Given the success of projects such as Brightmet, it is easy to understand why arts are becoming a key medium for supporting the regeneration of local communities. A recent report by Evans and Shaw⁴ studies both the economic and social impact of the arts in regeneration; the social impacts being summarised as:

- A change in the perception that residents have of the place where they live

³ Morriarty, G. (2002) *Brightmet Arts Social Impact Study 1999-2002*, North West Arts Board and Bolton Metropolitan Borough Council.

⁴ Evans, G. and Shaw, P. (2004) *The contribution of culture to Regeneration in the UK: A Report to the DCMS*. London Metropolitan University, London.

- An increase in individual confidence and aspirations
- Clearer identification of what people want locally
- An increase in volunteering
- Increased organisational capacity at a local level
- A change of image or reputation in place or group of people
- Stronger public, private and voluntary sector partnership
- Reduced school truancy and offending behaviour as energies are channelled more positively
- Higher educational attainment
- New approaches to consultation, evaluation and representation

From the literature it is clearly identifiable that arts can present both individual and collective benefits that can impact as far as the regeneration of local communities. The arts can unify people, give them a sense of community, help them to address and express social and personal needs and provide a platform from which to direct their futures. As Sure Start is concerned with providing a good future for young children and families it would seem logical that art is an integral part of the way in which services are delivered to local Sure Start communities.

3. Methodology

A variety of research methods have been employed for this evaluation study. To guide the process, a general community based framework for evaluation⁵, was used, which considers:

INPUTS – What resources have been made available?

PROCESS – What has been done to achieve outputs?

OUTPUTS – Who accessed the service?

OUTCOMES – What happened as a result?

This framework was applied by:

- **Addressing Monitoring Data**

Monitoring data was used to identify both the inputs and outputs of the provision. Additional monitoring information needed to be collected by the Sure Start programme to evidence processes used, such as cross team working or working with outside organisations and agencies.

- **Direct Observation**

Evaluators attended sessions developed and facilitated by the Arts Development Worker in order to better understand some more of the processes involved with the provision.

- **Face to Face interviews**

The evaluators endeavoured to speak to all stakeholders of the provision by conducting face-to-face interviews, with the aim of identifying the following:

- **Overall perceptions of the provision**

⁵ Barr, A. and Hashagen, S. (2000) *ABCD Handbook, A Framework for Evaluating Community Development*. Community Development Foundation Publications, London.

- What impact the provision has had on users coupled with a satisfaction rating from users
- What impact the provision has had on Sure Start targets and objectives
- What improvements can be made

This has been achieved by attending the sessions developed and facilitated by the Arts Development Worker, where the evaluator spoke to parents individually. Evaluators also held face-to-face interviews with the Arts Development Worker, the Sure Start Community Development Co-ordinator and the responsible manager from Art Link Exchange.

4. Relevant Sure Start Objectives

It is important to investigate how the sessions and activities facilitated and developed by the Arts Development Worker relate to Sure Start targets and objectives. The following chapter clearly outlines several Sure Start objectives and describes how arts development is responding.

Objective 1- Improving Social and Emotional Development

Target PSA 1- Increase the proportion of babies and children aged 0-5 years with normal levels of personal, social and emotional development.

Response

The Arts Development Worker develops and facilitates a wide range of stimulating arts projects and activities allowing parents, carers and their 0-4 year old children to come together and engage. Children have the opportunity to interact with their parents and carers as well as interacting with one another, building and strengthening their relationships.

For example, the Arts Development Worker assisted *Parents.com* (the parents group supported by Sure Start Noddle Hill) to secure funding through the Lifelong Learning Unit. This enabled parents to undertake training and then deliver a range of craft session throughout the 6-week holidays for children aged 0-16 and their parents. In addition to this, by providing a crèche for children while their parents participate in workshops or sessions, children can socialise with other children of a similar age and participate in a range of activities geared towards meeting Early Learning Goals.

Objective 2 – Improving Health

Target PSA 2

6% reduction in proportion of mothers who smoke during pregnancy

Response

In the quarterly milestones set for the Arts Development Worker there are plans to establish a Health Education based project which will work towards achieving this objective.

In June 2004 the Arts Development Worker, assisted by local parents, designed a stop smoking poster to support the Sure Start Health Team with the stop smoking campaign.

Objective 3 – Improving Learning

Target PSA 3a

Increase the proportion of children having normal levels of communication language and literacy at the end of foundation stage.

Target PSA 3b

An increase in the proportion of young children with satisfactory speech and language development at the age of two.

Response

Children are able to participate a range of arts and crafts activities that provide a stimulating use of varying materials. Children have the opportunity to develop their skills as activities are structured and help children progress towards Early Learning Goals. In addition children whose parents participate in art training such as the Cartwheel course or attend the parent Art Start session are able to attend a crèche. The crèche encourages children to develop their skills and provide an opportunity for children to interact together.

The Arts Development Worker has worked across the Play and Learn team injecting fresh arts and crafts ideas into individual sessions and activities that contribute to the objective of improving learning.

Objective 4- Strengthening families and Communities

Target PSA 4

12% reduction in the proportion of young children living in households where no-one is working.

Response

The Arts Development Worker organises and delivers a wide range of training opportunities, such as the 6-week Lords Mayors Parade workshops and the Cartwheels course. The course empowers parents by giving them the skills to establish their own art groups within their communities. The Cartwheels course has impacted on local parents enabling them to deliver their own projects such as the Fun in the Sun, which have had minimal input from the Arts Development Worker.

The Art start sessions developed by the Arts Development Worker gives parents the opportunity to interact socially with each other, whilst participating in art and crafts activities. Successful participants of the Cartwheels course also assist in the delivery of the Art Start sessions, this group of parents are endeavouring to pass on their skills gained in the course to enable parents to set up and deliver their own community art sessions, which are geared to improve social and emotional development in their community.

The Cartwheels course in particular has lead parents to gain qualifications, which can result in paid work.

Milestones set for the Arts Development Worker indicate that the Worker should explore possible future funding routes to support the session and therefore support the parents.

Local Target

Improving quality of life for 0-4s parents and carers in the Sure Start Noddle Hill area.

Response

The Arts Development Worker works with parents to support the development and completion of community art projects. The Arts Development Worker has developed partnerships and has identified funding for arts projects in liaison with parents.

The milestones established for the Worker also sets out that they should link in with festivals and events such as Humber Mouth or Young Pavement Artists between July – October 2004.

Local Target - Increased productivity of operations

Response- The Arts Development Worker aims to achieve this target by producing publicity materials outlining arts opportunities to all families in the area. By continually monitoring and evaluating all projects the Worker is able to develop a range of activities that fit the needs of parents. The Worker also aims to increase capacity by encouraging parents to take up training opportunities and contribute to the delivery of arts provision for local parents and children.

5. Staffing of the provision

The provision is currently staff by one full time Arts Development Worker, who is overseen on a daily basis by the Sure Start Community Development Co-ordinator as well as receiving professional supervision from the Responsible Manager from Art Link Exchange.

Art Link Exchange established in 1982, is a registered charity defining itself as an arts access agency. Art Link Exchange aims to create greater access to the arts for all including traditionally excluded groups within society. The main focus of their activity is centred on projects that facilitate community development, offering access to all artforms and working with all sectors of the community.

The Worker's main roles and responsibilities include:

Development and facilitation work

- Consult with local Sure Start parents to identify interests for development and promote awareness of the arts
- Liase with other Sure Start Workers in the development of arts activities/projects
- Liase with local groups and parents to develop creative activities/projects for children under four and their families
- Encourage community empowerment through the participation in arts activities/projects
- Facilitate and promote workshops
Publicity and marketing of arts project within the Sure Start Noddle Hill area.
- Work with and support volunteers

Resource management

- Manage and operate within an agreed budget
- Purchase and keep records of project materials and equipment
- Preparation of materials for projects

Office administration

- Preparation of posters and publicity information for arts activities
- Production of own text, documents and reports
- Prepare and keep written and photographic evidence for evaluation purposes
- Promotion of Art Link Exchange and community arts generally

6. Monitoring of the Provision and the Arts Development Worker role

All Sure Start programme are required by the Sure Start unit to monitor the use of activities and sessions as well as evaluate Sure Start activity at a local level. In the case of Sure Start Noddle Hill, the monitoring of children and their families is initiated during Sure Start registration, when parents of 0-4 year olds are asked to complete a form that includes personal details such as their ethnicity, details of any disabilities, numbers of children and their dates of birth, and contact details. Completing the form then means that the family is registered to Sure Start and entitles them to use Sure Start services.

Sure Start regularly monitors the parents and children who attend the arts related provision. The Arts Development Worker completes registers and attendance sheets at each session or activity. These sheets detail the names of children attending and are forwarded to the Sure Start administration team for inclusion in the database system.

6.1 Monitoring Provision Attendance

This section of the report concentrates on the attendance of the arts provision by parents and children. Whilst collecting data it became evident that the systems in place for monitoring attendance were inadequate and that some amount of data was missing. The tables below are therefore based on the registered attendance figures for the period April-04 - Sept-04 and do not include any missing registrations.

The evaluators have calculated that at leased 17 % of the activity registered for this period are either missing or have not been collected. As a result, the evaluators would recommend that the following sections be treated as a guide only.

OWLS

The Arts Development Worker worked with the Sure Start KIDS Worker to deliver art sessions specifically for parents and children with special needs. These sessions were funded through the Play and Learn budget.

Sessions or activity attended		Children	Parents/Carers
Session (02/04/04)	2	2	2
Session (23/04/04)	3	2	2
Session (30/04/04)	4	2	2
Session (07/05/04)	5	2	2

2 Children and 2 adults were supported through the above Owls sessions, however they were not registered with Sure Start.

GRAFFITI PROJECT

The Worker linked with Bransholme Buddies and the City Arts Unit to deliver this project. Young people from the local community came together to design and painted graffiti murals to decorate the out door play area. Small canvases were also produced by the young people and were exhibited at the Take 5 café in central library. The aim of the project was to help make young people in the area aware of Sure Start and as part of the project young people were taken on a tour of the building. Four young people participated in the project. This project received £2000 funding from PAYP (Pavement Arts Youth Project).

CARTWHEELS

The Arts Development Worker has worked with Art Link Exchange and the Women's Centre to deliver a 10-week course that enables local artist to deliver their own community arts projects. Each learner can apply for £75.00 to run a community arts project or session. If successful the learners also achieve ONC level 2 certification. Art Link Exchange funded the course.

Session or activity attended	Parents/Carers
19/04/04	3
26/04/04	3
10/05/04	2
17/05/04	2
24/05/04	2

3 parents participated in the course, 2 of whom attended each of the 5 sessions. 5 crèches were also provided by the Women's Centre.

ART START

The Arts Development Worker delivers an art and craft session that enables parents to experience different art forms and socialise away from the children whilst developing new skills.

Session or activity attended	Number of Parents
Session (02/04/04)	7
Session (23/04/04)	5
Session (30/04/04)	4
Session (07/05/04)	4
Session (14/05/04)	4
Session (21/05/04)	2
Session (28/05/04)	4

Session (11/06/04)	6
Session (18/06/04)	6
Session (25/06/04)	6
Session (02/07/04)	6
Session (17/09/04)	9

Frequency of attendance

Maximum No of sessions attended by a parent	Number of Parents
1 session	4
2 sessions	1
3 sessions	0
4 sessions	1
5 sessions	0
6 sessions	1
7 sessions	1
8 sessions	0
9 sessions	1
10 sessions	1
11 sessions	0
12 sessions	2

A total of 12 parents/carers were supported throughout the 12 sessions, 6 of whom attended 6 or more of the sessions available in the period of the evaluation. In addition to this, approximately 72 crèche places were made available as part of the provision, based on 6 crèche places being provided per session. All parents supported through the sessions were registered as Sure Start users.

TIPPLE TALES

The Arts Development Worker supports other Sure Start team members to deliver sessions, such as Tipple Tales. The sessions that have been included in this section relate directly to the ones that have received input from the Arts Development Worker.

Session or activity attended	No of parents	No of Children
Session (11/05/04)	8	10, 1 of which is unregistered
Session (18/05/04)	10	13, 1 of which is unregistered
Session (01/06/04)	6	7, 1 of which is unregistered
Session (08/06/04)	9	11

16 parents have attended the Tipple Tales sessions during the period of the Arts Development Workers input. 1 parent attend all of the above sessions, 4 parent's attended 3 of the above sessions, 7 parents attended 2 of the above sessions and 4 parents attended 1 of the above sessions.

18 Children have attended the Tipple Tales sessions during the period of the Arts Development Workers input. 1 child attend all of the above sessions, 4 children attended 3 of the above sessions, 1 of which is not registered as a Sure Start user, 9 children attended 2 of the above sessions and 4 children attended 1 of the above sessions.

LORDS MAYORS PARADE AND WORKSHOPS

The Arts Development Worker collaboratively delivered workshops for parents to design and create costumes and banners for the Sure Start entry to the Lords Mayors Parade with members of the Sure Start Play and Learn team.

Session or activity attended	Parents	Children
Planning Meeting	7	7
Workshop (27/05/04)	5	6
Workshop (03/06/04)	6	7
Workshop (10/06/04)	6	7
Workshop (17/06/04)	6	7
Workshop (24/06/04)	6	8
Work Shop (01/07/04)	5	7
Work Shop (08/07/04)	6	8
Lords Mayors Parade (10/07/04)	19 3 un registered	18 1 un registered

14 families participated in the parade, 8 parents from these families attended the above workshops; all of the children whom attended the workshops also participated in the parade.

1 parent attended all 7 available workshops, 4 parents attended 6 of the available workshops, 2 parents attended 4 of the 7 available workshops and 1 parent attended 1 of the available 7 workshops.

2 children attended all 7 available workshops, 3 children attended 6 out of the 7 available workshops and 1 child attended 4 out of the available 7 workshops.

FAMILY FUN

The Arts Development Worker offers additional support other members of the Sue Start team to deliver sessions such as the Family Fun sessions. The sessions that have been included in this section directly relate to the ones that have input from the Arts Development Worker.

Session or activity attended	Parents	Children
Session (11/05/04)	7	7
Session (18/05/04)	7	8
Session (20/07/04)	3	3

12 parent / carers and 13 children attended the above sessions, 1 parent and their child attended all three of the sessions, 2 parents attended 2 of the sessions with 3 children and 9 parents with 9 children attended 1 of the above sessions.

EASTER FUN DAY

This was a cross team one off event that included input from the Arts Development Worker.

Activity	Parents	Children
(14/04/04)	20	29, 4 unregistered

FAMILY BARBEQUE

This was a cross team one off event that included input from the Arts Development Worker.

Activity	Parents	Children
(26/06/04)	29 registered and 5 registered	25 registered and 7 unregistered

TEDDY BEARS PICNIC

This was a cross team one off event that included input from the Arts Development Worker.

Activity	Parents	Children
(07/07/04)	11 1 unregistered	26 1 unregistered

THE HEALTH EVENT

This event was a one off cross team event involving input from the Arts Development Worker. This event was held to promote healthy living and raise awareness within local families of possible health issues.

Activity	Parents	Children
10/06/04	16	20

MINI OLYMPICS

The Mini Olympics was a one off event delivered as part of the Out Door Play provision and received input from the Arts Development Worker.

Activity	Parents	Children`
(16/08/04)	10	16

MULTI CULTRAL DAY

This was a one off cross team event delivering a range of activities that involved planning and support from the Arts Development Worker, who, on the day engaged the participants in making and decorating windmills.

Activity	Parents	Children
(29-09-04)	29	30

STONE CARVING

A five day stone carving workshop was delivered at the Kingswood Secondary school between the 20th and the 25th September 2004. 2 Sure Start parents/carers participated in the workshops producing a stone carving of a tortoise which is to be displayed in the outdoor play area in the grounds of the Lemon Tree.

Summary of monitoring data

The available monitoring data shows that a total of 115 children and 104 parents/carers registered with Sure Start have accessed the art provision during the period of evaluation. These children, parents and carers are from 83 families.

9 parents/carers attended at least one of the regular Art Start sessions during the evaluation period.

19 Sure Start registered parents/carers and 21 Sure Start registered children attended at least one of the 11 sessions that received support or had input from the Arts Development Worker (Owls, Tipple Tales, Family Fun and Sensory) and these were from 18 Sure start registered families.

89 Sure Start registered parents/carers, 107 Sure Start registered children from 69 families, attended at least one of the one-off events involving input from the Arts Development Worker.

15 Sure Start registered parents accessed training workshops, delivered as part of the Sure Start Art provision. 12 Children attended a crèche as a result of their parents attending the training sessions, although not all of these crèches were funded by Sure Start. Unfortunately no monitoring data was available relating to the number of children who accessed any of the 72 available crèche places.

6.2 Diary Monitoring of Arts Development Worker Role

To better understand the role of the Arts Development Worker within the Sure Start art provision, the evaluators requested that the Worker keep a diary to record the demands of the role. This diary included:

- Details of daily activities for example name of session or projects delivered, meetings attended and training accessed.
- Details of the activity undertaken for example advising, delivering or assisting another team to deliver a session or project, report writing, or planning and purchasing
- Time taken on each activity

As well as gaining a better understanding of the role of the arts development Worker, the diary aimed to highlight how the provision contributes to work across the Sure Start teams and give an insight into the scale of work with partners and organisations across the Sure Start area.

Findings

The diary monitoring logs submitted to Consortium for analysing were for the period of 05th July 2004 to the 30th September 2004. It must be noted that tasks and times provided for analysis are approximates and are to be used as an indicator only.

Analysis of the diary-monitoring log shows that the Arts Development Worker spends the largest percentage, approximately 46%, of time concerned with the direct delivery of the arts provision. 25%, of the workers time is spent actually delivering the art provision in terms of their own specific arts sessions such as Art Start. As well as participating in, planning and organising cross team projects, events and activities the Worker spends 21% of their time delivering cross team projects. The Worker has had input into the following cross-team activities during the this monitoring period:

- Regular play and learn sessions such as Family fun, Tipple Tales and Sensory Play
- One-off cross-team events such as Mini Olympics, Harvest day, Health event, Anti natal clinic, Multi Cultural Day
- Assisting Parents.com in the delivery of fun in the sun session
- Purchasing of equipment
- Covering for staff absence whilst also introducing art

The data shows that the Worker spends approximately 30% of their time arranging and attending project or communication meetings. The aims of these types of meeting are as follows:

- The project meetings are set up for the art provision to have input into cross team events or activities, to liase and work with partners and stakeholders to plan new projects and to evaluate existing projects.
- Communication meetings are set up so the Art Development Worker has clear routes to communicate with members of the Sure Start management and staff as well as with their responsible manager and the staff of their employing agency.

The data shows that the Worker has liaised with various partners, stakeholders and community members through project meetings during the period of monitoring. These include meetings with:

Local primary schools

Kingswood High Community Enterprise Manager

The Local Authority

Parents.com

URBAN

Lottery Fund

WAM (Women and Media)

Findings show that future project development takes up 13% of the Worker's time allowing the Worker to undertake the following:

- Planning new projects
- Ensuring health and safety requirements are met
- Designing publicity and marketing
- Purchasing and preparing materials
- Liasing with partners and stakeholders
- Consultation

11% of the role of the Art Development Worker within the art provision is taken up with administration, report writing and training.

7. Internal Evaluation

As part of the role set out by Art Link Exchange and Sure Start, the Arts Development Worker has conducted regular evaluations of sessions, projects and activities. The results of three small in-house evaluations are included below in this report.

The Lords Mayors Parade

Parents, the Arts Development Worker, and a members of the Play and Learn Team, came together for one planning day and seven workshops to design and make costumes and decorations in preparation for the Sure Start Noddle Hill's entry into the Lords Mayor's Parade. A theme of fairytales was chosen and parents, assisted by Sure Start Workers, made costumes, banners and decorations. On the 10th July 2004 parents, their families and Sure Start Workers dressed up in their costumes and accompanied the float.

Six parents and two children participated in the workshops and 22 parents and 13 children participated in the actual parade.

The method of evaluation chosen by the Worker was a questionnaire which was distributed at a feedback session after the parade had taken place. Seven parents opted to complete the questionnaire. The questionnaire started by asking participants to explain what they thought was best about the day. All of the participants answered the question stating that the whole experience of the day was enjoyable. The following comments were cited:

- That it was nice to take part in a group activity
- It was an achievement for them, to actually walk all the way with their children and have no problems
- The best part was when everyone was walking together down to East Park and everyone was waving at them
- Seeing everyone else waving as they walked past
- Watching their children's faces

- The atmosphere whilst walking in the parade
- The children being involved, dressing up and having fun
- Being involved as a team
- Doing something they've always wanted to do

Participants were asked what they thought their family enjoyed/gained from the event. Six participants answered this question; three participants stated that their family enjoyed getting dressed up and seeing everyone else dressed up. One participant went on to say that it was lovely to see their children's reactions to everything. Two participants reported that it was a good family day and that it was good to spend time as a family. One participant stated that it was great to be involved as a team; this same respondent stated that they had fulfilled a lifetime ambition by participating in the parade.

The questionnaire asked participants if anything could be changed or added for next year. Six participants answered the question. Three stated that there was nothing that could be done to improve the day and one went on to say that the day was well organised. Two suggestions were offered for improvements for next year:

- It would have been nice to spend more time at East Park with everyone after the parade as the gazebo and refreshments were being packed away not long after they had arrived
- Planning for the parade could be started earlier in the year.

Participants also commented on the workshops they had attended in the run up to the parade. The responses included the following:

- That it was really nice to watch everyone get on with making their costumes
- The Sure Start staff were really helpful
- Found out how quick it was to make costumes

- I enjoyed being able to make my own costume. I thought I would not be able to do so, as I haven't done anything like this before.

Participants were asked to give their views about the welcome and facilities provided by Sure Start at East Park. Participants were very satisfied and gave the following comments:

"It was nice to see everyone when they walked in the park, as everyone cheered them"

"It was nice to have somewhere to sit for a drink and something to eat with everyone, although it was packed away not long after they had got there"

"That everyone was very welcoming and they had drinks which the participant felt they all needed after the walk"

"The chairs in the gazebo were a good idea so they could sit down and it was cool under the gazebo, the toys was another good idea for the children as they kept them occupied while everyone had a sit down, everyone was nice and looked after us well"

"It was nice to see the Sure Start manager at the event"

Art Start

The Arts Development Worker conducted an evaluation of Art Start art sessions in June 04. Using a reflection sheet, the Worker gained the views of four parents who regularly attend the provision. The sheet comprised of seven comment boxes and had space for the Arts Development Worker's comments.

Box one asked the participants if they had learnt a new skill during the arts and crafts sessions, Three of the Participants stated that they had learnt lots of new skills which include the following:

- Batik
- Glass painting
- Card making with a difference, such as using hand made paper

One participant explained then even though this was their first session, they had learnt something new.

The second box asked if participants had discovered a new area of arts and crafts that they enjoyed; all the participants stated that they had found new areas within art that they enjoy and examples given include:

- Making your own cards – one participant stated that they now make their own cards for family and friends
- Encaustic Art
- Drawing with wax
- Dream Catchers and Wind Chimes
- Embossing
- Using a rubber stamp
- Decoupage

Participants were asked if they had achieved something that they are proud of. All of the participants gave examples of work they were proud of, examples included:

- My Son's Dream Catcher
- Mosaic tiling – the participant went on to explain that they had gone on to Mosaic their own bathroom mirror

With regard to challenges one participant stated that working in a group is sometimes difficult however they felt that they persevered with it and actually managed to lead a group. Two other respondents explained that they found some of the activities challenging however these two also persevered with the activities and managed to produce the desired artwork.

Participants were asked if they had volunteered or organised an arts session and what this involved. Three of the participants had volunteered or organised a session and their involvement included the following:

- Organising a glass painting session, explaining how others can do this and providing examples.
- Making some cards in other groups
- Picture frame making

Participants also identified goals and aims for the future which included:

- Assisting with the Summer Fun arts sessions for children
- Continuing with making cards for my family and friends
- Making quality cards to sell in craft shops
- Learning some more arts and crafts skills

In addition:

- One participant stated that they learnt more as they enjoyed the sessions and that the Worker's input had a lot to do with this
- Another participant stated that it was really good to learn new things and the sessions were really enjoyable
- That they are really looking forward to attending future sessions

Cartwheels Course

Cartwheels is a free practical training course designed for artists of any art form who would like to use their art skills for community projects. Learners do not need experience of being an art Worker to join the course but they must have art skills in one medium (at any level) and a desire to undertake community art work.

The course was set up in September 2001 as a rolling programme by Art Link Exchange in response to demand from artists, the community and organisations. The course involves seven half-day sessions and then real experience as an art Worker on a short community project. Learners can decide to assist another art Worker on a project or run their own project that they have designed as part of the sessions. For this they will have a budget of £75 to buy materials and arrange other project costs. Cartwheels is fully accredited and participants can achieve a certificate at Open College Network (OCN) level 2 or 3.

The 3rd Cartwheels course was delivered in April 2004. Four Sure Start parents attended the course and learnt how to develop and deliver their own community art projects. The Arts Development Worker tracked the projects and progress of each of the parents and provided the following reports:

Parent 1

The first parent delivered a project which involved making cards with the group of parents who attend the coffee mornings at the Bespoke Centre. The Worker felt that this parent had effectively used the skills developed through the Cartwheels course to regularly contribute to the Art Start sessions. This parent also wished to deliver arts and crafts sessions for local children over the summer and successfully applied for a grant of £500 to facilitate this.

Parent 2

This parent delivered a project which involved them decorating picture frames with parents who attend the North Bransholme Community Centre coffee mornings. The Worker felt that this parent had used the skills developed on the cartwheels course by supporting parent 1 with the delivery of the summer activities detailed above.

Parent 3

This parent delivered a glass painting session to the Art Start group. The Worker feels that this parent has grown in confidence over the time of the course and was successful in delivering the glass painting. The parent reported a great sense of achievement.

8. Perceptions of Stakeholders

As part of the evaluation it was important to gain the views of all relevant stakeholders regarding the art provision. The stakeholders include:

- The Sure Start Community Development Co-ordinator
- The Arts Development Worker
- The responsible manager from Art Link Exchange
- The parents carers and children who use the provision

Perceptions of the Sure Start Art Development Worker

A semi structured face-to-face interview with the Arts Development Worker was used to gather perceptions of their role and the provision delivered for Sure Start Noodle Hill.

During the interview the Worker identified many achievements. Three main achievements were:

- **Involving young people in a graffiti project**

This project was aimed at enhancing relationships between Sure Start and the local community. The project generated interest in Sure Start Noodle Hill by informing the local young people about what happens at the Sure Start building and what the facility is trying to achieve. The young people involved in the project were taken on a trip around the building and the art work produced as a result of the project is now displayed inside the Lemon Tree and a collection of the art work was also displayed at the Ferens Art Gallery in the City Centre. The Worker felt that this project was a particular success as the young people's response to the project was very positive and it was assumed by the Worker that as a result of the project vandalism to the Lemon Tree building has seemingly been reduced.

- **Success of parent through the Cartwheels Course**

The Worker felt that the Cartwheels course had brought many benefits for Sure Start parents. The Worker could clearly identify that individual parents had developed from having little knowledge of running arts sessions to now delivering quality session with little input from the Worker.

- **Lords Mayor's Parade**

The Arts Development Worker has assisted in the preparations for participating in the last three annual Lords Mayor's Parades. The Worker has seen the enthusiasm of the parents build over the years. Parents assisted and supported by Sure Start staff actually made the costumes, banners, and participated in the parade.

The Arts Development Worker moved on to discuss some of the challenges they had encountered as part of their role. The Arts Development Worker explained that their main challenges were ongoing and centred around the following:

- **Building parent's confidence in their own abilities**

The Worker had often experienced parents stating that they are "not good at art", therefore the challenge has been to find creative activities that parents would like to have a go at and then support parents attending the sessions.

- **Getting parents and Sure Start staff 'hooked on Arts'**

Another ongoing challenge identified by the Arts Development Worker is to create enthusiasm for the arts. The Worker is constantly aware of working towards sustainability and as a result engages with parents and other Workers demonstrating the difference art sessions can have on a local community. The hope is that other Sure Start Workers will want to enhance their sessions using art and culture and that parents will want to deliver their own sessions or projects in the community.

- **Securing Funding**

The next challenge for the Arts Development Worker has been to find and secure funding to sustain arts and community development within Sure Start.

The Arts Development Worker explained how and by whom they are line managed. The Worker receives regular supervision every four to six weeks from the Sure Start Community Co-ordinator that covers the day to day operations within Sure Start such as, concerns with parents, communication within the community team and authorisation of leave. The Arts Development Worker also attends full Sure Start team meetings mainly for communication between all the different teams to ensure that everyone is updated on sessions, new projects and staffing issues. This has resulted in the Arts Development Worker feeling very much a part of the Sure Start team. The Arts Development Worker receives professional supervision from their line manager at Art Link Exchange. The Worker particularly values the time spent with colleagues at Art Link Exchange as this enables them to keep abreast of developments with local arts activity and also helps the Worker to gain fresh ideas and advice for future activities and projects.

The evaluator moved on to ask the Arts Development Worker about their work involving other members of the Sure Start team. The Worker detailed that they work across all of the Sure Start teams:

- **Within the Health Team**

The Worker has assisted in producing marketing and publicity material for the Health team. A good example of the Arts Development input has been with the sexual health project and the Youth Arts Council. Youngsters were given the opportunity to design a sexual health logo. The logo is now used to advertise the sexual health provision delivered by the Sure Start Health Team.

- **Within the Play and Learn Team**

The Worker has worked with the Play and Learn team injecting fresh arts and crafts ideas into individual sessions and activities as well as delivering and organising training, for example the 6-week Play Plus course, Reggio Emilia training and the Cartwheels course. The Worker has also been involved in the marketing and promotion of the Play and Learn provision, in particular the Toddler Link Workers workshops. In the workshops several groups of parents from across the area made Wig Wams over a period of a couple of weeks, then came together and displayed their Wig Wams on the Dales Fitness Centre field. The workshops and the event held on the field were aimed at promoting parent and toddler groups across the Sure Start area.

The evaluator asked the Arts Development Worker how arts fitted with local community development. The Worker responded by explaining that she felt that arts are so accessible and that anyone can do it regardless of their previous experience or levels of education. The Worker went on to say that arts can often be viewed as just drawing, but in reality art is also acting, painting, photography, music, poetry. Once people gain the confidence to explore their creative side then they can really enjoy it and take pride not only in the creative work produced but in a local area where a piece of art is displayed.

The Arts Development Worker moved on to discuss the benefits gained by parents and children who attend the provision. The Worker stated that parents gain the opportunity to socially interact when taking part in activities, as well as gaining in confidence in terms of firstly, in their own abilities and secondly in their own communities. The Worker explained that parents also gain a sense of satisfaction and pride in the results of participating in arts activities. The main benefits gained by the children are the social and emotional development opportunities presented by the accompanying crèche provision. The Worker also stated that benefits gained by children who participate in arts activities are centred on the interaction with other children as well as their

parents or carers. The Worker clarified that children particularly enjoy the sensory opportunity that arts provides.

The Arts Development Worker also spoke about encouraging families to participate in arts in the community. The Worker is particularly keen to dispel the myth that art is purely about drawing. The Worker detailed that in addition to employing the more traditional methods of disseminating information relating to arts in community development, such as flyers and leaflets, that they visit Sure Start sessions, activities and one off events encouraging parents to explore their creative sides.

With regard to developing the provision through evaluation, the Arts Development Worker discussed the many methods employed to secure feedback about individual sessions and activities. These methods include:

- **Evaluation sheets** – The Worker asks the participants to complete an evaluation form at the end of a training course or a group of sessions.
- **Observation** – The Worker observes participants whilst they are attending sessions or activities to gauge their levels of enjoyment, interest and involvement.
- **Verbal feedback** – The Worker listens to any verbal feedback of sessions and activities.
- **Reflective self-assessment tools** – The Arts Development Worker adopts a creative tact to ask the participants to assess where they were at the start of attending the training or session and how far they feel they have travelled as a result of attending the training or session.

Planning of future sessions, to redirect or change sessions and gauge the success of training and sessions where all cited by the Arts Development Worker of ways that the evaluation and feedback is used.

Perceptions of the Responsible Manager

A semi structured face-to-face interview was held with the Director of Artlink Exchange in order to determine the perceptions of the role of arts development at Sure Start Noddle Hill.

The interview commenced with the Director explaining the involvement of Art Link Exchange. Art Link Exchange became involved with Sure Start at the consultation stage in the development of the programme and regularly attended the Partnership meetings. It was decided that the Sure Start local programme would deliver arts based services under the direction of an Arts Development Worker.

The evaluator moved on to ask the responsible manager what they felt were the main aims of the provision delivered at Sure Start Noddle Hill. These were cited as:

- Engaging with the local community
- To inform families about Sure Start and what is available within the programme
- To work across the teams and have an input into other teams sessions and activities

The responsible manager explained that the Arts Development Worker has worked consistently to achieve the Sure Start Noddle Hill targets and Objectives. The Arts Development Worker also has input into the setting of milestones ensuring that goals are appropriate and achievable.

The responsible manager moved on to discuss the strengths and challenges of the provision. The manager stated that the following were strengths of the provision:

- The Arts Development Worker herself, who has worked hard to build up strong relationships with families who attend the provision as well as building effective links with organisations within the local community.
- Arts projects were well equipped to engage with communities as they are non-statutory, non-threatening and that anyone can have a go regardless of their previous experience, backgrounds or skills.
- That Arts activities/projects focus on fun and that's what brings people back time after time
- That art activities are diverse and can range from drama and music to flower arranging and mosaic art and therefore parents and children can develop a range of new skills as well as building on old ones. Potential skills include:
 - **Numeracy** – for example counting steps or keeping rhythm
 - **Literacy** – for example designing posters, cards or leaflets
 - **Creative Style** – for example some one who felt they were not creative finding something artistic they enjoy and are good at
 - **Communication** - for example to learn how to make a wig you must communicate with who is facilitating the session
 - **Social and Emotional** – for example people are given the opportunity to socialise together, building friendships and relationships

The responsible manager stated that the following were challenges for the provision:

- Being able to focus on quality arts projects as there is little money available through Sure Start to pay for materials or artists
- Communication between Art Link Exchange and Sure Start has previously broken down as Art Link Exchange were informed by the Worker rather than the local programme that budgets had been changed

- Sure Start is continuity evolving and it is sometimes a challenge to keep up
- The need to continually attract funding for projects

The evaluator asked if the responsible manager was aware of any alternative provision in the area. The manager explained that there was the Bransholme Community Arts Enterprise, which is a space for sports and arts developing community arts projects within the whole area of Bransholme. The Arts Development Worker has worked jointly with them on several projects.

The manager discussed issues of supporting and supervising the Arts Development Worker and explained that arrangements were working well. The evaluator asked the manager what was included in the management fee, the manager explained that a management fee was charged at 20% of total project costs and this covered the costs of the following:

- Administration
- Payroll
- Professional Supervision

The evaluator asked if Art Link Exchange received and recorded feedback about the provision and how this information is used. The manager stated that each Arts Development Worker evaluated their own projects using the information to inform future projects and that this information was kept by the Workers. The manager went on to say that they also had a complaints procedure in place to effectively deal with any complaints made against the organisation or individuals. No complaints have been received to date.

The evaluator concluded the interview by asking the responsible manager about the main issues regarding the running of the provision. Having previously mentioned the successes of the service, the manager also mentioned the following:

- The manager had recommended that the Worker attend a short training course on Participatory Appraisal, the Sure Start programme had not permitted this to happen as it would leave them short staffed for a full week. The manager felt that the Worker would have benefited from the course and could have added that little bit extra to their work.
- Loss of a material budget needed to purchase a range of materials for quality arts provision. The Worker is currently using materials left over from last year and the manager is worried that the quality of sessions may be affected.

The evaluator asked how these could be addressed, the manager stated that they would continue to attend partnership meetings and that alternative funding could be sought for materials.

Perceptions of Sure Start Community Co-ordinator

A face-to-face semi-structured interview was conducted with the Sure Start Community Co-ordinator to gather their views regarding the provision.

The interview commenced by exploring how the Community Co-ordinator role linked with the arts provision. The Co-ordinator explained that their role was predominantly a supporting one, which includes the following:

- Flexible day to day line management and supervision of the Arts Development Worker
- Being approachable and ready to listen
- The personal development of the Arts Development Worker
- Developing strong routes of communication
- Development of a good working relationship
- Supporting the Arts Development Worker to access families

The Co-ordinator explained that the open plan of the office assisted them in supporting the Arts Development Worker as they can see instantly if the

Worker is in or not and if they are in need of support or assistance. The Co-ordinator additionally felt that the open plan office also encourages more cross team working and support as all the teams are situated together and can easily feed into each other's work as well as offer support.

The Co-ordinator described the following as aims of the provision:

- Giving people the opportunity to experience art
- Educating people and Sure Start, providing explanations that art isn't just about drawing and painting and that art and culture can come in very different forms and that everyone can take part
- Empowering people, providing families with an opportunity to come together and participate in something that they can be proud of, within their local communities.

The Community Co-ordinator feels that these aims have certainly been achieved. The Co-ordinator commented that the Arts Development Worker had really broken barriers and went on to say that the worker has the potential to secure a fruitful career within the field of community development. The Co-ordinator explained that the main strengths of the provision are:

- Continuity, consistency and determination of the Arts Development Worker
- The Workers ability to encourage parents to focus on sessions
- The collaborative Sure Start approach to delivering community services

The Co-ordinator cited the following as challenges for the provision:

- Engaging parents, motivating them to access the provision
- To retain the Sure Start funding of the provision
- Networking and advertising community projects

The Co-ordinator explained that families in the area are starting to embark on a learning curve, as their skills develop and their confidence is increased then they will participate more in their local communities. The Co-ordinator stated that arts projects bring people together, build confidence, whilst introducing new skills and in particular the Sure Start art provision empowers people and gives them choices that they have never experienced before. The Sure Start provision builds bridges across communities and allows parents to take ownership of the groups that they attend.

The evaluator enquired about how the provision works with outside organisations. The Co-ordinator explained that the Worker has worked hard to network with outside organisations, although so far only a minority have embraced the provision. It has been a challenge for the Worker to win organisations over, trying to educate them on the relevance of art in community development and getting the message out that art is not just about drawing and painting. However in the Co-ordinator's experience organisations are happy to sit back and allow others to carry out the work in the community and do not demonstrate understanding that joint working is a two way process. The Co-ordinator expanded on this by stating that the Worker continues to network and educates organisations about the benefits of involvement with art and community development. Within Sure Start the Worker has input into the other teams and the Co-ordinator feels that this is both positive and effective. However, the Worker is sometimes pigeon holed as the 'arty one' and this can cause some frustration and comes down once again to the lack of understanding of the role of art in community development.

The Community Co-ordinator discussed how the quality of the provision is monitored and how users are able to feedback on the quality of the provision. The co-ordinator stated that users are encouraged to feedback verbally and are requested to participate in evaluations; findings are used to change or improve the provision.

The Co-ordinator feels there are many benefits gained by the families who attend the provision. For example:

- Social interaction
- Opportunity to take ownership of groups
- Emotional support
- Sense of purpose
- Satisfaction and achievement

The Co-ordinator cited the following as benefits for children:

- Opportunity to participate in an art and craft activity
- Learning through interaction with others
- Social stimulation
- Family interaction
- One-one interaction with parents (quality time)

The Community Co-ordinator also commented about how parents are encouraged to participate in the provision, stating that parents can be supported and trained to become involved with the planning or running of a session. As such, the Co-ordinator feels that it is important that Sure Start Noddle Hill continue to fund arts provision.

Perceptions of Parents

A semi structured interview was conducted with 10 parents who attended the provision during the period of the evaluation. One parent also volunteered to describe her experiences to be used as a case study to actively illustrate the difference that involvement with arts has made for a Sure Start parent.

Case Study

Paula has had some previous experience of being involved in her local community and before her youngest son was born helped to run a community group called 'Pulse'. Paula planned to leave the local area and as such the group came to an end. However plans did not work out and Paula remained in the local area. She then tried to revive the group but found it very difficult particularly because at the time she had three children, 1 of whom was under the age of four. Without the group, Paula found herself tied to a routine and 'in a bit of a rut'.

When Paula became pregnant with her youngest child, her plans for the future were to have her baby and then just carry on life as before, which then focused on T.V., the other children and her husband. Paula decided, as she had done with her other children, to breast-feed. When her son was 2 weeks old Paula took him out on a shopping trip to show him off. However this trip out quickly became a nightmare, because when the time came for Paula to feed her him no appropriate place could be found to feed him. As her new born baby cried, Paula frantically asked shop keepers within Bransholme Centre if they could provide a space for her to feed her baby. Unfortunately shop keepers were unable to oblige and this, coupled with her crying baby, resulted in Paula experiencing a panic attack; something that she had never experienced before. Paula had to call her eldest daughter, who was then 14 years old, to come and collect her from the shopping area.

The panic attack affected Paula profoundly and she found that she was unhappy to leave her home. At home Paula felt safe, in control and secure and was unwilling to leave. This carried on for a period of approximately 2

months, then one of her friends suggested that Paula come out and attend a Sure Start Fun Day which was going to be held at the local Primary School only 2 minutes walk from her house. With support from her friend and encouragement from her older children, Paula attended her first Sure Start event.

Paula was very wary at first as there were lots of families at the event. Paula felt very self-conscious as she looked for somewhere to feed her son and once again began to panic. Paula's friend introduced her to two of the Sure Start Workers. One took control and engaged Paula's 4 year old daughter, taking her to some of the activities that were going on at the event, whilst the other Sure Start Worker sat with Paula and talked to her whilst she fed her son. Paula remembers one of the Workers saying to her "We like parents who breast feed, sit down, you're ok here".

As a result of that day, Paula registered with Sure Start and began to attend the Coffee Mornings. She met lots of women who had young children and found that they all often shared similar experiences and emotionally supported each other, as well as having 'a bit of a laugh'. Paula made lots of new friends and began to realise that there was a lot available out there for her to become involved with.

Paula started to attend the Art Start session delivered at Sure Start just over 12 months ago; as she had always been interested in the arts. She found art activities to be relaxing, flexible, free, if you make a mistake it doesn't matter and all the family can have a go.

In the Art Start sessions she gained the opportunity to try many different art forms, some that she had never heard of before. She soon became hooked, attending almost all of the available sessions. One of the sessions resulted in Paula making a permanent sculpture, which is actually displayed at Little Swiss making Paula, her family and friends feeling really proud.

Paula moved on to attend a 10-week Cartwheels course, which was delivered through Art Link Exchange. This provided Paula with the skills to plan, deliver and manage her own arts projects in the community. Since accessing the course Paula has assisted the Sure Start Art Development Worker in delivering Art Start sessions and has delivered, with other parents, a 7-week programme of arts and craft sessions for 0-16 year olds as part of her role in the parent's group supported by Sure Start Noddle Hill called Parents.com

Paula's plans for the future now include, continuing to assist and deliver Sure Start Art Start sessions, to attract future funding for community arts projects, expanding her knowledge and continuing to impact on the community through Parents.com.

Paula feels as though she has gained a life, friends, new skills, positive thoughts for the future and something to talk about. She feels as though she now has her own time and is able to support other parents by signposting relevant services and that all of this has impacted on her children. Her children have made many new friends through attending Sure Start sessions and they have had the opportunity to visit places that without Sure Start they would not be able to afford to go. Paula feels that they now have "*a happy mum, not one who just wants to stay in*".

Paula also stated that "*Sure Start Noddle Hill is a friendly hand to help you*"

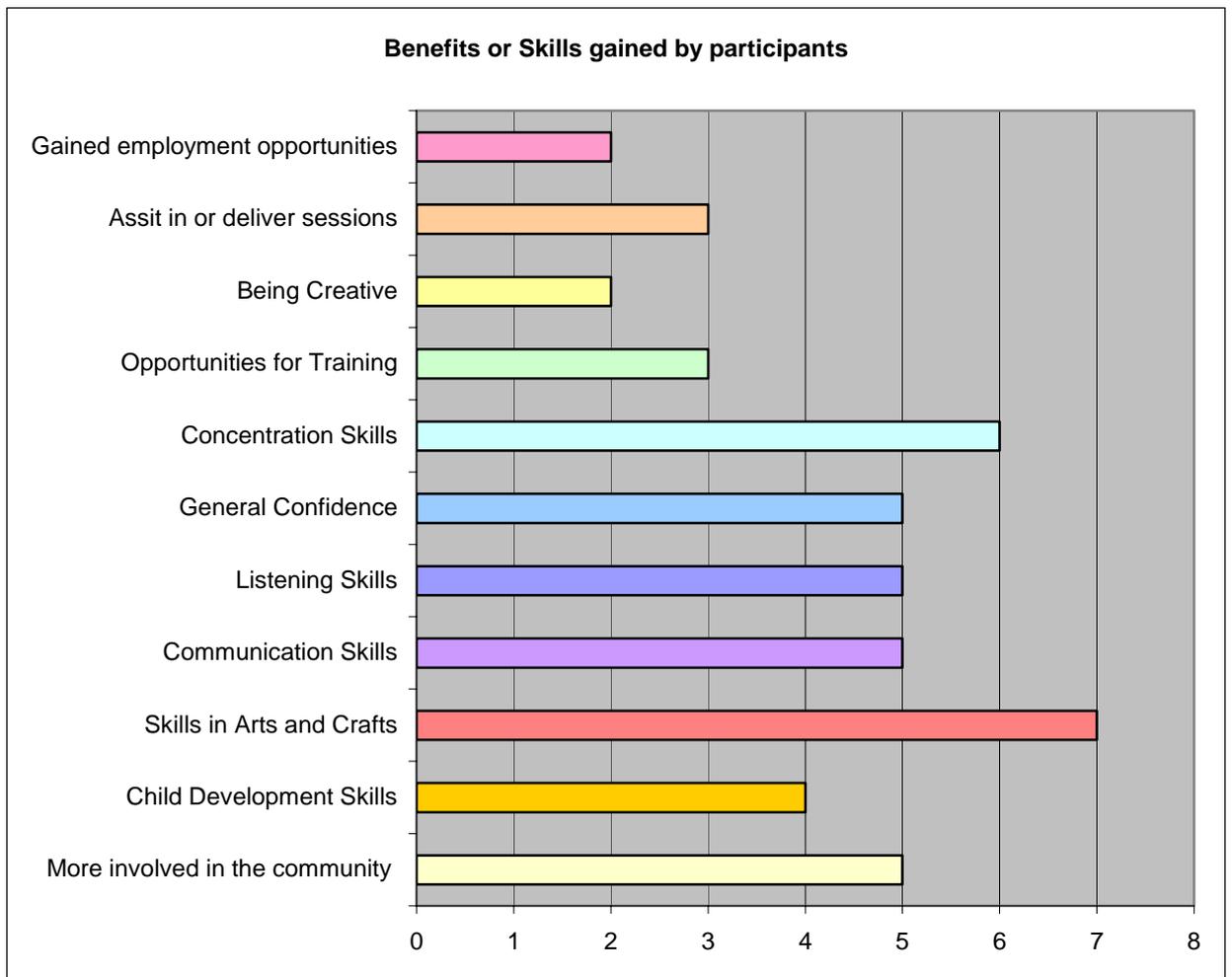
Parent's perspectives of the provision

To gauge the views of parents who have accessed the provision, the evaluator visited several of the Summer Fun sessions provided for local parents of children aged between 0 -16 years. These sessions were delivered over the 6 weeks summer school holidays and were facilitated by local Sure Start parents who have successfully completed the Cartwheels course. 10 parents were interviewed during the sessions, 8 of whom are registered as Sure Start users.

The interviews revealed that the majority of parents had been involved with the Sure Start arts provision for several years but that four of the parents were new, this being their first or second time of attending the provision. Four participants stated that they heard about the provision from Sure Start Staff. Four participants stated that they heard about the provision from family and friends and two stated that they had read about it on posters and leaflets.

The evaluator then asked the participants what benefits or skills the provision is helping them to gain. A list of possible opinions as benefits and skills was given to participants to assist them in answering. The table below details the participant's responses and these are also illustrated in the graph overleaf.

Option	Frequency
Being more involved in the local community	5
Developed skills in Child development	4
Gained skills in Arts and Crafts	7
Developed their skills in Communication	5
Developed their listening skills	5
Developed their concentration skills	6
Gained training opportunities	3
Being Creative	2
Opportunities to deliver or assist within sessions	3
Gaining employment opportunities	2



Several participants explained that they felt the provision had provided them with an opportunity to socialise with other parents, enabling them to share thoughts and opinions about their everyday lives. One participant stated that before they had been involved with Sure Start arts provision that they had been shy and not been able to easily mix with others, now they were accessing lots of Sure Start activities and sessions and had made many friends. Another participant stated that their child really enjoyed the interaction with other children that only art can enable them to do.

The Participants where asked to give examples of activities undertaken as part of the session; the following provides a list of the participant's responses:

- Glass painting
- Decoupage (3D Art)
- Encaustic art (Wax art)
- Pin Flair
- Making wind charms
- Making dream catchers
- Messy play
- Henna bead work
- Face painting

The participants also talked about the level of one-to-one support they had received. Five participants stated that they had received some one-to-one support, three stated that they had received lots and two stated that they had received none as it was not required. One participant explained that they didn't need one to one support and that they knew it was there if needed. Another participant detailed that they had received a lot of encouragement from the facilitator, rather than one to one support, and that this suited them better. The following provides a list of ways participants have been supported by the Arts development Worker or other parents running the sessions:

- Meeting and greeting and ensuring that everyone knows what they are doing
- Ensuring everyone feels comfortable
- Being approachable and available to answer questions
- Giving examples and demonstrations
- Supporting parents to manage children's behaviour,
- Offering good advice

The majority of participants felt that the support they had received was effective, giving the following as reasons why:

"I would not have been able to successfully complete the art work without it"

“The Sure Start Arts Worker always bends over backwards to support and advise you and not only just within the activity”

“We have built up a relationship and the Worker understands what I need”

“The support has enabled me to get a result”

The participants also discussed the difference that attending the art provision had made a difference to their lives. Six of the participants stated that they did feel that attending the arts provision had made a difference to their lives; two participants stated that they were unsure and 2 participants indicated that attending the arts provision had not made a difference to their lives. All of the participants who felt they had experienced a difference to their lives had all been accessing the Sure Start arts provision for over 2 years, while the participants who were unsure or who had not noticed a difference had only attended the provision one or two times.

The ways in which participants feel that attending the arts provision has made a difference to their lives are listed below:

- The arts sessions are something to look forward to
- the activities are very therapeutic
- Learning about creativity which can be replicated at home
- Engaging with children
- Learning about gift ideas and making items for home
- Running the sessions not just sat at home with the kids
- Parents getting together and sharing experiences
- Helping people to relax and feel calm

Parents also felt that their children had benefited from:

- Learning to be patient and share

- Developing social skills
- Taking part in activities they wouldn't normally get the opportunity to
- Becoming more outgoing
- Not needing to be so attached to their parents at all times

Parents discussed the value of future arts sessions. They envisaged that future sessions will give them new ways to entertain their children, a new hobby and interest and also possibly a career path. Some parents felt that future sessions may need more funding and as sessions can sometimes be cramped, more space would be appreciated.

Participants were asked, if they are involved with the planning or running of sessions within the Sure Start art provision. Half of participants stated that yes they were quite involved in the planning or running of a session giving the following examples:

- Suggesting new activities to do
- Suggesting possible new materials to use or equipment
- Generating ideas of possible activities
- Running the summer activities alongside the Sure Start Arts Development Worker and members of parents.com.
- Discussing new ideas

Half of the participants were not currently involved with planning and running sessions due to this being their first or second visit to a session or having other commitments.

Then evaluator asked participants if they had any additional comments they would like to make regarding the Sure Start art provision. The following provides a list of their comments:

“The art sessions are really good, the Sure Start Worker’s personality really shines through”

“The Sure Start Worker makes the sessions so enjoyable”

The interview concluded with the participants gauging their levels of satisfaction of the art provision. The results are:

<u>Rating</u>	<u>Frequency</u>
Very Satisfied	2
Satisfied	7
Neither	1
Unsatisfied	0
Very Unsatisfied	0

This shows that 90% of participants are either satisfied or very satisfied with the arts provision and that actually no real dissatisfaction has been reported.

9. Cost of Provision

Some analysis of the cost relating to the provision was undertaken with the aim of determining how much the provision costs the programme per individual parent and child and also in terms of number of contacts. All financial data relating to the provision was provided by the Sure Start Noddle Hill local programme and relates to the same period of analysed monitoring data, April 04 – Sep 04. These costs are as outlined below:

	Cost
Crèche provide for provision @ £40.45 per 1 hour	£970.80
Materials - Art materials for delivering art provision	£156.97
Room Hire – based on rooms in which the art provision has been delivered, such as Art Start, Cartwheels, Lords Majors Parade and Stone Carving sessions.	£244.00
Hospitality – based on the refreshments given to parents and children whom have attended specific sessions directly relating to the provision.	£22.75
Salary – Based on Worker working 35 hours per week for 6 months.	£3272.50
Travel – Based on a 6 month period	£150.00
Management Fee – based on a 6 month period	£1495.00
TOTAL	£6312.02

The total number of individual Sure Start registered parents benefiting from the provision is 104. The total number of individual Sure Start registered children benefiting is 115. The total number of individual parents and children is therefore 219. This equate to a cost of **£28.82 per individual**, including the crèche provision, although a separate cost of £13.48 can be attributed to the 72 available crèche places during the period of the evaluation and in this case removing the crèche cost element reduces the cost of arts provision to individuals to £24.39.

The total number of contacts made through arts provision during the period of the evaluation was 377. This means that the cost attributed to each arts provision contact, including the associated crèche costs, is **£16.74 per contact for registered Sure Start Users.**

It is important to consider a number of other factors that may have a bearing on cost related decisions. These include:

- Other people can be classed as beneficiaries of the Sure Start arts provision although they are not included in the calculations above, such as non-Sure Start users attending the one-off art events
- Any cost based decision must attach a value to the benefits that parents and children have gained. Many of these benefits may not become apparent for quite some time yet. For example a parent who has trained with Cartwheels may secure paid employment
- There are no similar schemes available against which to make a cost comparison
- Value must be attributed to the cost savings generated by the voluntary contributions of parents. For example parents run sessions thus freeing up the time of the Arts Development Worker. Parents also planned, facilitated and secured funding for a summer play scheme that would have afforded the local programme some cost and resource savings.

10. Summary of the Strengths of the Arts Provision

The strengths of the Art provision at Start Noddle Hill include:

- Local inclusive community based provision
- Provision that works towards achieving Sure Start objectives
- Creative and imaginative sessions, which are flexible enough to enable anyone to have a go
- Projects that are well equipped to engage the local community
- Provision maintains a regular level of attendance
- Provision has clear direction in terms of outcomes for users
- High levels of user involvement within the provision
- The flexibility and creativity of the provision incorporates a needs led approach
- Provision has made a positive impact on users lives
- A worthwhile social activity for parents and children
- Opportunities for parents to gain knowledge, personal skills and explore their creativity
- A varied range of evaluation methods used for evaluating the provisions sessions and projects, informing future sessions and projects
- A free crèche provision giving additional benefits to parents and children
- The provision has regular input across the whole Sure Start Noddle Hill staff team's sessions, activities and events.
- The provision links and works in partnership with 3rd sector organisations across the Sure start area as well as statutory services.
- Provision attracts funding into the Sure start area
- Provision makes art accessible instilling confidence and pride in users
- Provision encourages a collaborative approach to delivering services for young children
- Provision activities are therapeutic

11. Conclusion and Recommendations

Arts in the wider sense provide numerous opportunities and benefits for individuals and communities. Apart from the social and emotional gains associated with art, art is now viewed as a key medium for uniting people and facilitating economic growth. It is therefore not surprising that Sure Start Noddle Hill has embraced art as an integral part of their plans for services that develop the community. The arts provision at Sure Start Noddle Hill has a role to play in delivering targets and objectives including social targets, health related targets, targets concerned with child development, targets relating to improving quality of life, and targets promoting an increase in productivity of operations.

The role of the Arts Development Worker has unfolded steadily since the start of the arts provision at Noddle Hill. The majority of the role is spent in contact time actually delivering the service. The remainder of the staffing time is invested in developing the contribution of arts in the community and supporting the sustainability of the contribution. During the period of the evaluation 219 registered Sure Start parents and children accessed the arts provision. Internal evaluation has shown that the arts related activities have been well received and appreciated by Sure Start users and the local community. In particular, internal evaluation has demonstrated a strong sense of achievement amongst parents who have completed the Cartwheels training and participated in the Lord Mayor's Parade.

All stakeholders hold a positive view of the arts provision at Sure Start Noddle Hill. The Arts Development Worker clearly identified successful projects such as the Graffiti project that linked Sure Start with local young people. Other Sure Start staff stated they value the contribution made by Arts Development Worker and the assistance given to creatively enrich other aspects of the local Sure Programme. The Arts Development Worker was highly praised by line management for the way in which she has embraced the role, in particular for engaging parents and linking with the community. The evaluation study has

corroborated internal evaluation by identifying high levels of satisfaction amongst parents. The parent case study clearly illustrates the extent of the positive impact of the arts provision on an individual parent. The main benefits cited by parents were gaining new skills, becoming involved with the community, developing confidence, learning to concentrate and improving communication skills.

With regard to determining whether the arts provision provides value for money, it is clear that there are cost implications that need to be balanced against the potential benefits. There are a number of limitations outlined in the cost section of this report, however basic calculations show that a cost of less than £17 can be attributed to each unit of arts provision contact time. For this amount, both parents and children gain a wide range of benefits. As parents begin to take on more of the planning and delivery side of the arts provision some of the costs will be reduced whilst the sustainability of the service is increased. Given that the benefits of arts development are far reaching, it would be acceptable to conclude that the provision at Sure Start Noddle Hill constitutes a cost-effective provision. The local programme may also wish to consider a charging policy that introduces a voluntary contribution to cover some of the associated costs such as the cost of materials and refreshments for sessions. This would enable costs to be reduced without placing an unnecessary burden on parents who are unable to make a regular financial contribution.

Although the arts provision is effective, its future within the programme is not without challenge. Efforts must remain high in order to maintain enthusiasm for the arts and to continue to support high levels of participation. Parents who are now taking over the planning and delivery of sessions will need continued support and direction to help facilitate the continued sustainability of the arts provision. New parents will also require support to participate in this process. A major challenge identified by all stakeholders is the securing of funding to maintain the provision and therefore a major recommendation of this study is that the Sure Start Noddle Hill programme actively continues to support parents to secure funding for the arts provision. Continued evaluation will be

required in order ensure that the provision continues to meet set targets and remains a quality provision. In order to effectively do this, it is a recommendation of the study that more rigorous monitoring systems are set in place. Such systems will identify things like usage of the crèche by parents engaging in art based activity.

Overall, the evaluators would recommend that the local programme continue to support the arts provision, particularly by investing in quality materials and by publicising the provision. The provision should continue to maintain and develop further links with outside organisations particularly in terms of jointly delivering community projects. Effective support for the arts provision will ensure that the Sure Start local programme continues to secure the maximum possible benefits for children, their parents and the wider community using a medium that is both cost effective and accessible to all.

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