

**Parent to Parent
User Satisfaction Survey
2003
Corby Sure Start**



Report

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EXECUTIVE SUMMARY

The evaluation of Corby Sure Start in 2003 encompassed three strands; a Parent to Parent User Satisfaction Survey, focus group work with the staff of Corby Sure Start and a survey of members of the Management Board.

Parent To Parent User Satisfaction Survey

- ❖ A satisfaction survey of parents who use Sure Start services was conducted in February and March of 2003.
- ❖ Interviews were conducted by 13 locally recruited and trained parent-interviewers.
- ❖ A total of 73 interviews were completed. The target was 20% of 375 and 19.5% was achieved.
- ❖ Ratings and comments for the overwhelming majority of services provided by Corby Sure Start were high and positive.
- ❖ Comments reflected the very high value parents placed on the standard of service in terms of the personal qualities of those providing it.
- ❖ A small number of services were not so favourably rated with *Housing* being the only service with an average rating of below 5 out of a possible 10, a lower rating than in the survey conducted in 1999 when the average was 6.
- ❖ The report includes discussions of the dynamics involved in achieving highly rated services. Two services have been chosen for this more in-depth analysis; Family Visiting and Transport.
- ❖ Corby Sure Start has a set of core services and then a galaxy of other services with which they are connected. All the 'core services' - defined by having at least 10% of current users in contact - had high ratings.
- ❖ Considerable attention is given to qualitative comments. They contain the fine detail which is beyond this evaluation's remit. However, they and the respective scores are recommended as discussion points for Staff and Management Board.
- ❖ This is a NESS Level Four Evaluation. The evidence seems strong enough to support a Level Five Evaluation of Corby Sure Start's impact and its influence upon outcomes (see Appendix, page 92). The circumstantial evidence in the comments touches upon the full range of possibilities, from reducing the likelihood of post-natal depression to increasing the likelihood of returning to work. The report also contains comments from families who have used services provided by Corby Sure Start which are laden with implications for positive child development.

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PART ONE

INTRODUCTION

“What difference has been made?” is the question which has underpinned this evaluation. Three years into the Sure Start Project in Corby managers, workers and other interested parties need to know if what they have all been so closely involved in has made a difference for children and families in the community;

- What are the positives which can be built upon and expanded?
- What are the negatives which need to be altered, improved or eliminated altogether?

THE RESEARCH CONTEXT FOR THE SURE START EVALUATION 2003

The research for this year’s evaluation was divided into three discrete strands. These strands are intended to complement each other in terms of providing an evaluation of Corby Sure Start.

1. This Parent's Satisfaction Survey is similar to those conducted for the previous two evaluations. It provides a largely **summative** perspective. The data-gathering consisted of semi-structured interviews capturing
 - The experiences of those in the catchment area who have used services provided by Corby Sure Start
 - Their ratings of those services and any views on how they could be improved
 - Indirectly the project considers the difference which Corby Sure Start has made to parents and families in the catchment area
2. The Focus Groups with the Sure Start workers provides a largely **illuminative** perspective. This work provided important insights into the experiences of the Sure Start workers, in terms of

- How effective they feel Corby Sure Start has been
 - Their individual and collective contribution to this
 - Their personal 'learning journey'
 - Their experiences of supporting families
 - How their professional practice has changed
 - Their views on how Corby Sure Start has developed
 - How they would like to see it develop in the future
3. The survey of Sure Start Management Board members provides a largely **formative** perspective. This intended to discover how their involvement as members of the Board has
- Shaped their views on how effective they feel it has been
 - Impacted on the work of their own agency or organisation and its practices
- The questionnaire/interview schedule used asked,
- How they see Corby Sure Start in terms of a strategic overview of its achievements so far
 - How the Management Board needs to develop in order to meet the changing needs of families in Corby

THE BACKGROUND OF THE 2003 NEEDS ASSESSMENT

In anticipation of the setting up of Corby Sure Start in 1999, a series of meetings were held so that the development group for the project could discuss their plan, local targets and proposed interventions with parents in the community. The planning group was made up of both parents and professionals. To ensure that the needs and wants of the local community received close attention during this initial phase the planning group decided that

- the development group would always be chaired by a parent
- at least one third of the group would comprise parents from the Sure Start catchment area

It was clear that parent representatives and parents who attended the meetings to develop the plan wanted their voices to be heard. In the words of the report,

“..parents were very vocal in expressing their views and concerns.” (Tait et al; 1999; p 1)

As a result of these discussions the development group felt that a key use of the funds provided by the starter grant for the project was to conduct a Parent Led Needs Assessment (PLNA). A survey of the needs of families conducted by other parents would ensure that there was a congruence between the priorities identified by the development group and those of people in the local community. Consequently, a team of 13 ‘parent interviewers’ was recruited and trained as,

“It was felt that parents as interviewers would be more likely to engage in an honest, open and critical dialogue with other parents.” (Tait et al; 1999; p 1)

It was decided that families with children under the age of one would be the ‘target group’ for interviewing as their experiences would have been the most recent and most relevant to the aims and objectives of the Sure Start Project in Corby. Thus, the 1999 PLNA had four key aims in line with local and national objectives;

1. To produce evidence as to how effective ante- and post-natal services had been.
2. To identify those needs of families which had not been met.
3. To develop insights into the contributions made by Health, Social Services, Education and the voluntary sector to the reduction of stress and vulnerability of families with infants.
4. To ensure that the interventions planned by Corby Sure Start, as developed by parents and professionals, were appropriate and matched local needs.

Some of the key needs identified for expectant mothers and new mothers and their families, were a mixture of forms of personal support and those of a practical nature. Parents identified emotional support as a key factor, access to transport and health services along with information on child development, and the provision of childcare facilities such as crèches. Crucially, these

would allow parents some 'free time' from their children – time when they could do something for themselves, or 'just have a break' (Tait et al; 1999; p 21).

The second survey, conducted in 2001, focussed on how parents evaluated services in the light of patterns of parental employment and the accessibility of early years childcare (Tait et al; 2001) This study followed the established model in 1999 and 'parent interviewers' were once again recruited, including several parents who had carried out interviewing in the initial study. It was decided to contact as many of the original cohort of interviewees as possible as their children would by then have been about two years of age. The reasons for this decision were,

- The second survey would allow comparisons to be made
- The levels of support from local services experienced by these families could be ascertained
- An accurate assessment of how many had come into contact with the Sure Start programme could be made
- Focussing on parents with children aged 18 months to 2 years would allow some assessment of the needs of parents who were trying to return to work, and whether specific new initiatives set up by Sure Start to support this were being successful or not
- The success of specific government policies intended to encourage mothers back into the workplace, such as family credit and working parents tax credit, could be examined
- The amount of support and childcare provided by the parents' extended family could be investigated and assessed in terms of parents making a return to the workforce.

It was not possible to fulfil the original intention and replicate the 1999 study and so re-interview all the participants. This was due to reasons such as,

- People no longer at the same address
- People who could not be contacted
- Those who declined to take part in the second survey

However, 31 of the original 57 families who took part in the first evaluation were successfully re-interviewed. This allowed analysis of how things had developed for them now that their

children were 2 to 3 years of age. This group were seen to be a distinctive sub-set of the original participants in terms of stability and consistency of residence, relationships and employment (Research, Development and Training Base 2001; p5). This group was designated as Cohort 1 and their data was analysed separately from that of Cohort 2, a group of parents who were being interviewed about their usage and experiences of services for the first time.

The main findings of this 2001 report were that

- There was a variety of family types evident in the survey
- Generally, family life and employment had to be carefully 'juggled'
- Family support and agency support in terms of childcare had to be carefully coordinated to enable mothers to return to work
- The mixed patterns of shiftwork in Corby helped to promote mothers returning to work as long as there was great flexibility in childcare arrangements
- There was some expressed preference for childcare to be undertaken by relatives within the home for children under 3 years of age

PART TWO

THE PARENT TO PARENT USER SATISFACTION SURVEY 2003

Introduction

This evaluation has simultaneously built upon the two previous surveys, and moved beyond those studies. There are three ways in which this study has built on the two previous studies in order to ensure some consistency across all three evaluations,

1. By allowing direct evaluations of services by service-users giving a number rating and then by explaining why that number has been given. This is a form of 'critical incident' analysis on the part of the participant. In terms of their experience of a service or activity, the parents themselves distinguished what had been significant for them. To achieve this we have used a rating scale of 1 to 10 to create the possibility of a mid-range of possible scores. The rationale for this is that a scale of, say, 1 to 5 would be too 'narrow' not allowing enough differentiation between those services seen to be 'good', 'acceptable' and 'poor'. Similarly, a scale of 1 to 20 would be too 'wide', allowing too much differentiation and a potential loss of accuracy and consistency in terms of the thresholds between 'good', 'acceptable' and 'poor' levels of service. Using a scale of 1 to 10 allowed us to analyse the ratings on the basis of three empirical groupings identifying,
 - What is associated with a high quality of service and therefore raises the question, 'How can that be maintained?'
 - What is associated with an acceptable quality of service and raises the question, 'What would be needed in order for it to be improved?'
 - What is associated with an unacceptable level quality of service and poses the question, 'How can that be reduced or eliminated?'

We were particularly interested in ensuring that services could be given a mid-range score of 5, 6 or 7 – a measure of acceptable quality – as this would allow us more depth of analysis in terms of participants' comments in the 'Room for Improvement' sections of the interview schedule (see Appendix B page 78). Through this we could identify particular services which parents felt

needed to be improved and allow Corby Sure Start to consider ways in which this could be achieved.

2. We have been able to use the database which Sure Start created and has maintained since 1999. This has allowed us to identify 'high', 'medium' and 'low' users of services from a sample of people taken from those accessing Corby Sure Start services in October 2002. This was the most recent period for which complete and reliable data was available when the evaluation began.
3. Two interviewers from the original PLNA in 1999 came and helped with the training of the interviewers for this evaluation and continued to work as interviewers.

The difference between the current evaluation and its predecessors is that, in the past we have looked at all services in and around Corby; this time it is exclusively Sure Start services that have been evaluated, i.e. services provided directly by Sure Start or commissioned and paid for by Sure Start.

Having access to the information in the Sure Start database has provided greater opportunity for in-depth analysis, in that we have been able to avoid wasting both our own, and the participants', time by asking them the same questions over and over again. Another difference is that the two previous reports cover some characteristics that this study does not encompass, characteristics that are associated with the first stage of research and evaluation. For example, questions about the nature of people's personal and family circumstances are not so important to this evaluation.

Corby Sure Start has entered what might be called its 'mature period' - it is fully staffed, it is fully functional, all those parts that it is intended to have are active; most, but not all, staff have been in post for some time, and a small number of new staff are still being recruited. Consequently, there is a relatively high stability with regard to the staff group, there is some degree of consistency developing within Corby Sure Start, as indicated by labour retention, and there is some degree of staff satisfaction.

The Sample

In this section we want to look at the complexity of the sample used in this evaluation.

Table 1 below compares the structuring of the survey for this evaluation compared to the guidance provided by the National Evaluation of Sure Start at The University of London. This guidance was written by Mog Ball and published as 'How was it for you? A brief guide to conducting user satisfaction surveys for local Sure Start programmes'. (Ball; 2002)

Table 1 shows that for this evaluation the sample identified and the response rate achieved are both at or above those levels suggested by Ball (2002).

Table 1 - The Survey Structure

	Guidance from Mog Ball	Corby Sure Start Evaluation in 2003
Sample Size	Eligible Parents in Area 15-20%	Users in Contact October 2002 19.5%
Response Rate (number who actually respond)	Over 70%	Over 90%
Rate improved by	"..several waves of follow-up"	"three strikes and out"

(Mog Ball - 2002; pages 11-14)

The total number of users of Corby Sure Start services in October 2002 was 375; 20% of 375 is 75. For this study a total of 73 completed interviews was achieved by the parent interviewers (19.5% of 375). However, we recognised that a simple random sample would probably not secure sufficient numbers for the analysis of high usage. The sample was, therefore, structured to ensure that enough 'high-frequency' users would be interviewed, and this aim was achieved. The difficulties in achieving a sample of responses is outlined in Table 2 below, and discussed in both general and specific terms afterwards.

Table 2 - The Sample Structure

Category in the Sample	No.
Total number of families in contact with Corby Sure Start in October 2002 (population)	375
20% of the population	75
Total number in structured sample taken from the population	192
Number of contacts made for interviews by letter	153
Number of contact letters returned by the Royal Mail	9
Number of people who declined to be interviewed when contacted by phone	12
Number of people not contactable after 3 attempts	59
Number of completed interviews	73

What we have to take into account is the extent to which, in every evaluation, there are very significant costs in terms of accessing and securing interviews. There are all manner of difficulties with regard to whether people;

- Have got the same phone numbers as those in the relevant database
- Are living at the same address as that in the database
- Are willing to be interviewed
- Will keep appointments if they are arranged

In order to deal with these costly difficulties we used a '3 strikes and you're out' principle. This means that for each of the names given to the parent interviewers as potential interviewees they had to make 3 attempts to contact them and arrange an interview. If an interview had not been carried out by the third attempt then they were to inform the Project Coordinator and

another name would be provided. This is still relatively expensive in terms of time and money but it allows Corby Sure Start to pursue the question as to whether or not there has been any systematic bias in terms of non-response; whether or not there is some characteristic which non-responders have in common (e.g. are they more vulnerable, more excluded, more at risk?)

In this evaluation the costs incurred manifested themselves as the amounts of time and energy expended by interviewers

- Calling the people on their lists
- Explaining what the evaluation was about
- Encouraging the people to take part
- Making and keeping appointments
- Conducting the interviews and returning the schedules to the Project Coordinator.

The Project Coordinator's role was to deal with aspects such as,

- Ensuring that potential interviewees had been notified by letter about the evaluation and to expect a call from an interviewer
- The logistical aspects of organising the fieldwork, for example
 - some interviewers had no car, or limited use of one, and wanted names and addresses close to home
 - others wanted to interview in areas away from their own home, for example to limit the chances of their list containing someone they knew – if this occurred interviewers were given the choice of returning the name to the Project Coordinator for recirculation or going ahead with it if both they and the interviewee were happy to do so (this only occurred twice and on both occasions the interviews went ahead and were very productive)
- Ensuring that interviewers were kept supplied with enough names to allow efficient use of their time, especially when contact was made difficult due to
 - phone numbers being out-of-date
 - people no longer living at the address given
 - interviewing appointments not being kept (by the potential interviewee)

- ensuring that interviewers could be supported not only by the Project Coordinator over the phone or face-to-face, but also at the 'cakes 'n' comfort' meetings where interviewers could get together and support and reassure each other

Consequently, the 73 completed interviews represent

- 19.5% of the population (at the top of the range identified by Ball)
- 38% of the structured sample (weighted to ensure representation of high frequency users of services)
- 51% of the 144 successfully contacted by letter (153 – 9 letters returned by Royal Mail)
- 55% of the 132 ostensibly willing to take part (144 – 12 who declined to be interviewed)

45% of the ostensibly willing participants were not contactable after 3 attempts (59 out of 132)

The 73 completed interviews (38% of the sample and 55% of those in the sample who were ostensibly willing to participate) are testimony to the commitment, persistence and tenacity of the interviewers. As with the previous studies the first author was engaged in the interviewing process both to gain findings and to be able to discuss them with parent researchers (but he was nowhere near as persistent and tenacious as the all-woman team of interviewers!)

The interview schedule is in Appendix B along with a technical note about the nature of the recruitment and training of the interviewers (Appendix A).

The Interviewers

What characterises the interviewers is also what characterises Corby Sure Start, which is to say,

- Local people, locally recruited
- People whose circumstances are similar, if not exactly the same, as the families who are the 'target' for the services which Sure Start provides
- They are mothers of children, they know the streets and they know the people, the town's history and its distinctive culture

It is hard to overemphasise the significance of this knowledge. The Sure Start evaluation is intended to be peer-based work. The interviewers were told that, if they spotted something that was significant or difficult (e.g. a child protection issue), they were to respond appropriately and report it back to Corby Sure Start. Similarly, they were there as interviewers not Corby Sure Start workers and to bring back to Corby Sure Start enquiries that people had about services so that staff could act upon them. They understood through the training programme that, while they took the responsibility of Corby Sure Start with them, their task was to interview not advise or counsel.

In the training it was very plain how much these women were using the learning from other points of contact with Pen Green – for example, their group work, involvement in the crèche, baby massage etc. This engendered a level of confidence and a level of commitment to the research. They were given to understand that they were not to challenge, they were not to argue, they were to write as much as they could of what the participant said, as far as possible in the participant's own words. They were to show the person what they were writing and how they were writing it. This was to ensure a 'three-fold security'

1. The security of the data.
2. The security of the interviewer.
3. The security of the participant in the sense that they could believe that they were being listened to and that their ideas and expressions in turn were being acknowledged.

During the training sessions it was clear that there was a lot of affirmation going on. The parent interviewers supported each other in acknowledging the importance their own experiences, living in Corby, knowing the town and its people. There was a determination to secure as many interviews as possible in the time period allowed for the evaluation. Having conducted three studies we know that if we start the training in January and finish the interviewing in April interviewers will do, on average, approximately two interviews a week. Some will do more, some will do less; however two a week seems to be what people can manage. We have also found that the support offered to interviewers was significant; 'cakes 'n' comfort' meetings were held at regular intervals (or 'greetin' meetin's' as they are described in Corby, employing the Scots vernacular for crying or complaining). Interviewers were able to share experiences, receive

some debriefing about interviews they had conducted, and see that there was a degree of correspondence between what was said across a range of interviews. These sessions were not just talking about interviews in the sense of merely capturing data. Discussion of their experiences and difficulties in contacting interviewees, keeping appointments, conducting the interviews and so on was important to the parent interviewers because

- It ensured that they did not feel so isolated
- The difficulties they encountered were seen to be 'par for the course' and not due to any inadequacy on their part
- It generated a team spirit and a commitment to be persistent in pursuing interviews so that as many as possible could be completed

With this work there are shocks, difficulties and a sense of involvement in the interviewing that goes far beyond that which is conducted for market research purposes in shopping centres on Saturday mornings. In this process we are learning a lot about how it is possible to make and manage parent participation. It appears to be 'cheap' because the interviewers are not paid a lot. However, in another sense, it is quite expensive in comparison with using market research-type interviewers. There is more 'infrastructure' in place to support parent interviewers some important lessons have been learned about that as part of this evaluation. There are some very distinctive financial and supervision costs in this research because we have tried to go for depth and directness.

We feel that we are working in unknown territory here - we do not think there is any guidance on this anywhere. We work on how a question can be varied; on how to prompt with regard to answers. Interviewers were trained in the themes which underpinned the research as well as the tasks they had to perform. We believe the parent to parent satisfaction surveys could have a special quality.

PART THREE

THE RESULTS OF THE PARENT TO PARENT SATISFACTION SURVEY

Figure A (on page 21) shows '**The Use of Services in October 2002; in Order of Previous Usage**'. It is arranged in descending order from left-to-right, from the most-frequent previous usage to the least-frequent previous usage allowing direct comparisons to be made with current usage. This bar-chart provides us with an indication of the **sustainability of activities** in the sense of 'Are activities that were used in the past continuing into the present?' The figures can not be analysed as two comparable trends because 'previous' refers to usage during all the months from 1999 to September 2002 - 'current' refers to October 2002 only. Most services have continuity from the past to the present and new services have been introduced

Figure B (on page 22) shows '**The Use of Services in October 2002; in Order of Current Usage.**' Like Figure A, it is arranged in descending order from left-to-right, from the most-frequent current usage to the least-frequent current usage allowing direct comparisons to be made with previous usage. It shows some service increases; for example, the level of usage for *Drop In* has increased from 18% to 22%. This bar-chart gives us a picture of **the current workload of the Sure Start staff** as a cross-section of the very wide variety of services offered. As stated above, *Drop In*, *Transport*, *Community Houses* and *Safety Equipment* all increased in usage and all were above 10% of service-users.

Figure A - The Use of Services in October 2002; in Order of Previous Usage

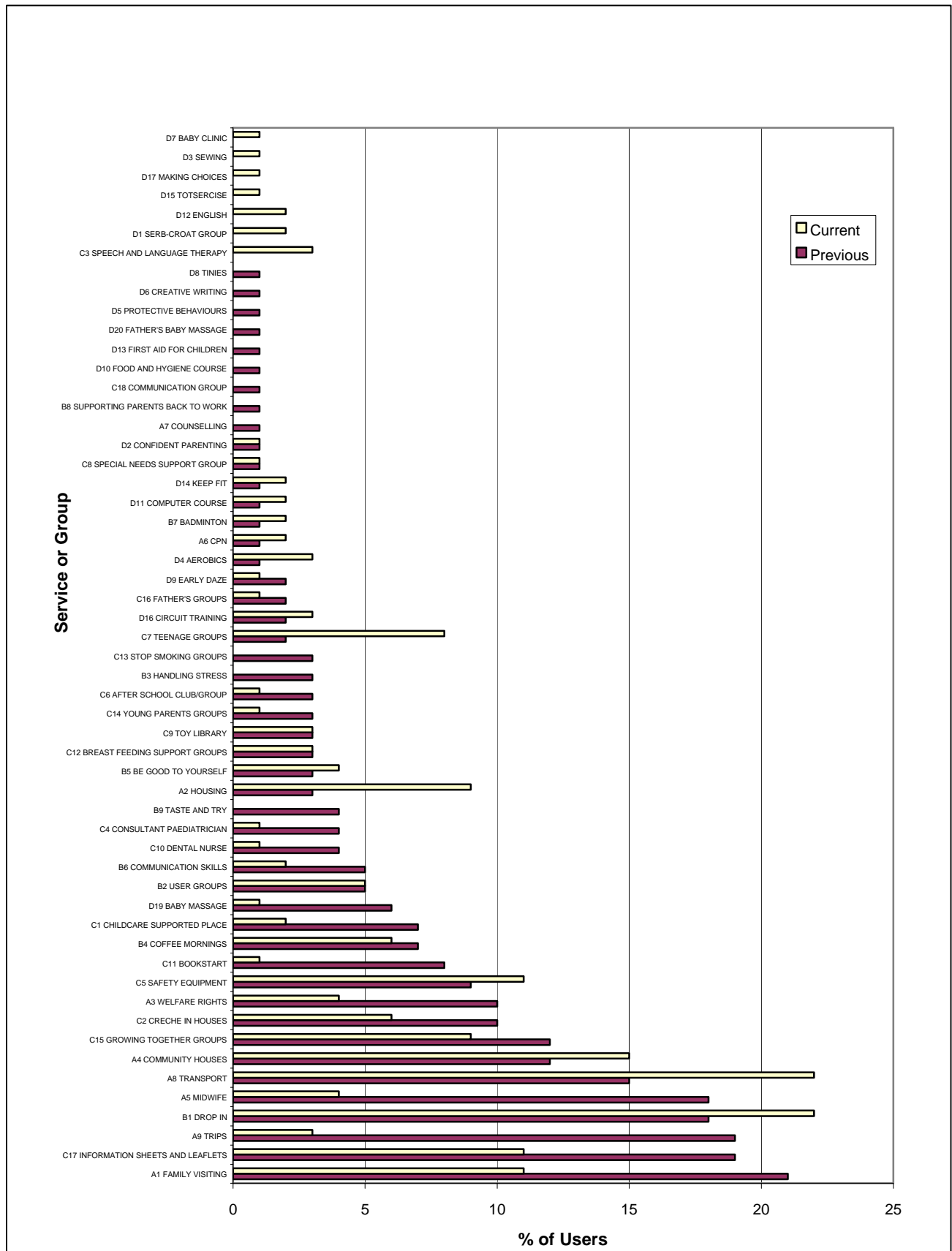
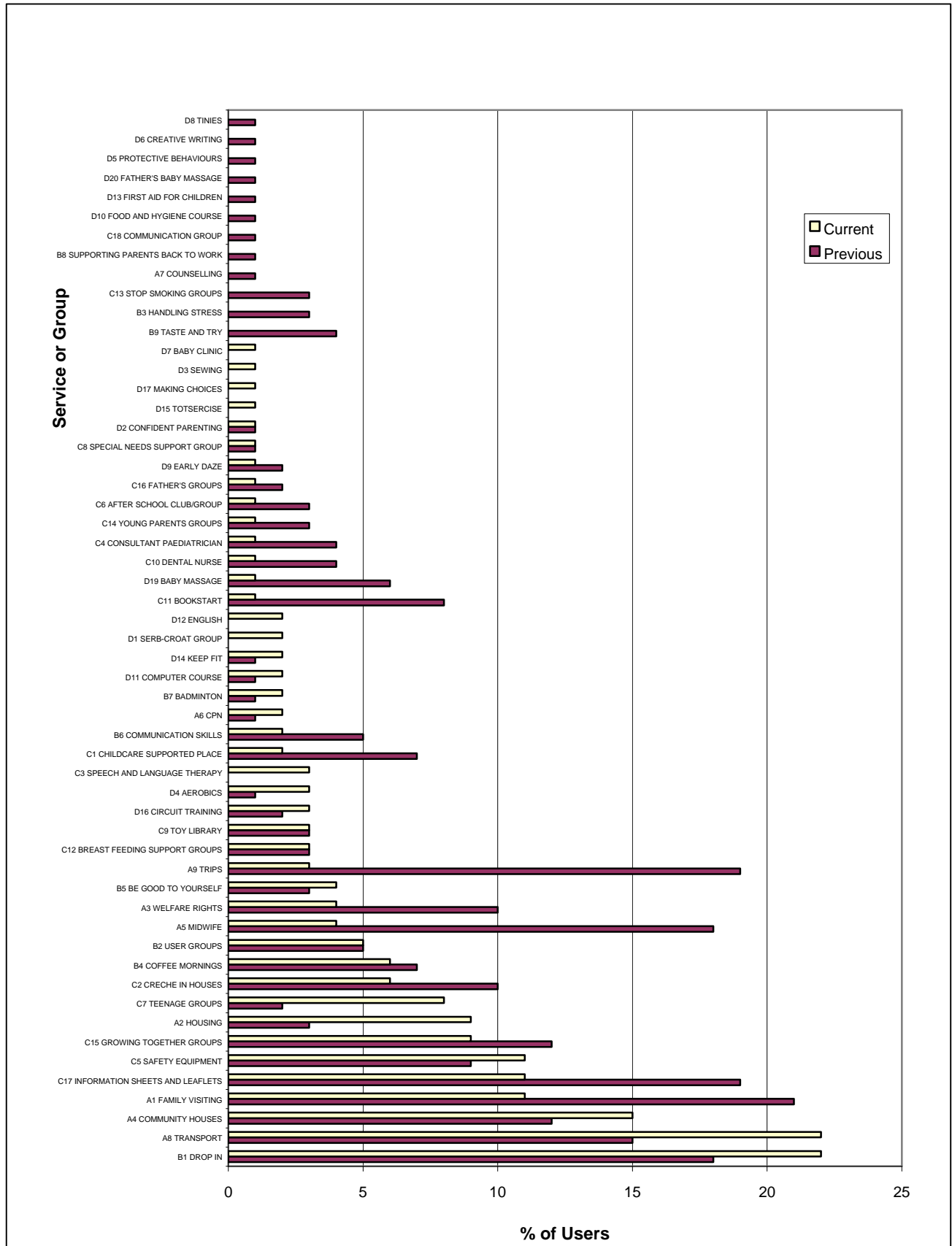


Figure B - The Use of Services in October 2002; in Order of Current Usage



Figures A and B show the enormous range of services and activities which Corby Sure Start offers and the level of 'take up' for both previous and current use. Tables for ratings of services are in bar-chart form going left-to-right from the lowest rating (1) to the highest (10). To make comparison of ratings more convenient the scores are 'bunched' in terms of high, medium and low ranges as follows; ratings of

- 8, 9 and 10 are designated 'High'
- 5, 6 and 7 are 'Medium'
- 4 and under are 'Low'

We then look for the common features of highs, mediums and lows across the characteristics – even from the very beginning we had some hypotheses about what was likely to be the case in respect of these different levels.

For **high scores** we were **expecting to see evidence in the form of ratings and associated comments of,**

- A developing relationship with the *Family Visitor*
- A take-up specific services, namely *Transport, Community Houses and Groups*, singly and in combination
- These things working for the person, in the sense of 'making things happen' for them in their lives.

In respect of **low scores** we were **expecting the opposite and more, namely clear evidence of 'falling out' or of failure,**

- Of 'falling-out' with the person making the contact
- Of failure of the contact to produce what the person had hoped for or expected.

We can not go beyond what could be said to be 'met needs', 'frustrated needs' or 'confronted needs'. We have not set out to independently analyse needs because that would be unrealistic; what we have within Sure Start are a range of actions and responses based on an understanding of the personal circumstances of the individual and family concerned. Consequently, an independent analysis of needs is outside the scope of this study because that would involve us in

formulating our own ideas and interpretations of what people need, rather than finding out from them what their needs actually are.

All the time we remain conscious of the three characteristics with which we began,

- What do you need to do to keep high achievement going?
- What can you do in order to improve medium achievement?
- What can you do in order to avoid low achievement?

The first part, the 'content element', is service-specific and then the second part is score-specific, which is saying across all of those services 'What do the 10s appear to have in common?', 'What do the 8s appear to have in common?' etc.' Rather than try to do something more subtle with regard to each service, we are really looking at 'What is the Sure Start delivery culture that is being expressed and appreciated in Corby?'

THE DATA

Analysis of the data allowed identification of five groups of services which were distinctive on the basis of patterns of usage (see Table below) **Table 3 - Service Groups by Usage Pattern**

<p>Group A - Core Services (Signposting and Growth)</p> <ul style="list-style-type: none"> • <i>Family Visiting</i> • <i>Information Sheets and Leaflets</i> • <i>Community Houses</i> • <i>Drop In</i> • <i>Transport</i> • <i>Safety Equipment</i> 	<p>Group B - More Previous Usage but Ongoing Demand</p> <ul style="list-style-type: none"> • <i>Midwife</i> • <i>Trips</i> • <i>Growing Together Group</i> • <i>Welfare Rights</i> • <i>Coffee Mornings</i>
<p>Group C - More Current Usage Than Previous (No previous use indicates 'new' services offered more recently)</p> <ul style="list-style-type: none"> • <i>Teenage Groups</i> • <i>User groups</i> • <i>Housing</i> • <i>Speech and Language Therapy</i> • <i>Serb-Croat Group</i> • <i>English</i> • <i>Baby Clinic</i> • <i>Totcercise</i> • <i>Making Choices</i> • <i>Sewing</i> 	<p>Group D - Previous But Not Current Usage</p> <ul style="list-style-type: none"> • <i>Taste And Try</i> • <i>Stop Smoking Groups</i> • <i>Handling Stress</i> • <i>Fathers Baby Massage</i> • <i>First Aid For Children</i> • <i>Food And Hygiene Course</i> • <i>Tinies</i> • <i>Creative Writing Groups</i> • <i>Protective behaviours</i> • <i>Communication Group</i> • <i>Supporting Parents Back To Work</i> • <i>Counselling</i>
<p>Group E - New and Recent Services (reflective of wide range of services and includes same, increased and decreased use)</p> <ul style="list-style-type: none"> • <i>Toy Library</i> • <i>Breast Feeding Support Groups</i> • <i>Confident Parenting</i> • <i>Special Needs Support Group</i> • <i>Be Good To Yourself</i> • <i>Circuit Training</i> • <i>Aerobics</i> • <i>Computer Course</i> • <i>Keep Fit</i> • <i>Badminton</i> • <i>CPN</i> • <i>Bookstart</i> • <i>Childcare Supported Place</i> • <i>Baby Massage</i> • <i>Communication Skills</i> • <i>Consultant Paediatrician</i> • <i>Dental Nurse</i> • <i>After School Club/Group</i> • <i>Young Parents Groups</i> • <i>Fathers Groups</i> • <i>Early Daze</i> 	

Group A - Core Services - 'Signposts' and 'Core and Growth'

These services are

- *Family Visiting*
- *Information Sheets and Leaflets*
- *Community Houses*
- *Drop In*
- *Transport*
- *Safety Equipment*

These six services are seen as central to

- How people in the catchment area are 'introduced' to Corby Sure Start
- How they find out about the services and activities on offer
- How they actually become involved in using the services and activities

Furthermore, they are all services which are characterised by both substantial previous and current use, indicating that they are 'strong and continuous services - this can be argued to show that they are **meeting significant needs in the community**.

The services can be sub-divided into those which perform a '**signposting**' function - *Family Visiting* and *Information Sheets and Leaflets* - and those which are characterised by an increase in demand from previous levels to current levels of usage - *Community Houses*, *Drop In*, *Transport* and *Safety Equipment*.

For example, the two most frequently previously used services - *Family Visiting* and *Information Sheets and Leaflets* - reduce to approximately a half in terms of current usage (from 30% to 15% and 27% to 15% respectively) while still remaining above 10% of service-users in the cohort. This reduction is to be expected, and is fully in line with the intended functions of these services, as they are both intended to be 'signposts' providing 'gateways' to the full range of services and activities which Corby Sure Start offers.

The effectiveness of *Family Visiting* and *Information Sheets and Leaflets* as 'signposts' is shown by several other services which show an increase from previous use to current use - *Drop In*, *Transport*, *Community Houses* and *Safety Equipment* (all well over 10% of both previous and current service users, with the exception of *Safety Equipment* showing an increase from 9% to 11%.) Consequently, these four services are characterised as '**Core and Growth**' activities in the

sense that they all perform significant functions for the people that use them, not only as individual services in their own right, but also in combination as services which facilitate and support access to the others.

Corby Sure Start is akin to a stellar system - the 'galaxy' of core services are dealing with people's immediate needs and they are surrounded by a whole series of smaller 'stars' on the 'periphery' that people have connected with in the past, connect with currently and will connect with in the future. Corby Sure Start follows this model in terms of a complex multiplicity of connections and relationships between the 'core' services and those that provide for people's more individual needs and choices.

The importance of Corby Sure Start's 'core-periphery' system is that the more individualised services on the periphery are largely enabled by the core services. The core services perform crucial 'signposting' functions encouraging people to become empowered and take up the services on offer. In order to do this you need to know

- That a service exists
- That it could meet important personal needs
- That it is appropriate for you
- That it is accessible to you, or can be made so if necessary.

Identifying that these are services with substantial levels of demand, and where there is an increased demand for some of them, is problematic for Corby Sure Start in two important ways,

1. The logistical problems of sustaining that service and maintaining the high standards that people have become accustomed to and expect.
2. How does meeting and overcoming these problems for each service impinge on the delivery of all the other services offered?

More detailed information about each of the Core Services can be found on the following pages showing,

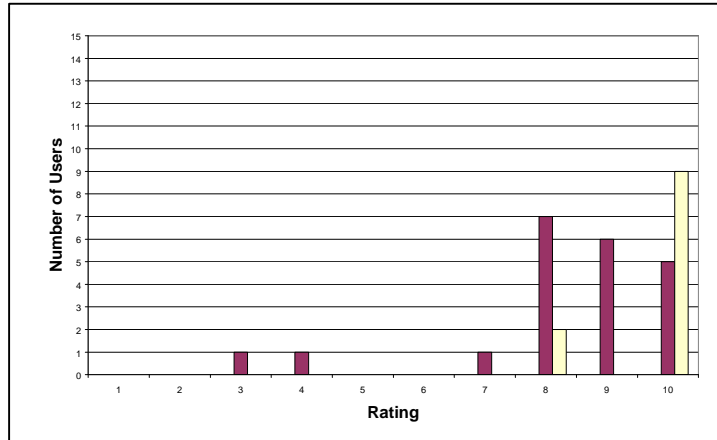
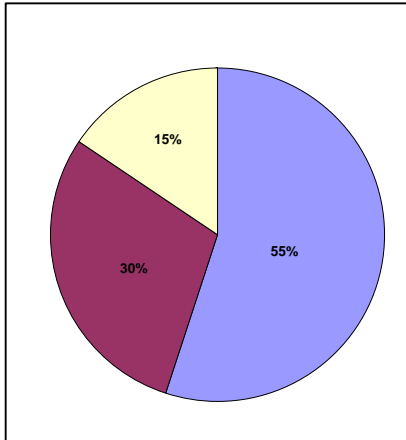
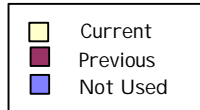
- Percentages of previous and current usage
- Distribution of both previous and current ratings of services
- Exemplar comments for the ratings

(NB - A service will receive this 'own page' presentation treatment if it is of particular interest and/or it has received 5 or more ratings and comments; the rationale being that, with a sample of 20%, we can assume the possibility of at least 25 parents using the service concerned)

FAMILY VISITING - OCTOBER 2002

Use of Service for *Family Visiting*

(For all comments see Appendix 1)



High Ratings Comments (8-10) - 90%

Lady visited me. She gave me all the information on Sure Start. She introduced me to Baby Massage and Growing Together. I learnt a lot about other courses too. I'm very happy with all that she did for me

Family visitor was brilliant. I was new to the area and feeling down. I was given confidence, and introduced to new groups

Made a big difference - I would have just sat around the house all day but she took me to groups and got me out

Medium Ratings Comments (5-7) - 3%

Didn't see her very often, about twice as she could see I was getting along fine. It gave me that push to go to groups which I probably wouldn't have on my own. She was really helpful and phoned to see how we were getting on. She put me at ease

Low Ratings Comments (4 and under) - 6%

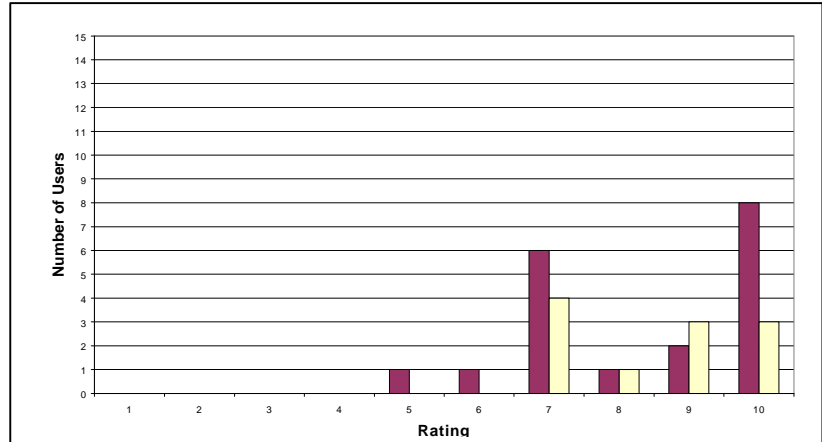
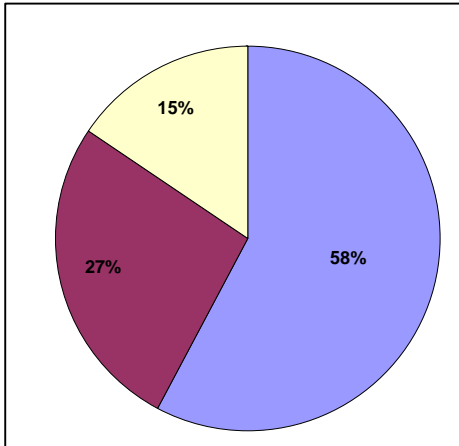
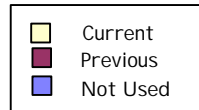
Didn't find it of any help at all...I saw her for six weeks but it didn't improve things, I still found it difficult to go out

I didn't get on with the lady. She was too judgemental. I knew at the end of the day that I didn't need one

INFORMATION SHEETS AND LEAFLETS - OCTOBER 2002

Use of Service for *Information Sheets and Leaflets*

(For all comments see Appendix 2)



High Ratings Comments (8-10) - 53%

I used the Pen Green/ Sure Start booklet on groups. It gave me everything I needed to know, lots of information and choice. It helped me make a time table and gave me phone numbers and names to contact people on groups.

They explain groups and services in detail without having the embarrassment of constantly asking questions. If some thing is being explained and I forget the details, I can double check on the leaflets

Sure Start sent me a lot of leaflets that notified me about everything that was going on. So I'm fully aware of what's available

All of the info on everything. Knowing what is out there for you makes a difference and that there is something out there.

Very easy to read, also helpful for the pictures and overall layout.

Medium Ratings Comments (5-7) - 47%

Very useful. But could be more catchy and not so 'sincere'. Made plain and clear that Sure Start is not Social Workers or Social Services but Childcare Workers.

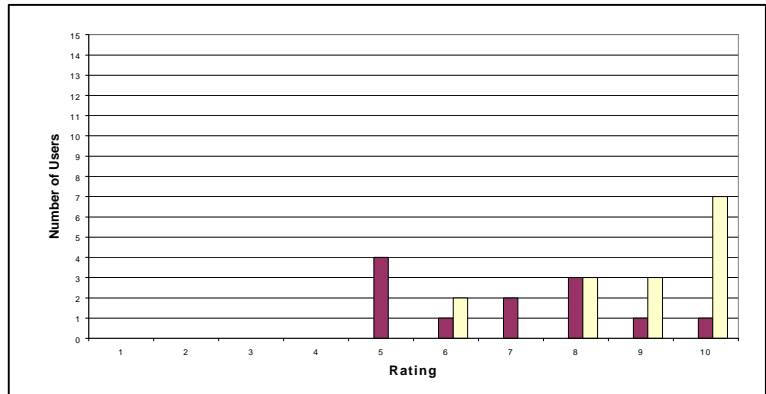
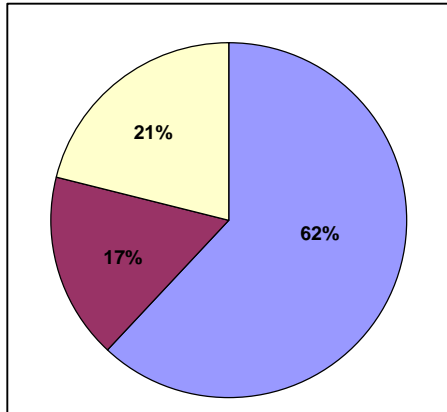
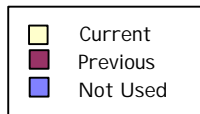
They were up to date. Found things that interested me and got the times.

Sometimes you do get enough information, sometimes you don't. Quite often there are groups running I know nothing about.

COMMUNITY HOUSES - OCTOBER 2002

Use of Service for Community Houses

(For all comments see Appendix 3)



High Ratings Comments (8-10) - 67%

I moved into the area about two years ago and went to Wick Close. This enabled me to meet new people and make new friends. I got a lot of information on Corby and how to find things. Everyone at the house was very friendly

It has helped me to meet more people and have a good time. It showed me how to use everyday things in play with my daughter, like pasta.

At the moment I use First Steps, Messy Play and Drop In. I find all of them all friendly and approachable, if I need help or advice I feel I can ask any of the staff.

Medium Ratings Comments (5-7) - 33%

My children are now both at school but I still need support with things. I go in every day even though I don't have my children there. It's knowing someone is there to help.

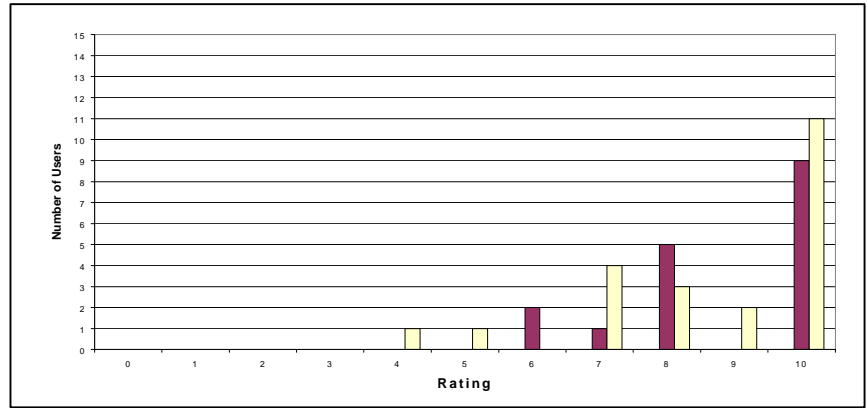
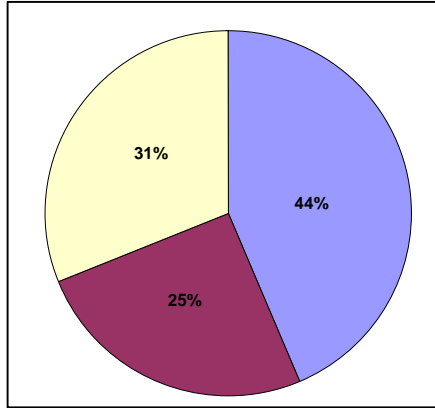
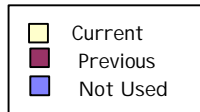
It gave us all 'time-out' from the house. My middle daughter was restricted as she was too young to play out and too young for nursery. It was great for her but the older ones got bored.

I went to Wick Close and I enjoyed the group but I wasn't happy about the childcare arrangements

DROP IN - OCTOBER 2002

Use of Service for Drop In

(For all comments see Appendix 4)



High Ratings Comments (8-10) - 79%

It's somewhere to go when the children are driving me nuts. They're very helpful - I turned up on Tuesday and, even though nothing was prepared, by the time I got the children out of the car they had set up play things and gave me a cuppa. They could see I was stressed and calmed me down. It means that you're not stuck in the house all the time, especially in bad weather.

This was recommended to me at Breast feeding Group and Baby Massage. The staff are brilliant and keep you involved, ask what you'd like to do. It's very good for my daughter to interact with others and get really messy and express herself because we can't do that at home. It gets you out and you meet other mums in the same position - you can share knowledge and experiences. It's a great meeting place for mums

We've always been able to access it. It's friendly and safe and interesting for mother and child. Snacks are healthy. Everything at Drop In is for the children, for them to use their imagination. Staff are always around to talk with, they don't interfere but deal with difficult situations quickly and effectively.

Going to Drop In gave my daughter a lot of confidence. It brought her out more. I can see her developing more maybe because she is around other children.

Medium Ratings (5-7) - 18%

We do attend Drop-In. It lets the girls use their imagination, explore and it's where they can have their own space

It gave the kids a chance to make a mess. I only stopped because I started working.

It's nice to chat to people, and also you get practical and emotional support.

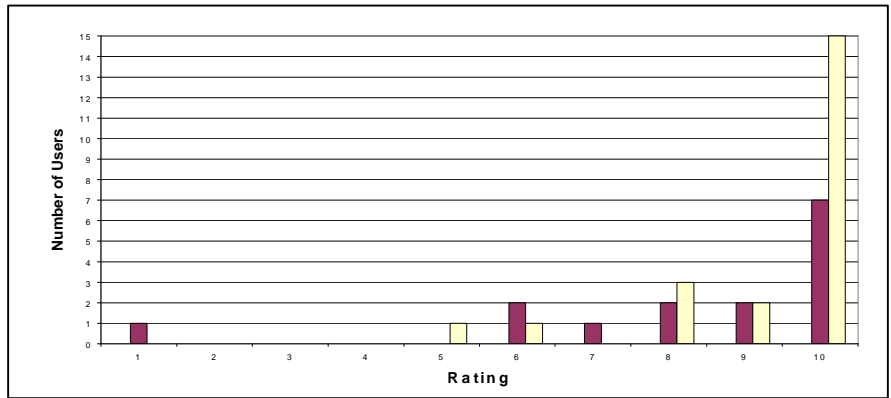
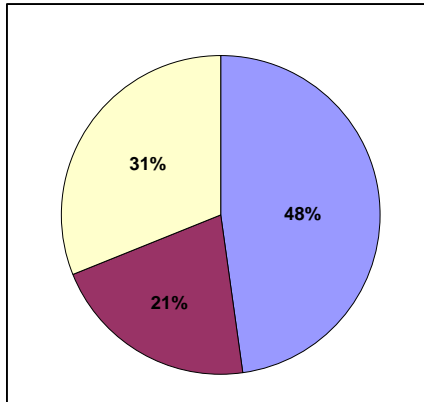
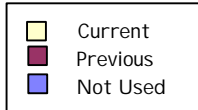
Low Ratings Comments (4 and under) - 3%

It gets me off the street.

TRANSPORT - OCTOBER 2002

Use of Service for Transport

(For all comments see Appendix 5)



High Ratings Comments (8-10) - 84%

I t made a lot of difference. I t meant we could get out as a family. I have 5 children and no car. I could get to groups at Pen Green and go on trips.

I t's always good. I wouldn't have been able to get to groups without it, and would have found it difficult to keep doctors appointments at hospital. My son loves the driver.

Means we could go to places we couldn't usually go to. I t's good to know children were safely strapped in. Driver is great, he's a real people person.

Without the minibus me and my baby would be unable to attend groups at the Community House. I t also helps me and my baby to mix with other families as we would be stuck at home otherwise.

Medium Ratings Comments (5-7) - 13%

We went on day trips out with Lloyds Drop In. The driver very helpful and made sure all children were strapped in.

I t was great going to groups and trips and having support with keeping appointments, etc. just being able to go to things was so good.

I t really helped me and my family come to many groups at Pen Green.

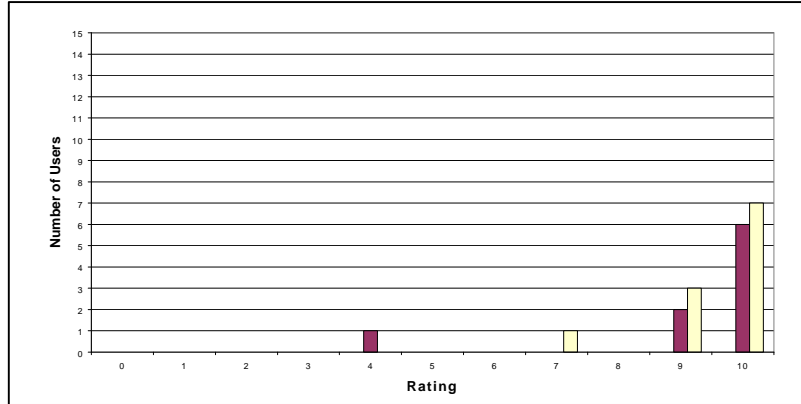
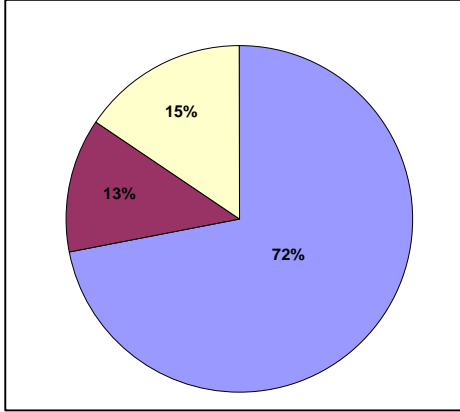
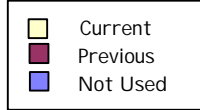
Low Ratings Comments (4 and under) - 3%

I t was unclear to me how long transport was to run. I was told it should only run for 6 weeks but it actually ran for 7 months- then stopped after Christmas. I request transport for a hospital appointment but this was turned down. The timing of the journey to Educare was inconvenient and the driver rude and unhelpful.

SAFETY EQUIPMENT - OCTOBER 2002

Use of Service for Safety Equipment

(For all comments see Appendix 6)



High Ratings Comments (8-10) - 90%

The lady arranged for me to have a fire-guard...she helped me realise the importance of other aspects of safety, like keeping kettle flexes out of children's reach and she told me how to deal with a chip-pan fire and I have passed on this advice to my eldest daughter.

I have a smoke-alarm, a baby monitor and a stair-gate. I'm very happy with these as they are all needed.

It saves the family money as all the products are of very good value.

Medium Ratings (5-7) - 5%

I'm borrowing a playpen and a stair-gate at present. I'm staying with my mum at the moment so it's been a really good help.

Low Ratings Comments (4 and under) - 5%

I borrowed a stair-gate but I couldn't assemble it. I was given a second one but I couldn't get it to stay on the door.

PART FOUR

QUALITATIVE ANALYSIS

COMMENTARY ON GROUP A – CORE SERVICES

Clearly, the mode of usage of, and the ratings that people have given to, services has allowed us to conduct a quantitative analysis and evaluation of Corby Sure Start. However, a qualitative analysis and evaluation has to **go beyond** and **'get beneath'** why a certain rating has been given. We must try to subject the score given, and particularly the comments made about a service, to more intense scrutiny. We have to explore the 'hinterland' of people's experiences of Corby Sure Start.

This examination of people's feelings and impressions allows us to identify particular qualities and characteristics about the services. Those qualities and characteristics that led people to be very satisfied, partially satisfied or dissatisfied with what they have experienced. Furthermore, these feelings and impressions have been expressed in the varied vocabulary of 71 participants, requiring close reading and interpretation of what they have found to be effective and valuable or otherwise.

ANALYSIS OF THE CORE SERVICES

What we have called the 'Core Services' are central to the operation of Corby Sure Start in general and to the ways in which its services have been

- Developed, staffed and operated by the team
- Accessed, used and experienced by people in the catchment area

A deeper understanding of those services is also central to any attempt to evaluate from the point-of-view of the people who use the services. This is in keeping with identifying the three crucial characteristics about services that Corby Sure Start wants to address:

- What do we need to do to keep high achievement going?
- What can we do in order to improve medium achievement?
- What can we do in order to avoid low achievement?

A qualitative approach needs to closely examine the comments made by users of services to see what it is about a service which

- Meets their needs as fully as can be expected so that they continue to use it as a significant resource in their day-to-day lives
- Meets their needs only partially but enough to encourage continued use
- Fails to meet their needs, in whole or in part, encouraging a decline in use

What these comments reveal is not only parents identifying what their needs are, but also identifying **the significance of how those needs are met at a personal level – that is to say, how important the relationships are between themselves and the people delivering the services, to how they feel the services meet their needs.** For Corby Sure Start's Board and management the comments relate to understanding how interest and engagement can be sustained, and the implications this has for reprioritising services.

The way in which Corby Sure Start fulfils its remit is not only about providing services in a physical sense – having appropriate premises, equipment and so on. Time and again parents' comments testify to the enormous importance for them of **what the people who deliver services are like as people – how do they treat you, how do they talk to you, how do they make you feel?**

This suggests that, in evaluating a project of this kind, or indeed looking at the whole debate about tackling social exclusion in general, there is an underlying discourse on the nature of 'need' itself. A discourse is evolving which suggests the possibility, and perhaps the necessity, of engaging in the following, more extensive, categorisation of what we mean when we talk about people and their 'needs' within the context of Sure Start provision.

Hierarchies of Needs or Meeting Simultaneous Needs?

It is possible to argue that there are 'objective' needs, in the sense used by Abraham Maslow (Maslow and Lowry; 1998); for example, in Maslow's 'Hierarchy of Needs' the need for 'safety', specifically of material safety in relation to a person's immediate environment, is one step higher than the need for food – food is a more basic need than safety (see Appendix C, page 82)

Relating this to the provision of Corby Sure Start and how it meets its targets about child health and safety, we argue that objectively it is obvious that in order to reduce the risk of injury to a child a stair-gate is helpful (as are fireguards, car-seats, smoke alarms, baby monitors and so on). At a subjective level parents are very well aware of the safety advantages these things have for their children – their comments in the survey testify to this. However, for families in dire straits, if it is a choice between shopping for food or buying a stair-gate then the stair-gate is going to lose out – particularly as for low-income families the costs of these items are prodigious relative to their small amount of disposable income (i.e. the cash which is not committed to something such as rent, utility bills etc, and over the spending of which they have some measure of choice). A subjective choice has been made on the basis of their perception of what their choices actually are (as per Maslow).

Bearing this in mind, we need to make the case for a more extensive and, arguably, more sensitive concept of 'need' when we are talking about those needs which Corby Sure Start is attempting to meet – both material needs **and** personal needs. These are needs that are higher up the scale of Maslow's hierarchy – needs that are subjective, which are about **how people feel**.

- Social needs – those emotional needs related to a sense of 'belonging' to something larger than oneself (e.g. peer group, community, society)
- Esteem needs – those needs concerned with our perceptions of our self as a valuable human being; as a person who has some worth in the eyes of others

These are critical considerations for a national policy aimed at challenging social exclusion.

According to Maslow, it is only when people's physical, safety, social and esteem needs have been met that an individual is in a position to 'self-actualise' – to fully understand and develop their

true potentials. Maslow represents these needs in a vertical, hierarchical model, suggesting that individual movement up the levels is **necessarily sequential** - people will have to have their physical needs met before they can have their safety needs met, then they can go on to achieve their social needs and so on up the levels.

In the 'real world' Corby Sure Start is **attempting to support and develop many of these things simultaneously** for parents who use its services, in a pattern which is **more horizontal in nature**. (see Figure C below)

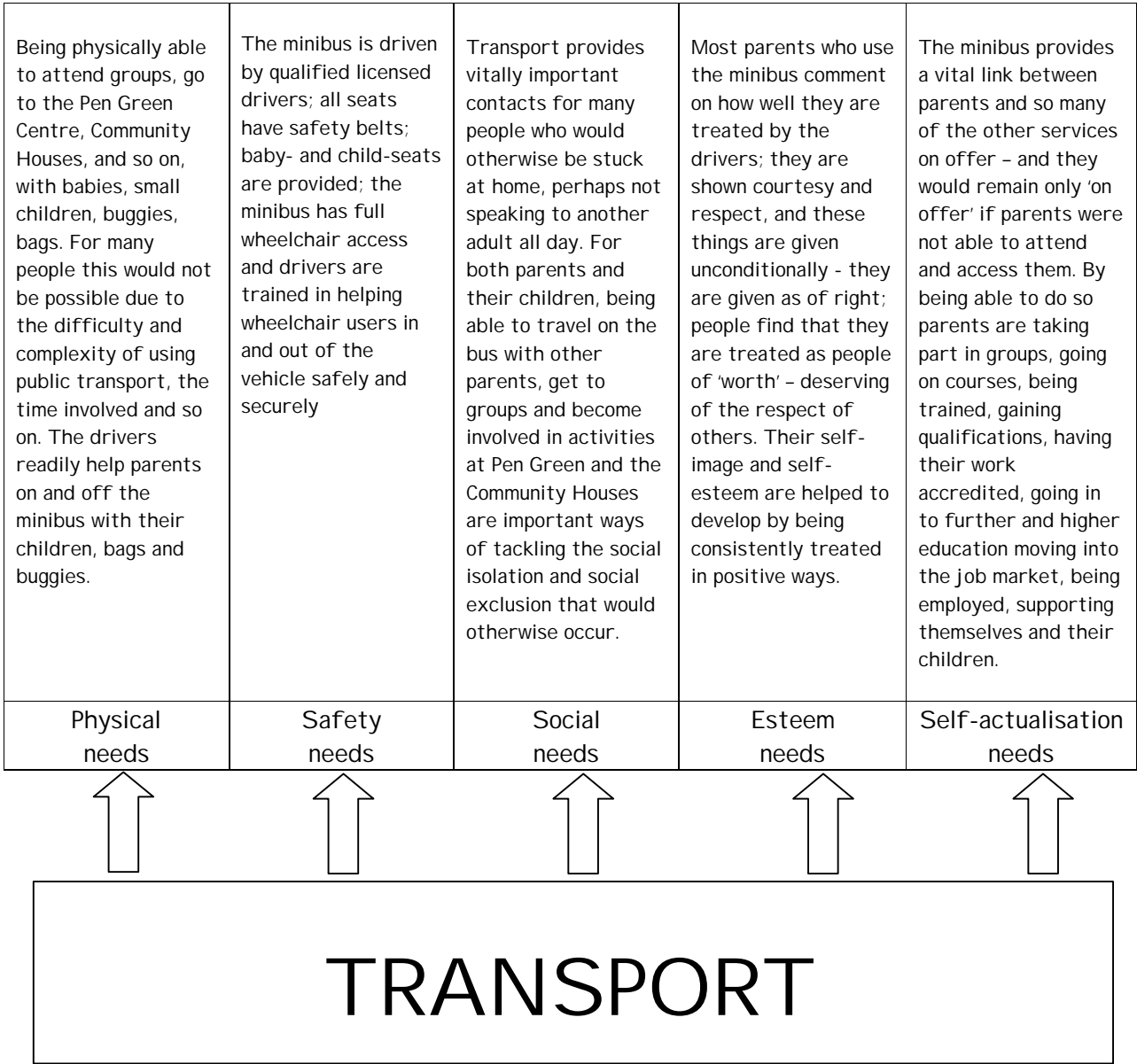


Figure C - A Horizontal Model of Meeting Needs (after Maslow)

One service run by Corby Sure Start, which exemplifies this process, is *Transport – Transport* meets many of these objective and subjective needs;

- To be able to travel safely and securely with your children
- To participate in groups and activities at Pen Green, the Community Houses and so on
- To attend medical appointments

Transport meets not only the material needs of people who use it, but also their ‘felt’ needs – this is achieved not only by such things as

- How punctual the minibus is
- That it is kept clean and tidy
- That there are safety-belts, baby- and child-seats
- That the minibus has wheelchair access

but also crucially by

- How the driver relates to you and your children
- That you and your children are helped with buggies, bags and so on
- That you are treated with courtesy and respect

These are the ways in which *Transport* meets people's needs and promotes both their individual and social growth and development – **they are treated as people who deserve respect, whose self-esteem should be nurtured, as individuals who should be accorded a sense of worth. Furthermore, this is an attitude that permeates Corby Sure Start from top-to-bottom and across all service provision.**

Because we have sought evidence of this on such a broad canvas it is all too easy to miss the ‘finer brushwork’ which is there, the detail that makes such important differences to the people who use Corby Sure Start, and *Transport* is one of those instances. *Transport* fulfils a necessary function and also provides a pleasant and social experience and has its own significance in the scheme of things – that is why **Transport is a fully-fledged service** in its own right and **is not just a way of getting about.**

Support for how significant this is comes in a recent report from the Joseph Rowntree Foundation about the ways in which service users define 'quality' in a service. They were deeply unhappy if

"..the attitude of staff...was patronising and condescending. People thought that they were not treated with enough respect" (Joseph Rowntree Foundation - 2003)

and, incidentally, the importance of this in the context of transport was highlighted,

"The nature of the service - picking people up from their own homes - was highly valued. They also praised the staff who run the service for the assistance they gave to passengers." (Joseph Rowntree Foundation - 2003)

In a sense, we are working from a broad generic concept of needs (as in the needs-assessment) towards three distinctive kinds of needs,

- a) The objective needs which have to do with the child's necessary conditions for food, shelter, safety and so on
- b) The objective conditions for personal development and growth, for both children and adults
- c) The more subjective needs which have to do with self-regard and self-esteem, and how these things are nurtured and promote both of the other two

What we have learned in the 20th Century is to regard some 'felt needs' as 'social facts' and in that sense they are empirical - the effects of subjective factors can be objectively observed and measured. For example, research into educational attainment shows that if people (children and adults) have a very profound lack of self-esteem then their access to learning is reduced; furthermore, their use of any learning they are able to access is also less effective. So it becomes an empirical fact that low self-esteem is associated with low educational attainment.

Maslow's hierarchy was originally intended to identify not only how and why an individual was unable to develop emotionally and intellectually, but also where life was problematic and difficult to the point of being insecure or even endangered. In modern Britain, with its Welfare State history and 'cradle to grave' philosophy, **material needs** like food, shelter, etc. have long been seen as matters requiring a social and collective responsibility and not solely as the responsibility of individuals. Corby Sure Start also operates on the basis that **'felt needs'** – the opportunities to raise your self-esteem, to develop your abilities, to empower yourself and achieve things which you previously thought you were incapable of – **are also things which have an important social and collective dimension. These are things which Corby Sure Start and its staff see as their responsibility to support, develop and maintain.**

The importance of this approach can not be underestimated. Recently, writers examining the significance of these processes have suggested that these needs are deeply rooted in our evolutionary history and not a recent development associated with modern industrialised societies and cultural factors alone. Richard Wilkinson, for example, argues as follows,

"As reflexive beings, we know ourselves partly through the eyes of others. As we monitor ourselves in relation to others, part of our experience of ourselves is our imagined view of how others see us. This ability is one of the foundations of human social life and close to the core of what we mean when we call ourselves 'social beings'. As well as the value of well-tuned social antennae that enable us to shape our social behaviour in relation to others' reactions to us, it is also likely that social comparisons are a precondition for cultural integration and learning." (Richard Wilkinson – 2000; page 52)

American psychologists Mark Leary and Robin Kowalski suggest that our desire for social acceptance and our fear of rejection by others can be explained in evolutionary terms,

"The most parsimonious evolutionary explanation of social anxiety is that it evolved as a mechanism for fostering and maintaining one's membership in supportive (i.e. mutually interdependent) groups and relationships...the self-esteem system may have evolved as a mechanism for minimising the likelihood of social exclusion" (Mark Leary and Robin Kowalski – 1995; quoted in Wilkinson *ibid*)

(Re. the fundamental importance of felt needs, self-esteem etc. to self-actualisation see Note on 'Turnaround' Comments on page 82)

FAMILY VISITING

A textual analysis of the comments made by parents about Family Visiting as a service clearly show that it is the personal qualities which the Family Visitor brings to her work that lead to material and personal needs being identified and met. The comments reflect two dimensions that apply to both the parent and the Family Visitor

1. What they both did.
2. What they are both like.

The level of satisfaction for Family Visiting is shaped by both the practical and personal dimensions of the relationship – what did the Family Visitor do, what services did she bring into play, how did all this change the situation for the parent and crucially, **how did this make the parent feel?**

Of several possible comments that could have been quoted in full to illustrate the 'personal/practical' nature of the work of Family Visitors, this one perhaps encapsulates it best,

"I was a young mum who had a premature baby and then my mum died, so I was really low, depressed and not sure what to do with my baby. My Family Visitor gave me encouragement to go out to different groups. She'd meet me there, sorted out the transport and was a great support. It worked well for both me and my child. Everywhere should have something like Sure Start. I'd be lost without the groups I have been able to attend."

The selection of comments in Table 4 below captures these elements in relation to high ratings (8-10)

Table 4 - Parents' Comments about Family Visitors Associated with High Ratings

What the Family Visitor Does or Did	What the Family Visitor Is or Was Like
<ul style="list-style-type: none"> • visited • telephones me regularly • went through groups in detail • explained everything thoroughly • listens and understands • helped with insecurities • sorted out transport • arranged for my son to go to After School Club at Pen Green • got me going to groups • encouraged me to attend courses 	<ul style="list-style-type: none"> • has been and still is very supportive and helpful • showed an interest • warm and friendly • nice to talk to • put me at my ease • non-judgemental • informative • understanding and good with the children
What the Parent Does or Did	What the Parent Felt
<ul style="list-style-type: none"> • get things off my chest and unload • gave me that push to go to groups • got me out of the house • meeting new people • made new friends • I learned a lot • I could say anything - confidential talk and be honest • could telephone her anytime 	<ul style="list-style-type: none"> • Could be honest • Felt very relaxed • helped to gain confidence • has now improved self-esteem • Would have just sat around the house all day but she...got me out • I would have been more scared going into groups without her • I'd be lost without her • I'm very happy with all that she did for me

The discussion of qualitative aspects of Corby Sure Start shows the potential for research which this evaluation could hold.

Group B - More Previous Usage but Ongoing Demand

The seven services that come into this group are

- *Midwife*
- *Trips*
- *Growing Together Groups*
- *Welfare Rights*
- *Coffee Mornings*
- *User Groups*
- *Housing*

These are services that are characterised by evidence of **simultaneous reduction in demand from previous usage while maintaining a substantial level of current usage**. This reduction is

not evidence that these services are in decline in any real sense of that term – it could reflect the actions of this cross-section of the cohort. However, the reasons for the pattern of ‘fall-off’ of usage for at least one of these services are similar to that advanced earlier in relation to *Family Visiting and Information Sheets and Leaflets* – that service being the *Midwife*.

Mothers in the cohort, many of whom have been using Corby Sure Start services during the whole three years of the project's life, have had their children, have enjoyed the support, advice and guidance of the *Midwife* during their ante- and post-natal experiences – as well as at the birth itself on several occasions. Consequently, it is not surprising that the current level of usage is 6% compared with 25% previously – this is related to the development of the children and mothers with whom the *Midwife* has been concerned. Their needs, and her involvement with them to satisfy those needs, is historical in nature; having supported them during their pregnancies, births and immediate post-natal time the *Midwife* ‘gives way’ to her colleague, the Health Visitor, whose responsibility it then is to service and support the new mother, and her baby, in the next few years of the child's growth and development.

In terms of both ratings and comments the *Midwife* characteristically gets an ‘at the top’ reaction from virtually everybody. When we look at the comments which are made in support of those responses then the story they tell is about the way the *Midwife* worked with the Mum - how assiduously she visited, how she talked to her, how she behaved. The comments are more reflective of the interpersonal dimension of their relationship than the technical/medical support that she provided. If we use the categories developed to evaluate the larger and more extensive data on Family Visiting then we have some very interesting points of similarity (see Table 4, page 42). So we get ‘sorted out car-seat’ instead of ‘sorted out Transport’, she is described as ‘warm’, ‘friendly’, ‘informative’, ‘nice to talk to’, ‘supportive’ for example.

The *Midwife* is comparable with the Family Visitor, but obviously in terms of her technical tasks she has a higher level of professional training and a narrower focus, not least because the Sure Start *Midwife* has been at the birth of a good number of the children; she has ‘midwived’ them. In one sense, there are strong similarities between the *Midwife* and Family Visiting and in another sense there is a sharp and definite difference.

In the table below we look at those characteristics about the Midwife that are comparable with the Family Visitor and then at those that reflect how the Midwife goes 'beyond' the Family Visitor. This is not to suggest that the midwife is a Family Visitor first and a medical practitioner second, but in attempting to appreciate why things are valued, there is a high degree of similarity coming from the same parents in their responses to the services they have received from the Family Visitor and the Midwife.

Table 5 - Comparison of Midwife and Family Visitor

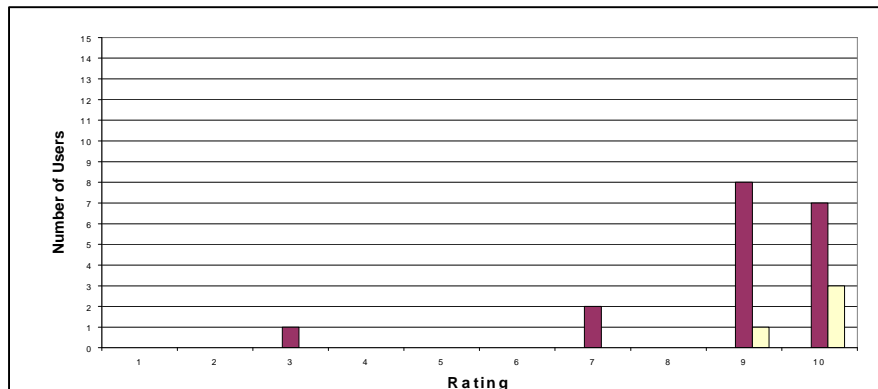
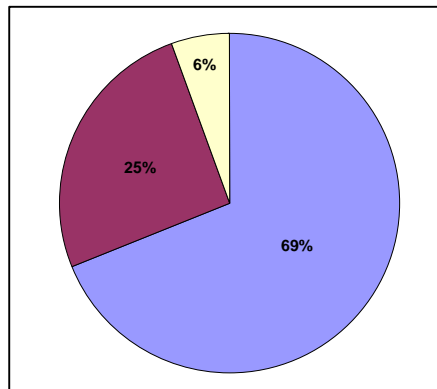
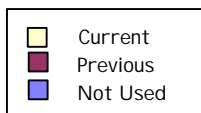
What the Family Visitor Is or Was Like	What the Midwife Is or Was Like
<ul style="list-style-type: none"> • has been and still is very supportive and helpful • showed an interest • warm and friendly • nice to talk to • put me at my ease • non-judgemental • informative • understanding and good with the children 	<ul style="list-style-type: none"> • very supportive • caring, supportive and understanding • does everything to help. • she is more like a friend, always willing to help day or night • she's a friend, partner and everything • nice and easy to get on with • always treated me with respect • I didn't panic, she made it all OK • always willing to listen
What the Family Visitor Does or Did	What the Midwife Does or Did
<ul style="list-style-type: none"> • visited • telephones me regularly • went through groups in detail • explained everything thoroughly • listens and understands • helped with insecurities • sorted out Transport • arranged for my son to go to After School Club at Pen Green • got me going to groups • encouraged me to attend courses 	<ul style="list-style-type: none"> • came out to see how I was getting on • she visited me, my doctors surgery is a long way away • gave me advice • she was very reassuring • she stopped me from struggling • got me a car seat • I met more people • <i>Great Expectations group was very good</i> • <i>helped with all stages of pregnancy</i> • <i>she delivered my daughter</i> • <i>helped with all stages of my pregnancy</i> • <i>she done a pregnancy test and checked baby's heartbeat</i> • <i>she delivered my third child – she made it very easy for me.</i>

Those items written in italics in 'What the Midwife Does or Did' are those which result from the professional knowledge, skills and training which midwives possess; what we are arguing for here is that, in the case of the Sure Start Midwife, what we have is 'Family Visitor plus'. This is not

calling into question the professionalism, commitment and effectiveness of the Family Visitors (the ratings and comments about Family Visiting testify to all of those) only that **they are both services, among others, which are heavily reliant on the personal approach of the person delivering them, in order to be as effective as they are.**

Use of Service for *Midwife*

(For all comments see Appendix 7)



High Ratings Comments (8-10) - 86%

She was very good, caring, supportive and understanding. She was always willing to listen, and always treated me with respect.

She's more like a friend, always willing to help day or night and she is very supportive.

An absolutely brilliant service. She delivered my third child and made it very easy for me. I felt like I had my own, 'personal' midwife. I didn't panic, she made it all OK. The Great Expectations Group was very good. I met more people. The group is a nice size and the midwife has time for everybody.

Brilliant. She visited me at home as my doctor's surgery is a long way away. She was really supportive.

She helped me with everything and stopped me from struggling - she was very reassuring.

She is very nice and easy to get on with. She helped me with all stages of my pregnancy.

Medium Ratings Comments (5-7) - 9%

She came out to see how I was getting on and got me a car seat.

The system is totally different in France. There are fewer inhibitions because of the culture difference. You're better taken care of in France. A paediatrician would see you in France.

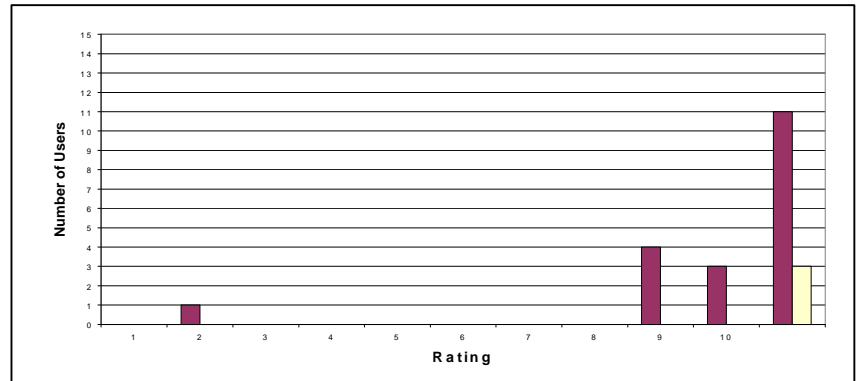
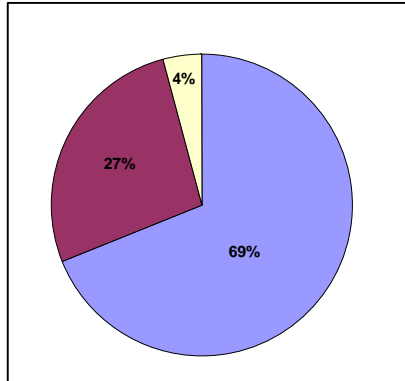
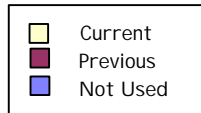
Low Ratings Comments (4 and under) - 5%

I t didn't make a difference. She only came to see me twice though she said she'd be there right through. I tried to ring her but couldn't find her.

TRIPS - OCTOBER 2002

Use of Service for Trips

(For all comments see Appendix 8)



High Ratings Comments (8-10) - 95%

The closest thing my children get to a holiday. We all loved it and it gave my older children something to boast about when they were back at school. Sure Start made it much easier. They could see I had a large family and would have been expensive so they accomodated the price for large families and let us pay in instalments

We went to the seaside. We have had picnics and barbeques. We also went to Twycross Zoo. For what we were paying we couldn't have afforded to go there ourselves.

This was my first holiday for six years. We took my daughter to the beach so I could have a rest as I was pregnant at the time.

Nice for a day trip to the seaside or parks. If it wasn't for Trips my family wouldn't have been able to have any sort of holiday or day out.

We can't afford to go anywhere so it gives us something to do - places to go. It's a little bit extra for us. My husband and I haven't had a holiday for 8 years so the trips give us something to look forward to.

Allowed our whole family to go on a family trip together. We had a helper on the trip who took the baby for the morning so we could take the older children and have some time with them. It allowed the family to go somewhere new where we hadn't visited before.

We don't have a lot of money to go on day trips, wouldn't have been able to have a family day out without this. Gave me peace of mind, the workers gave everyone their mobile numbers in case we got lost. We had a great day out in Skegness.

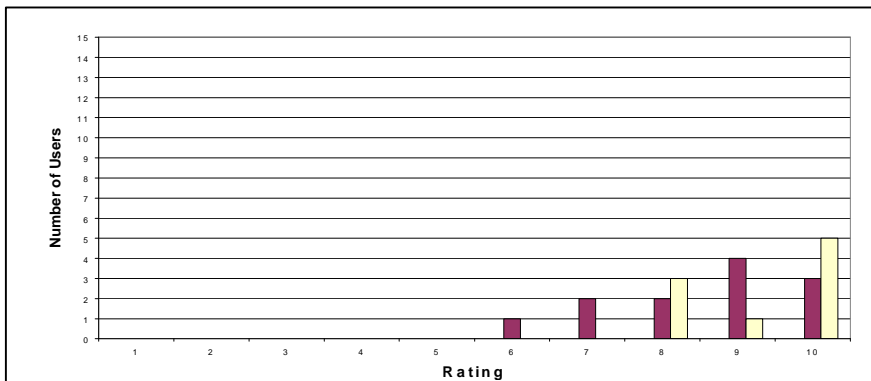
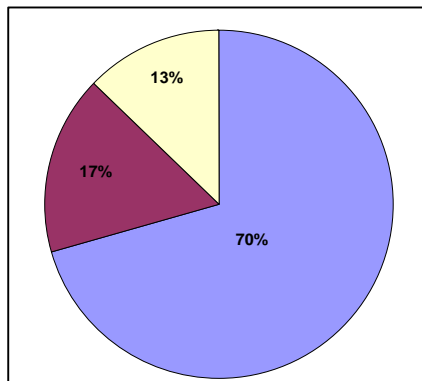
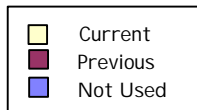
Low Ratings Comments (4 and under) - 5%

I went on the trip to West Midlands Safari Park. It was a nightmare! So unorganised. There was no pick up point at Pen Green. I was 3 1/2 months pregnant and I cycled from my house near Pen Green to Wick Close. We left at 8am and got back at 9pm. We were behind schedule, and left one hour late. It was an expensive trip and we had no time while we were there.

GROWING TOGETHER GROUPS - OCTOBER 2002

Use of Service for Growing Together Groups

(For all comments see Appendix 9)



High Ratings Comments (8-10) - 86%

I used this group from when my child was one year and finished when she was two and a half. I enjoyed the group, and liked the support that was given on any concern you had about child development. The staff were very supportive and friendly. It was a real pleasure to go to this group and I will always treasure the two videos stills which were produced for me. The co-leaders were a brilliant team.

I used to go with my son and now go with my daughter while my son is in nursery. It's very friendly, you get to know other mums. It's a very safe environment. Really like how they video and take pictures - I love to have them. I have some lovely pictures.

A good group. It encourages you to play with your own children and make allowances for circumstances. My two older children into the crèche to allow me more time to concentrate on new baby in the session. One of first groups I went to at Pen Green.

A friendly group. You can talk to new people and tell them about other groups in the centre. It's helped me to bond with my children. The children love to play. At the end of the session, they tidy up and have bubbles to say bye.

This was recommended via contacts at Breast Feeding Support Group and Baby Massage Group. The staff are brilliant and keep you involved, ask you what you like to do. It's very good for my daughter to interact with others and get really messy and express herself as she can't do that at home. It gets you out, meeting people, other mums in the same position - you can share knowledge and experiences. Great meeting place for mums.

A crucial afternoon group so my child can meet other children and learn from them and I can talk to other parents. My partner also enjoyed this group.

Very friendly staff, very good. A calm atmosphere.

Medium Ratings Comments (5-7) - 14%

It was good for my son to play with others there. He learns to share and feels at home and I'm there with him. I enjoyed the session and made some friends. I don't go anymore as it clashed with my sewing group.

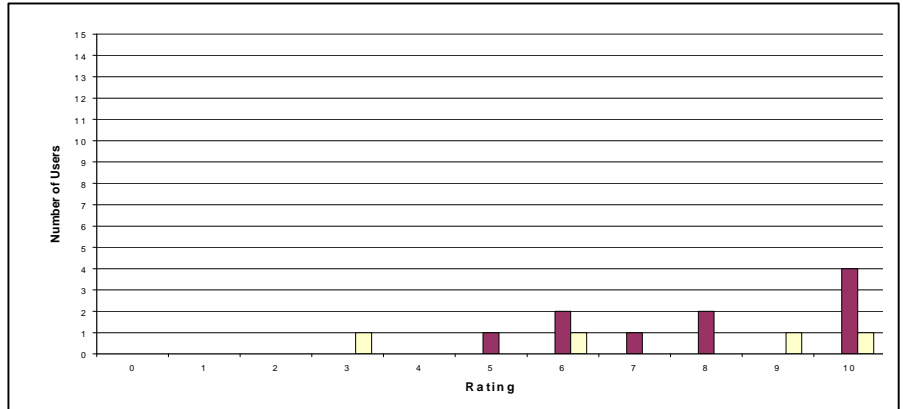
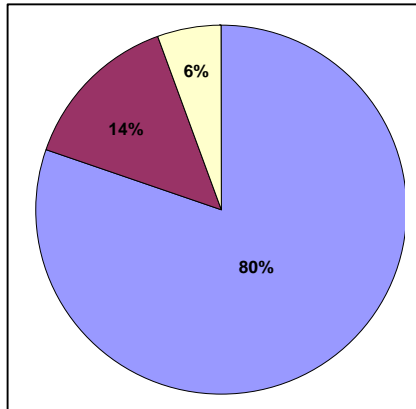
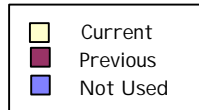
I went in February 2001. It was very good, very nice.

My child was too small. I found it hard to relax there with such a young baby as she was only a few weeks old at the time.

WELFARE RIGHTS - OCTOBER 2002

Use of Service for Welfare Rights

(For all comments see Appendix 10)



High Ratings Comments (8-10) - 57%

They were fine. It was easier to get to the Community House than to go into town. It was also quicker to see someone. I needed advice about Disability Living Allowance for my child. They helped me to fill in the forms and sent them away. It came through and we now have it for a year.

We had a lot of trouble recently with bank charges - for no reason. She gave us a lot of help. She took it upon herself to send letters on my behalf. She was a great help as I don't get time to sit down and write letters.

It was a great help and took some pressure off me. Helped me sort out forms and went through them with me.

Helped me fill in forms and told me who I had to speak to. It helped me a lot.

Citizens Advice Bureau advised me about possible benefits. I'm happy with service and advice given.

Citizens Advice Bureau helped me to find suitable housing after a difference of opinion with my previous landlord. If it wasn't for C.A.B. I could be in a hostel or the like.

They were very helpful and informative. They give me a lot of information and leaflets to take away and they pointed me in the right direction.

I used the Citizens Advice Bureau about the legal aspects of returning to work after maternity leave - I was double checking my rights.

Medium Ratings Comments (5-7) - 36%

Citizens Advice Bureau gave me pretty good advice about my problem. I got an answer and it was helpful.

I was given advice on maternity benefits, etc. It really helped a member of my family.

I went with a member of my family and they helped us to fill in some forms.

It was very useful for referral to Furniture Turnaround.

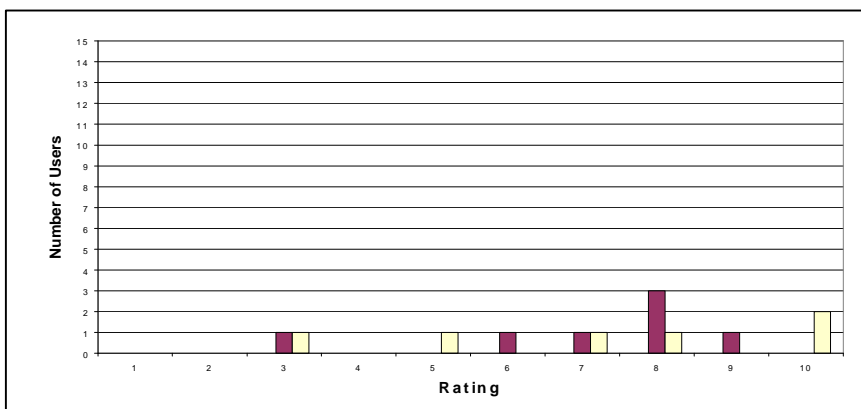
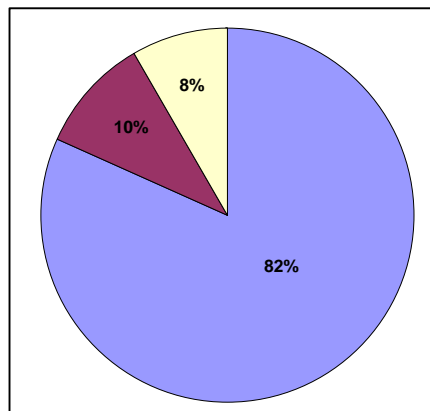
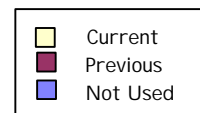
Low Ratings Comments (4 and under) - 7%

Basically when I told the lady my problems she said, "Make an appointment and come to the office". Surely the whole point of her being there was so I wouldn't have to go to the town.

COFFEE MORNINGS - OCTOBER 2002

Use of Service for *Coffee Mornings*

(For all comments see Appendix 11)



High Ratings Comments (8-10) - 54%

Good play ideas, which you could do at home e.g. cornflour painting of cardboard boxes to make into house, car, etc. There were healthy snacks. Once a month they get a guest speaker to come in e.g. Indian Massage, Healthy Eating. They provided a good Christmas Party at Lodge Park. Transport there and a present for the children cost little money and was well organised.

The money that's raised, the atmosphere - it's all great. The money currently raised goes towards 'goodies' for summer trips, etc.

I went to Coffee Mornings at Exeter Community Centre. It gave me somewhere to go, to meet other Mums. My children could play safely - I started going to these even before I had children

I went to the Exeter Community Centre. It was one of the first groups I went to. So I was getting out and mixing with people and my child was relating with other children.

People working there are very helpful. But I would prefer afternoons sessions.

Medium Ratings Comments (5-7) - 31%

Didn't feel I belonged there. People seemed to stick in their groups. I didn't feel very welcome or accepted by the other parents and families.

I went to the Kingswood Centre. Lots more people come so you get to chat to different people and raise money for the centre.

Quite expensive cakes! You could go to the bakers and get one for half the price than at the Pen Green Coffee Mornings.

The play area is too small.

Low Ratings Comments (4 and under) - 15%

I had one visit to Exeter Coffee Morning and I did not want to go back.

They're only available once per week - it's not enough and it's only for two hours.

GROUP C – MORE CURRENT USAGE THAN PREVIOUS

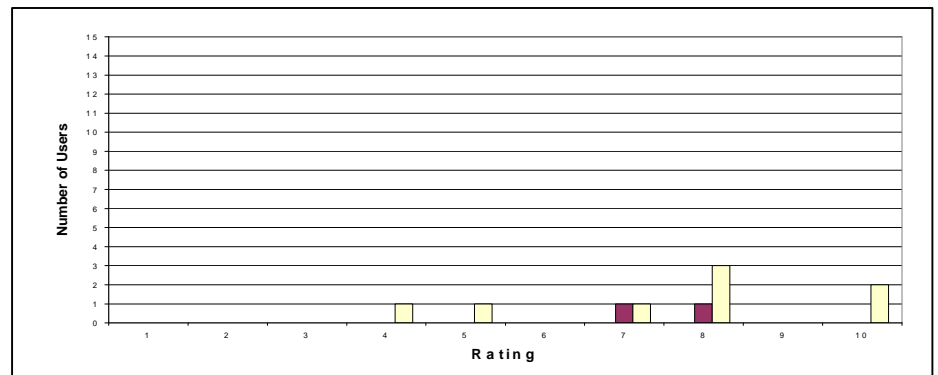
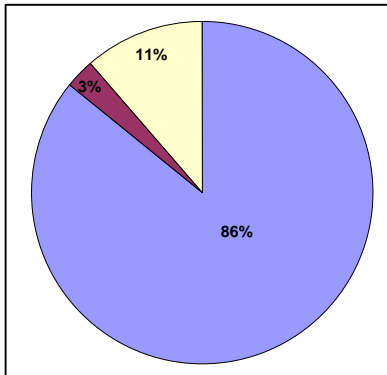
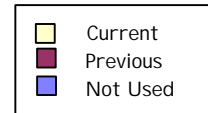
As with the presentation of the data for the services above, only *Teenage Groups*, *User Groups* and *Housing* will be presented in 'own-page' mode as they each have over 10 ratings and comments - (NB the threshold for this treatment is 5 or more, the rationale being that, with a sample of 20%, we can assume the possibility of at least 25 parents using the service concerned)

SERVICE	TALLY OF RATINGS GIVEN
<i>Teenage Groups</i>	10, 10, 8, 8, 8, 8, 7, 7, 5, 4.
<i>User Groups</i>	10, 10, 10, 9, 9, 8, 6, 6, 5, 4.
<i>Housing</i>	8, 7, 4, 4, 4, 3, 3, 2, 2, 2, 2, 1.
<i>Speech and Language Therapy</i>	10, 10, 9.
<i>Serb-Croat Group</i>	10, 10.
<i>English</i>	10, 9.
<i>Baby Clinic</i>	10
<i>Totsercise</i>	10
<i>Making Choices</i>	8
<i>Sewing</i>	6

TEENAGE GROUPS - OCTOBER 2002

Use of Service for Teenage Groups

(For all comments see Appendix 12)



High Ratings Comments (8-10) - 60%

It was a place where I could be with my friends- and there was no-one to tell me off!

I've made more friends and learnt a lot about drugs etc. through the talks we get. I've not been on any trips yet but might do now I've got to know more people.

I've learnt about drugs, alcohol, stress, peer pressure. I'm aware of them and what can happen. I've made new friends.

It's confidential - whatever you say, which is really good. It's somewhere to go - you're not hanging around the streets, etc. The ice skating trip was good and I like the 'chat times'. I've made new friends. The staff are good and nice. Really enjoyed the 'relationships' talk - got a lot from it.

It will make me more brave. It gets me out of house as I am an indoor girl.

It's good to be made aware of drugs etc. People are easy to talk to - adults and children. The outings are good.

Medium Ratings Comments (5-7) - 30%

You can get away from your siblings, make new friends and have a good time. Good staff. I really enjoyed the babysitting course - we learnt what to do if an infant was choking. Good days out, like the trip to Rutland Water. The Irthlingborough Residential trip is coming up - I'm looking forward to it.

Good trips. Good advice on drugs, relationships etc. I went on the Irthlingborough trip and really enjoyed it.

It helped me lose weight. Also becoming a vegetarian at the same time helped. I made new friends.

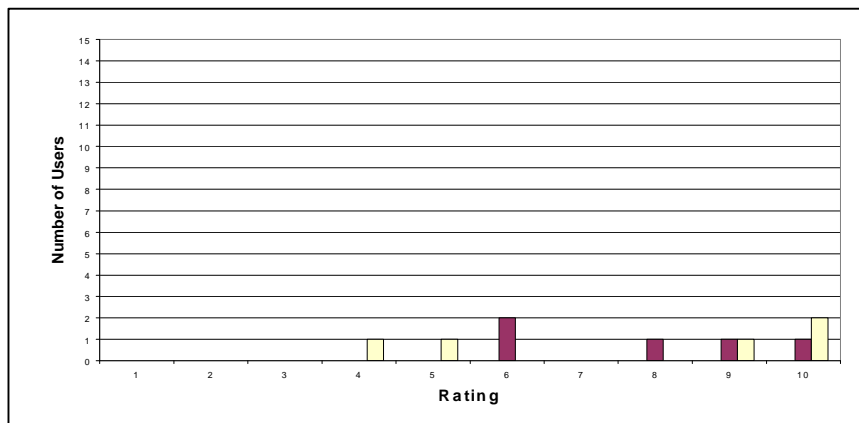
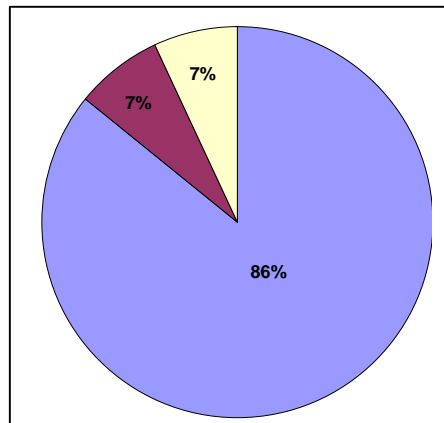
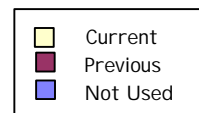
Low Ratings Comments (4 and under) - 10%

It hasn't made any difference really.

USER GROUPS - OCTOBER 2002

Use of Service for *User Groups*

(For all comments see Appendix 13)



High Ratings Comments (8-10) - 60%

For me it was my first time without children for an hour and a half while the children were crèched downstairs...it's useful to know what's going on within the Community House and community and put over what parents want- nice to be involved in what's happening in your community. It's opened eyes to what's going on in Corby the opportunities. I feel confident enough now to express a view and opinion.

I was very comfortable there. Could go in and say what I wanted to. It was a good time to get parents together.

We used to sit and have coffee and discuss what was going on - how we could improve on what was going on in the Community Houses etc. It was good fun.

If you see anything that's not quite right you get the chance to put your views across. You also get to say thank you to the people you need to say 'thank you' to.

I'm just beginning to speak my mind. I really feel like I can in this group. They listen if I feel I have something to say.

Yes, I knew everything that was going on.

Medium Ratings Comments (5-7) - 30%

There were more arguments than anything else. Points were being made but nothing seemed to be done, just excuses "you have to realise" etc.

I'm a parent representative for the crèche. The two meetings which I have attended have been a waste of time. Only three people have turned up and two of those have been parent reps.

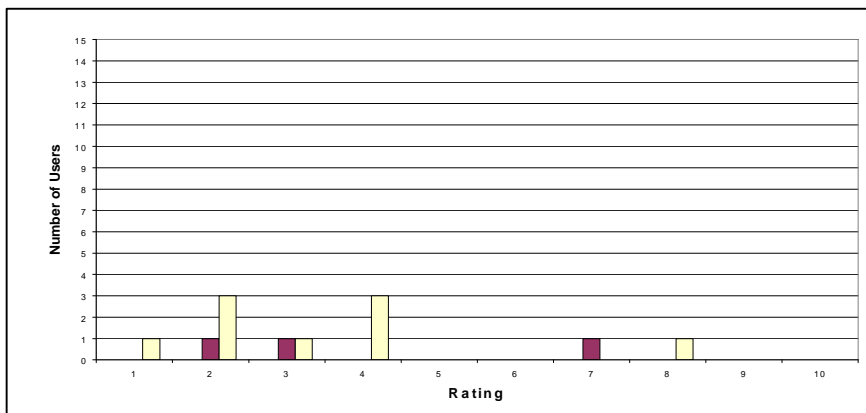
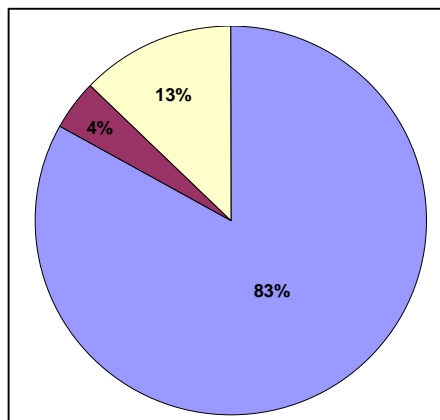
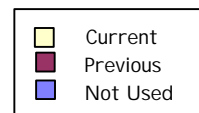
I was able to get information about Pen Green Services.

Low Ratings Comments (4 and under) - 10%

The User's Group I found hard because the people who do it listen to the parents views but they still do what they want - right or wrong.

HOUSING - OCTOBER 2002

Use of Service as *Housing* (access to surgery/advice from two other agencies; see page 69 for further discussion of this)
(For all comments see Appendix 14)



High Ratings Comments (8-10) - 8%

We were able to see the housing officer without having to travel very far.

Medium Ratings Comments (5-7) - 8%

They helped with repairs, but slowly. They kept changing the people we talked to.

Low Ratings Comments (4 and under) - 84%

I t didn't make a difference. I t caused me more stress and hassle.

I had a long wait to be re-housed out of one-bedroom flat on Arran Way. There was noise, drugs, etc. in the flat below. The Council took no action. My health visitor and doctor pressured for a change of housing due to my blood clotting problem.

Sometimes they're helpful, sometimes they're not. The previous person was more understanding and helpful then the current one.

I t helped to talk eye-to-eye with someone instead of just a voice on a phone. Not much help just the usual bullshit.

I keep phoning for repairs to be done and they change the phone numbers. At times they're not very helpful.

They take ages to do housing repairs.

I t helped me to settle down into one family home.

I was on the priority list but had to wait about a year for an offer of house.

I t's a poor service. There's a lack of shared information and they pass the buck all the time.

Ants nest behind gas fire. Mum has asked many times for this to be rectified, without results. Gas boiler has not been serviced since 1999. Large damp patch in daughters bedroom. All of the above have been reported to C.B.C. No action has been taken.

GROUP D - PREVIOUS BUT NOT CURRENT USAGE

SERVICE	Tally of Ratings Given
<i>Taste and Try</i>	10, 9, 7, 5.
<i>Stop Smoking Groups</i>	10, 8.
<i>Handling Stress</i>	9, 8, 6.
<i>Fathers Baby Massage</i>	8
<i>First Aid for Children</i>	10
<i>Food & Hygiene Course</i>	10
<i>Tinies</i>	10
<i>Creative Writing</i>	6
<i>Protective Behaviours</i>	10
<i>Communication Group</i>	8
<i>Supporting Parents Back to Work</i>	9
<i>Counselling</i>	9

None of the services above have 5 or more ratings or comments so will not be presented in 'own page' format.

GROUP E - NEW AND RECENT SERVICES.

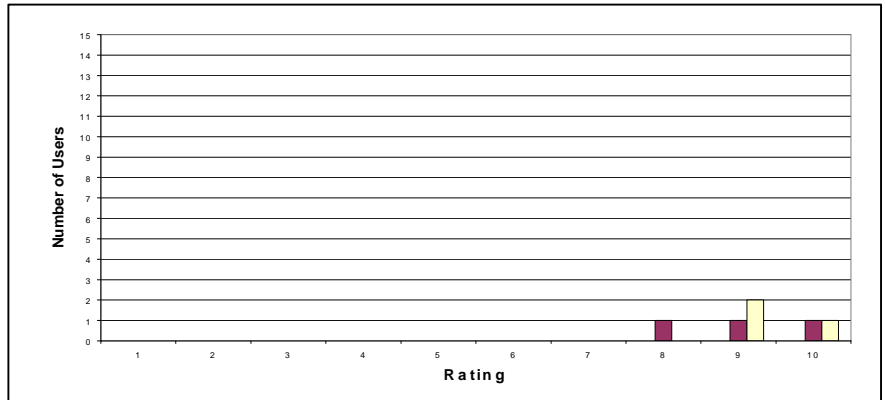
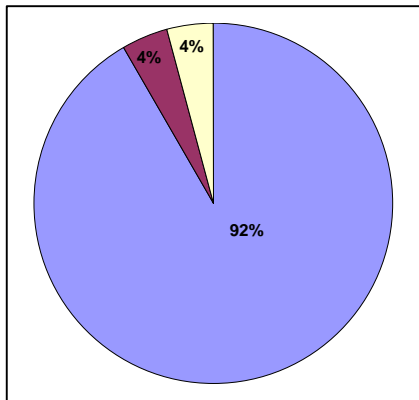
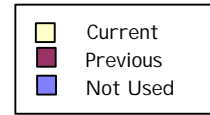
SERVICE	Tally of Ratings Given
<i>Toy Library</i>	10, 10, 9, 9, 9, 8.
<i>Breast Feeding Support Groups</i>	10, 9, 9, 9, 8, 6.
<i>Confident Parenting</i>	8, 7.
<i>Special Needs Support Group</i>	10, 9.
<i>Be Good To Yourself</i>	10, 10, 10, 9, 8, 7, 7.
<i>Circuit Training</i>	10, 10, 8, 8, 7.
<i>Aerobics</i>	10, 10, 9, 8.
<i>Computer Course</i>	10, 10, 10.
<i>Keep Fit</i>	10, 9, 8.
<i>Badminton</i>	10, 8, 3.
<i>CPN</i>	10, 10, 9, 6.
<i>Bookstart</i>	10, 10, 10, 8, 8, 8, 7, 7, 5.
<i>Childcare Supported Place</i>	10, 10, 10, 10, 10, 9, 9, 8, 4.
<i>Baby Massage</i>	10, 10, 10, 10, 7, 7.
<i>Communication Skills</i>	10, 10, 10, 9, 8, 8, 7.
<i>Consultant Paediatrician</i>	10, 10, 7, 7, 6.
<i>Dental Nurse</i>	10, 10, 10, 10, 10.
<i>After School Club/Group</i>	10, 9, 7, 6.
<i>Young Parents Groups</i>	10, 10, 10, 7.
<i>Fathers Groups</i>	8, 8, 6, 1.
<i>Early Daze</i>	10, 10, 5.

Only those services which have 5 or more ratings and comments have been represented in the 'own page' mode below.

TOY LIBRARY - OCTOBER 2002

Use of Service for Toy Library

(For all comments see Appendix 15)



High Ratings Comments (8-10) - 100%

I only went once or twice. Some of the things are at Wick House which is closer.

Having a toy Library is a really good idea.

It allows the children to try toys and equipment I wouldn't necessarily buy. We had the paint sets and bricks, playmats, etc. I stopped going because they moved it to Danesholme and transport was a problem.

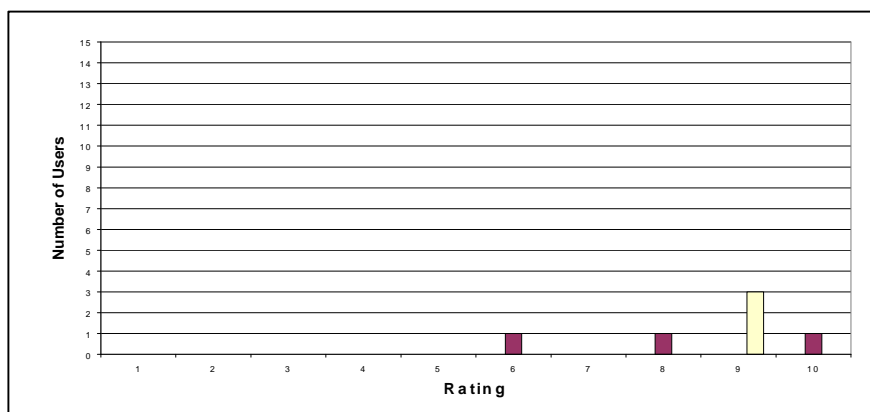
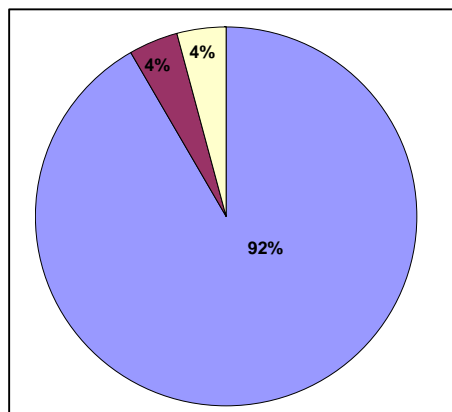
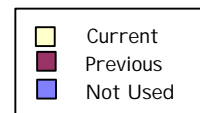
I use the toy library through Lloyds Drop-In. I think it is excellent as it gives the children new toys to play with and prevents them getting bored. Also good, when people can't afford to buy new toys every other week.

I have been to see the group once but I haven't actually been back again.

BREAST FEEDING SUPPORT GROUPS - OCTOBER 2002

Use of Service for Breast Feeding Support Groups

(For all comments see Appendix 16)



High Ratings Comments (8-10) - 83%

I used to go every Monday before returning to work and I still go on every other Monday, since returning to work. The group leaders are brilliant- really supportive and always on hand for advice. I rang them up about my baby's chickenpox- I know they're on the other end of the phone if I need them. This is so reassuring, especially when daughter was young.

I used this group at the Stuart Road Clinic which was very good. I had to take my older children with me so I couldn't relax when they had speakers in, as I was worried about the children making noise with toys (which they had lots of!). Now the group has moved to Pen Green I am sure it has improved but I stopped going as I couldn't cope.

The lady is really helpful, full of good advice. She gives brilliant help with any problems.

It helped me carry on breast feeding when I was having problems. The staff helped me get to see my doctor that day when I couldn't get an appointment at doctors when my daughter got a burn.

It's really friendly - you don't have to worry about feeding your child because everybody is. It's a really chatty group. Nice amount of time.

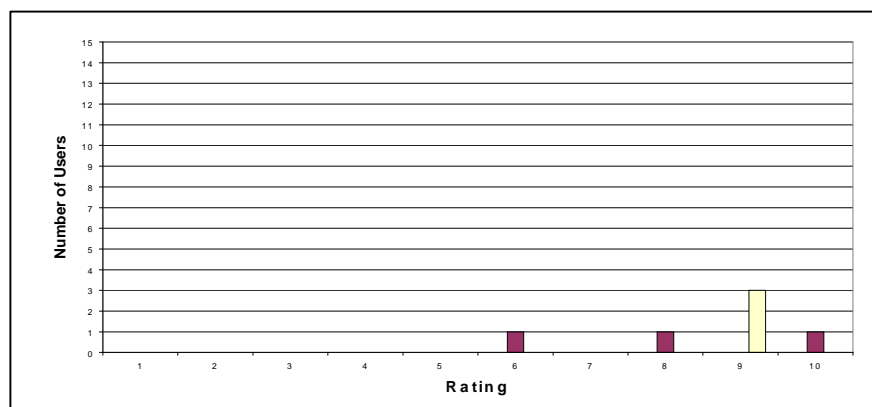
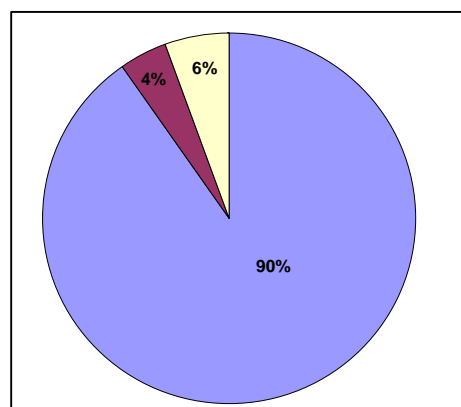
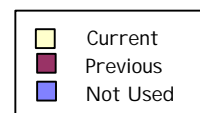
Medium Ratings Comments (5-7) - 17%

Parents were supportive of each other but there were no parents breastfeeding at the group.

BE GOOD TO YOURSELF - OCTOBER 2002

Use of Service for *Be Good to Yourself*

(For all comments see Appendix 17)



High Ratings Comments (8-10) - 71%

I helped run it for a while but it got too much for me when other people running it left. The group really let you chill out and relax and pamper yourself. Loved the head massage and a chance to do things for yourself like nails.

I'm not pushed into taking part if I feel I don't want to. I can just sit and talk. Gives me a bit of time to myself and its getting me used to putting my child in crèche.

It's on Monday mornings. Lovely to have 1.5 hours to yourself, even if it is only to natter. I've had a foot spa, my toenails done etc. Sometimes we go out for breakfast. One Christmas the staff arranged it so that over two Monday mornings we could do a bit of Christmas shopping in December so it wasn't such a mad rush just before Christmas.

It's 'time out' for yourself - you can spend it on yourself, doing what you want. They do a weigh-in so you get to keep an eye on that - I need to lose some weight!

They wanted to pluck my eyebrows but I said 'No way!' But I have had a face pack and a foot massage.

Medium Ratings Comments (5-7) - 29%

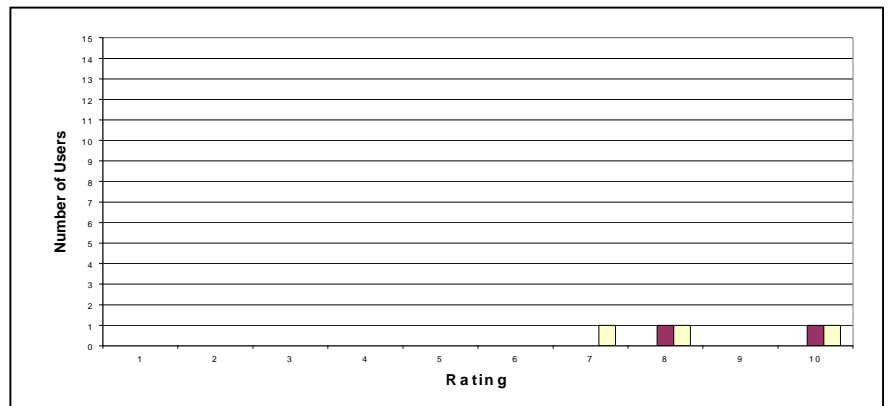
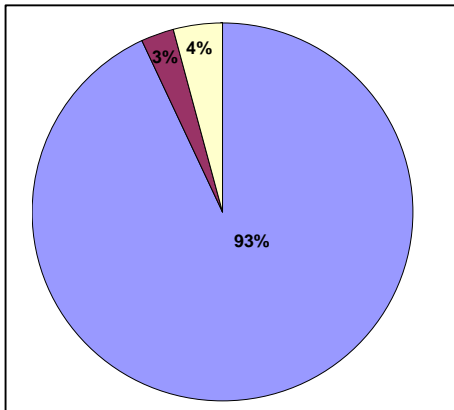
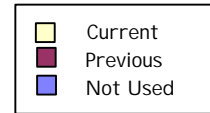
The activities depend on the numbers of people who come - that decides what we can do. It's not always clear what is happening on the actual morning. It doesn't always go according to plan. The parents decide what happens.

Though I enjoyed the group I found it was too early in the day, as I had to go back home to clean etc. straight after.

CIRCUIT TRAINING - OCTOBER 2002

Use of Service for *Circuit Training*

(For all comments see Appendix 18)



High Ratings Comments (8-10) - 80%

It's really good. I thought that they should charge £1 which is now happening.

Enjoyed it, but it was limited for time.

It keeps me fit - I'm trying to lose weight. It's something I enjoy.

I feel healthier. I have friends that go as well. The timing is good - 1 hour is enough! I like the layout of it, i.e.: weights, sit ups etc.

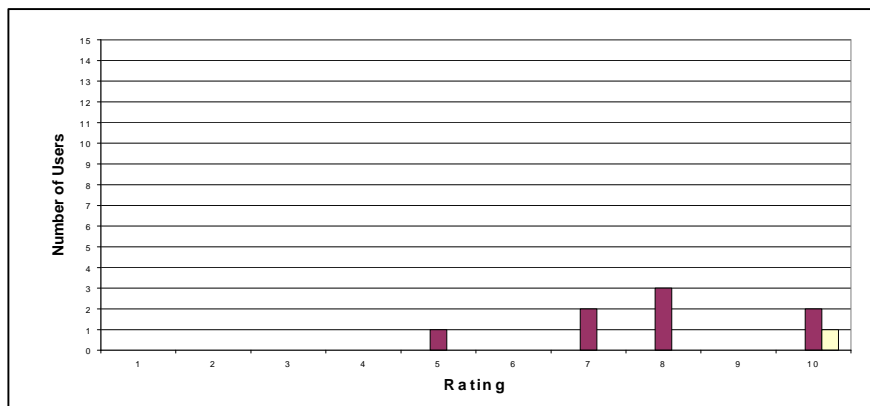
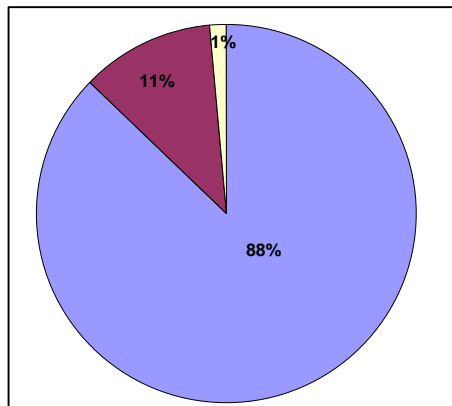
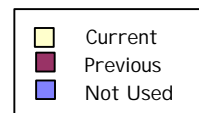
Medium Ratings Comments (5-7) - 20%

It has made me fitter. My girlfriend knows the trainer. I really enjoy it.

BOOKSTART - OCTOBER 2002

Use of Service for *Bookstart*

(For all comments see Appendix 19)



High Ratings Comments (8-10) - 89%

A brilliant but under-used service.

I was sceptical about children needing to look at books so early but I now have a collection of books and I'm sharing information about Bookstart with friends.

I love it. We buy the book that is used in the session and read it at home. I go to the group at Danesholme - it's a small group and it's very nice.

Good that people are encouraged to use the library, but I personally haven't used it since it moved from Stuart Road Clinic, as the library is difficult to get up to with little children.

A very good service, helping children to use books.

Very happy NCC is promoting books for children as I feel this is very important.

Medium Ratings Comments (5-7) - 11%

My children really enjoyed the sessions. Both love books.

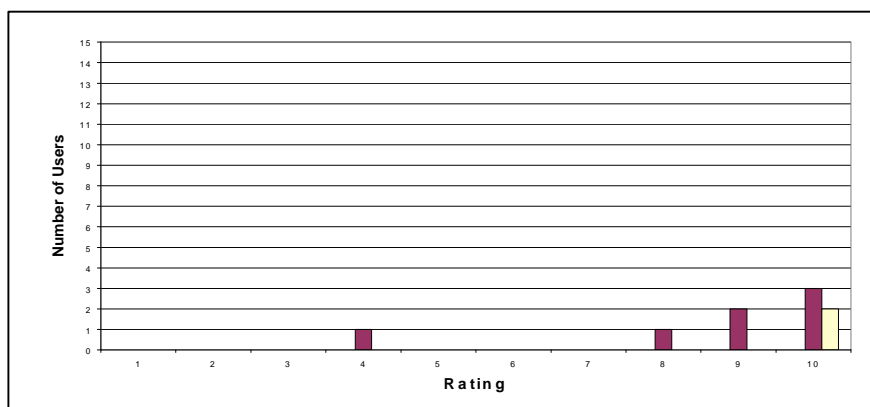
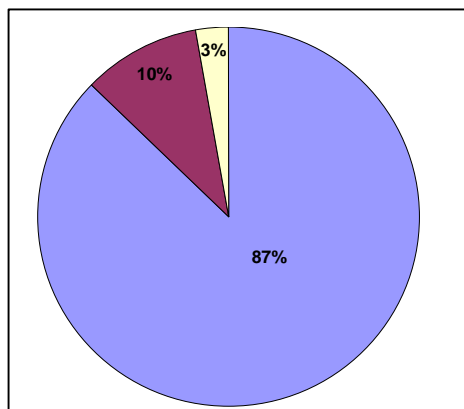
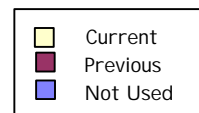
I received books in the Bookstart pack when my daughter was a baby. Now we are both registered with the library. It's the best thing I've done. It's an afternoon out, too. I'm looking forward to going to Bookstart.

This encouraged me to get the kids to join the library. They had never been before. We go to the town centre library.

CHILDCARE SUPPORTED PLACE - OCTOBER 2002

Use of Service for *Childcare Supported Place*

(For all comments see Appendix 20)



High Ratings Comments (8-10) - 89%

It's really good - one and a half hours to myself especially at a time when I needed it. It fitted in with my partner's time for picking up the children. The pressures of the children were 'turned off'. I knew my children were safe and with people they knew.

A nursery place at Squirrels was arranged to give respite to my family as I was dealing with another of my children's ADHD. He wasn't on medication at the time - it was the school holidays and I was nearly tearing my hair out. My Health visitor suggested Sure Start and contacted them from my house.

I had this when I went into hospital. My children went to Ripley Walk for a time. My son was taken to school and my other girl was taken to nursery in the afternoon. I couldn't walk so it was so helpful that they were taken there. It was important to get my son to school as he missed some when my relationship broke up.

It gave me time for myself so I could try new groups, and to go to appointments at the medical centre with my older son. It took a lot of stress off me.

This service enabled me to retrain as a Learning Support Assistant. It provides childcare for my little girl while I attend college. The service worker took me to view prospective childminders and help me to choose a suitable one.

This service was very helpful to my family at the time. It was great for my son.

I had this service when my daughter was about two months old. It let me have time to do shopping and so on.

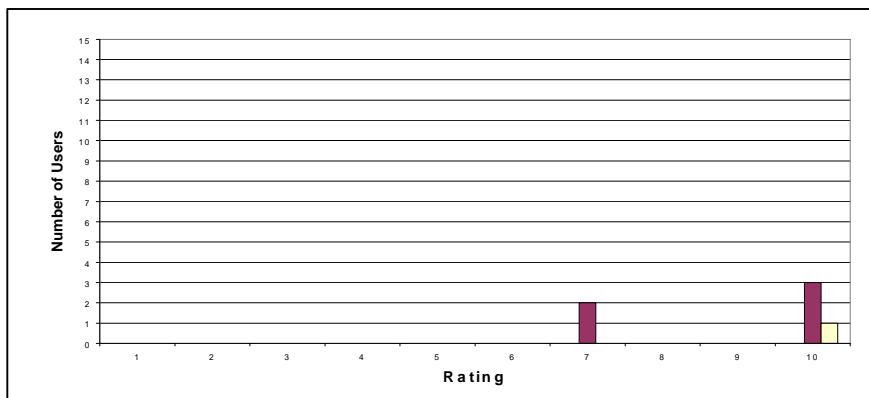
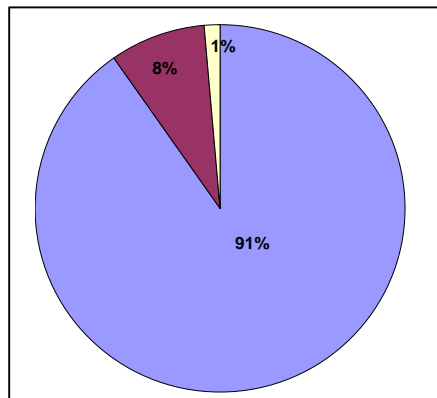
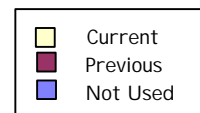
Low Ratings Comments (4 and under) - 11%

My child didn't settle in Educare, she didn't want me to leave, I had a new baby. My son was left to play on his own and he wasn't used to that. There wasn't a lot of support from staff, children were left to their own devices. This might work for some children but not mine. My Family Worker wouldn't listen so I took him out of Educare. My Health visitor advised me to look elsewhere which I did. I told my Family Worker who took it back to Sure Start. My son goes to 'First Class' now and he's doing very well. The staff support and encourage the children to do well.

BABY MASSAGE - OCTOBER 2002

Use of Service for *Baby Massage*

(For all comments see Appendix 21)



High Ratings Comments (8-10) - 67%

This activity was my first dealing with the Pen Green Centre and it was suggested to me by my health visitor. My baby was two weeks old when we started. My first memory is a member of the group asking if I would like a cup of tea or coffee which was most welcome. The Baby Massage instructor only charged 20 pence, gave me a tub of oil and taught me how to massage and I still do it on my child now. This group introduced me to the snoezezen-light room where I spent happy hours breast feeding and relaxing. I used this service till my child was too old then went to Growing Together Group.

It runs twice weekly, Monday and Thursday. Me and my baby both mum and child really enjoyed the group sessions.

The instructor is brilliant. She's very enthusiastic - teaches us new songs and encourages us to sing to our babies and interact with them.

I went to the group and now co-lead it! I started with my son and now go with my daughter.

Medium Ratings Comments (5-7) - 33%

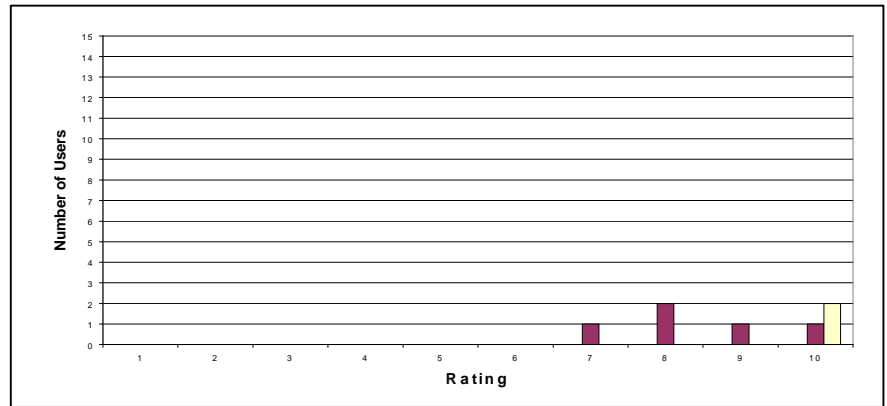
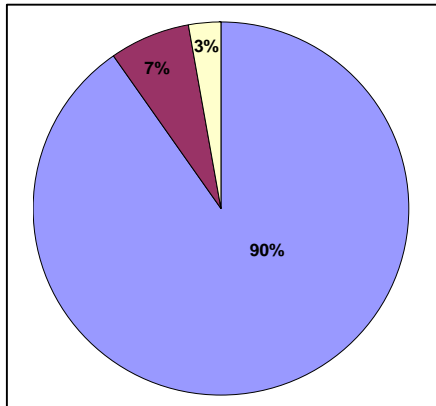
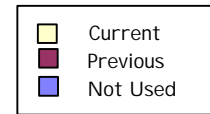
It was the first group I ever went to. It was good to meet other mothers, talk and share things with them.

I found it really enjoyable and I still massage my children.

COMMUNICATION SKILLS - OCTOBER 2002

Use of Service for *Communication Skills*

(For all comments see Appendix 22)



High Ratings Comments (8-10) - 86%

I t was a bit stressful and worrying at first. Now I'm more relaxed. As it's gone on I've learned things. The Course Leaders very friendly, ask about your worries and so on, they make you feel comfortable. We play scrabble, use dictionaries and do groupwork - it's really good.

Currently it's made a lot of difference with me understanding my son's school work. Before when he came home with his home work I didn't have a clue. I t's helped my confidence as I got my City and Guilds certificate. I'm now working on my assignment.

Wider Opportunities Drop-In gave me the chance to do my college work and get help with it if I needed it.

Found these courses very good. The tutor had time to explain everything thoroughly and spend time with you.

I started GCSE English but stopped because I started working. The times I spent in the sessions were good.

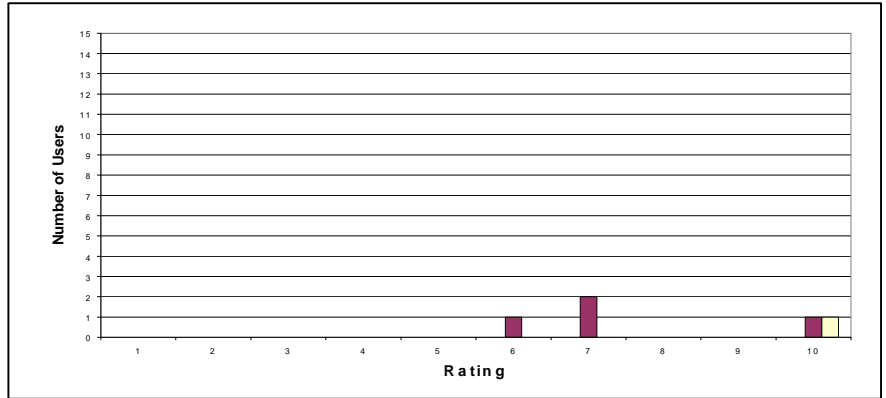
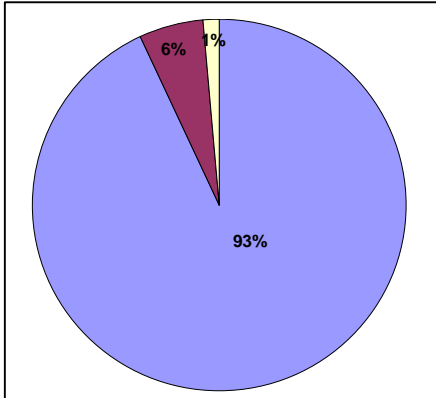
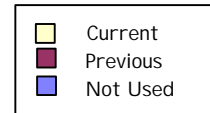
I felt relaxed and enjoyed having the hour to myself - I was really happy in this group. I only stopped going because I found it hard to settle my child who didn't want to be left without me in the crèche.

Medium Ratings Comments (5-7) - 14%

I went on a PC course. I t didn't help, I'm still no good. I find it hard now to get on a course due to my son being at nursery for two hours a day.

Use of Service for Consultant Paediatrician

(For all comments see Appendix 23)



High Ratings Comments (8-10) - 40%

I am with the Consultant Paediatrician with my son. I can access him easier through the houses - he is there once or twice a month - this is easier than telephoning his answering service.

We briefly discussed my child's heart murmur and he put my mind at rest without making me feel paranoid or panicky.

Medium Ratings Comments (5-7) - 60%

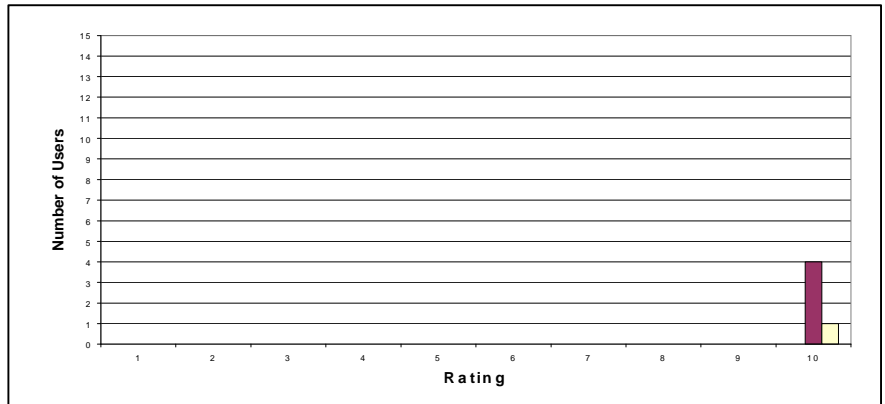
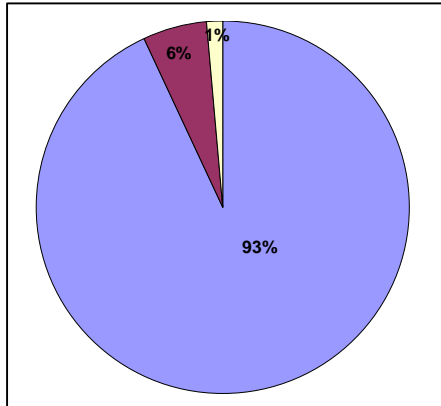
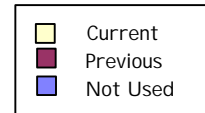
Most of his advice was good, but one piece was not very good and didn't take it.

He answered a few good questions for me.

He gave me reassurance.

Use of Service for *Dental Nurse*

(For all comments see Appendix 24)



High Ratings Comments (8-10) - 100%

I spoke to her about my daughter's teeth. She explained things in an accessible way. I found it useful. I got to know her face in the Community House and can ask things you wouldn't ask the dentist - she's very approachable.

She helped me a lot as I have a fear of dentists. The dental nurse put me at ease and gave me an appointment for my daughter which I took her to. It put me at ease a bit and put my mind at rest for my daughter.

I didn't want to get my wisdom teeth out, but I did go to into hospital after I talked to the Dental Nurse and got them out.

Up until we saw the Dental Nurse my kids never saw a dentist. My son was seven when he first saw a dentist. My children had dental problems as a result of not being able to get into a dentist in Corby.

She's great. She was really reassuring and came back with appointments for my children.

PART FIVE

ROOM FOR IMPROVEMENT

Once every service used had been rated and the reasons given for that rating, the parent was asked about the 'room for improvement' – about how the service could be improved. Given the generally high ratings given it could be expected that there were relatively few expressions about improvements. The order in which they have been presented is determined by the **average rating** – from the lowest overall rating to the highest. The figure in brackets refers to the rating score given. The average has been used where there were three or more service users.

ROOM FOR IMPROVEMENT BY SERVICE AVERAGE RATING

Housing - Average 3.66 (from 12 parents)

Rating	Reasons for Rating
1	There's an ants nest behind the gas fire. I Have asked many times for this to be rectified, without results. The gas boiler has not been serviced since 1999. There's a large damp patch in daughter's bedroom. All of the above have been reported to Corby Borough Council. No action has been taken.
2	A lot of improvement needed.
2	Council could improve a few of their services.
2	Very slow in repairs. Better communication.
2	Need to speed up process of re-housing people. Change the system of priorities as to who is moved before others.
3	Lots.
3	Too many things. Feels like when you say things it goes in one ear and out of the other. I feel like they twist things. Asked for repairs which didn't get done but later found out they were done when I left.
4	They are too interested in getting people onto the estate instead of keeping people happy who are already living here. They concentrate too much on how we can get more people. We did have an estate committee, but we didn't feel we were making any progress so we ended it. It would really help with cars and crime on the estate if we could get funding for a CCT camera, which would clean up the estate, make people happier here and get empty houses filled. We have some great people on this estate, look after them!
4	Better security on doors etc. to keep kids and teens out. Doors don't close and lock properly. Representative from block or blocks. Or representative come to town to talk to residents.
4	Get repairs done quicker. Not much confidence in Council.
7	It would have been nice to have got used to one person.
8	None

It is important to note here that ***Housing*** is the only service with an average rating of less than 5. There seems to be a 'nest' of unmet needs.

In the 1999 study the Housing Department of Corby Borough Council was classified as having “little contact” in both the ante- and post-natal period. The ratings given then were 9, 8, 7 and 0 (an average of 6) which would indicate a perceived deterioration in the quality of service.

As indicated at the top of page 54, there is a need to distinguish between the service given by Corby Sure Start and housing providers. Corby Sure Start’s role is to provide the opportunity for occupiers of rented housing to speak to representatives from their housing provider. This has been achieved by the Community House at Wick Close running a once-a-week Housing Surgery where tenants can meet, and discuss their concerns with, representatives from the Leicester Housing Association. The ratings and associated comments (table on page 68) clearly reflect people’s feelings about their housing provider and not the facilitative role of Corby Sure Start.

SERVICES WITH 'ROOM FOR IMPROVEMENT' RATINGS AVERAGING SEVEN

(NB figures in brackets are the actual rating given)

Coffee Mornings - Average 7.07

'I would like to access this group more than once a week. The room is either too hot or too cold.'
(3)

'Always too many people but in a way that is hectic but good. Some people stay away because it is too busy.'
(7)

'Need for more interaction e.g. crafts, singing.'
(8)

Welfare Rights - Average 7.2

'On a number of occasions they have not been there when they are supposed to be. She should offer the whole service, not just tell me to go to the town.'
(3)

'It needs to be more accessible and easy to get to - more visible. For example it could be in one of the vacant shop units in the town centre.'
(5)

'They need more basic training and skills.'
(6)

'Difficult to get hold of them, they're always very busy on the phone so it's difficult to make appointments.'
(8)

'It could be bigger - it's not very accessible with prams, buggies etc. Opening times should be better advertised.'
(8)

'More reliable opening times.'
(10)

'Fine, very happy with service given.' (10)

Teenage Groups - Average 7.5

'More games. More staff. Make it more fun instead of just talking.' (4)

'I like the aerobics, but sometimes they play games which are babyish.' (5)

'It needs more freedom during groups, e.g. to play games, chat, etc. Sometimes you think 10 years is too young - they tend to not be interested in sex education for example (laughing). Maybe an extra evening is needed (two rather than one) Maybe another group is needed for under 12's.' (7)

'Too much messing around - especially by young 10 year olds. We need more time to chat among ourselves, more free time. There were too many people and that put me off. That's why I left.' (7)

'Can be a bit boring when people just talk to you. It can go in one ear and out of the other. Pictures or a video would help it to be more interesting. Sometimes children who have been going to the group for a while can hear about the same subject again. More space is needed for both sorts of groups.'(8)

'Try out different things.' (8)

'The group split was a good thing because before everyone would shout and you couldn't hear anything. Too many children in the room! (could be 20) You would come more often if you could. maybe have a Tuck Shop and plan the snacks. Every week the snacks are the same.' (8)

User Groups - Average 7.7

'Need to feel that what you say won't be dismissed which is what happens quite often now. A parent raised a problem about badminton- but they were told "I 'm sure it wasn't that bad!" (4)

'Get people to turn up when asked. To have it at different times, i.e.: daytime, early evening.' (5)

'Never got back to me. Even spoke to a manager as I didn't feel I was getting anywhere. I was promised she would see what she could do but didn't get back, gave up the group as I thought it was pointless.' (6)

'Nice to see more people here but not always enough staff to accommodate lots of children. Staff off due to illness, leave, etc. People who use house - older children and teenagers need to be accommodated and provided both services.' (10)

SERVICES WITH 'ROOM FOR IMPROVEMENT' RATINGS AVERAGING EIGHT

Name of Service	Average of Ratings
<i>After School Club</i>	8
<i>Childcare Supported Place</i>	8
<i>Consultant Paediatrician</i>	8
<i>Community Houses</i>	8
<i>Bookstart</i>	8.11
<i>Crèche in Houses</i>	8.29
<i>Breast Feeding Support Groups</i>	8.5
<i>Circuit Training</i>	8.6
<i>Drop-in</i>	8.66
<i>Be Good To Yourself</i>	8.7
<i>Family Visiting</i>	8.75
<i>CPN</i>	8.75
<i>Communication Skills</i>	8.85

Many of the comments about some of the services listed above support the view that there are a number of 'networks' operating among parents - they go to the Pen Green Centre, take part in groups, visit the Community Houses and experience the activities provided there and talk to each other about them. Parents inform each other about what is available, and often accompany each other so that a newcomer can be 'introduced' and feel supported in a situation where they might otherwise feel insecure.

Overcoming the isolation that sometimes follows the birth of a baby can be difficult for many new mothers - and this can have two intersecting dimensions,

- The **actual isolation** which results from having real difficulties getting out of the house - tiredness, other children to deal with, feeding and changing equipment and other paraphernalia which has to be taken out, buggies, using public transport, other commitments and so on

- The **felt isolation** which may result from the mistaken belief that you are an 'inadequate' mother because you can't seem to cope with and overcome the kinds of difficulties suggested above

SERVICES WITH 'ROOM FOR IMPROVEMENT' RATINGS AVERAGING NINE

Name of Service	Average of Ratings
<i>Midwife</i>	9
<i>Transport</i>	9.08
<i>Trips</i>	9.08
<i>Toy Library</i>	9.16
<i>Aerobics</i>	9.25
<i>Young Parents Groups</i>	9.25
<i>Safety Equipment</i>	9.3

Of interest here is the fact that these services are all 'in-house' - they are all Sure Start initiatives.

PART SIX

CONCLUSIONS AND RECOMMENDATIONS

We began with three sets of questions. In Corby Sure Start:

- What is high quality?
- What is passable quality?
- What is unacceptable quality?

in the services provided. Our analysis went beyond descriptions of the survey data and into the dynamics of high quality. We did so because only *Housing* proved to have an unacceptable quality as a service and an average rating of 3.66.

In the passable range – with an average rating of 5 to 7 – were four services all of which had an average rating of more than 7. The comments here are interesting because only *Teenage Groups* are criticised for ‘doing the wrong thing’ by being a “...bit boring and babyish”. Even then there is also a theme of access and accessibility in the comments. *Coffee Mornings*, *Welfare Rights*, *User Groups* and *Teenage Groups* face the issues of overcoming reliability and staff shortages. Some individuals have a good idea as to why. When the “room for improvement” is easier access to staff and increased frequency of service then the service itself is probably being run on the right lines.

The ‘core-services’ – those both previously and currently being used by at least 10% of parents – were all rated positively and generally very positively. In summary, the ratings that were given for core services are in Table 5 below.

Table 6 - A summary of Ratings for the Core Services (figures show % of ratings given in each level of High, Medium and Low; e.g. 84% of ratings given for *Transport* were High i.e. 8-10)

SERVICE	HIGH RATING 8-10	MEDIUM RATING 5-7	LOW RATING 1-4
<i>FAMILY VISITING</i>	90	3	6
<i>SAFETY EQUIPMENT</i>	90	5	5
<i>TRANSPORT</i>	84	13	3
<i>DROP-IN</i>	79	18	3
<i>COMMUNITY HOUSES</i>	67	33	0
<i>INFORMATION SHEETS AND LEAFLETS</i>	53	47	0

There are important questions about how to maintain very high user satisfaction levels for *Family Visiting, Safety Equipment and Transport*. There are also important questions about the scope for improvement in *Drop-In and Community Houses*. The reasons are the same as those given earlier. Once these services become very successful they become over popular and overcrowded. Then the newer user parents probably get marginalised by those parents who have been using the services for longer.

Medium and Low ratings were not generally associated with negative comments. Instead the comments often reveal the sharp edges of exclusion experienced by the parents until Corby Sure Start began introducing its services and its local 'signposting'.

There are some insights in the comments which have inspired further analysis. In particular it seems that service delivery satisfaction has strongly depended upon the service **deliverers**. Because the parents have been coming out of exclusion they have been accompanied on the journey. Most obviously this conclusion applies to the *Midwife* and *Family Visiting* services, but less obviously it applies to **all** services. We make a case for thinking of needs horizontally rather than hierarchically (see Figure C on page 35)

This case is further supported by the ratings given to constant services – those with more previous than current usage but with a strong theme of continuous need (please see Table 6).

Table 7 - A summary of Ratings for the Continuous Needs Services (figures show % of ratings given in each level of High, Medium and Low; e.g. 86% of ratings given for *Growing Together* were High i.e. 8-10)

SERVICE	HIGH	MEDIUM	LOW
MIDWIFE	86	9	6
TRIPS	95	0	5
GROWING TOGETHER	86	14	0
WELFARE RIGHTS	57	36	7
COFFEE MORNINGS	54	31	7

The ratings for the *Midwife* are outstanding. We were then encouraged to advance a comparison between Family Visitors and the midwife. This comparison was meant to highlight the Sure Start

contribution to compatible continuous professional development and connections made with initial training. We suggested that this highly rated midwife has grafted home visiting skills onto her professional 'baby delivering skills' from her initial training. In a complimentary evaluation there is an account of the contribution of Continuous Professional Development to the family visitors' skills (see Fletcher 2003).

We did have some initial hypotheses (please see p24). It would be possible to test these hypotheses, and others, by now putting the user satisfaction survey results alongside the Corby Sure Start database. For example,

- The linking of high ratings for family visitors with high ratings for a specific **set** of services **and** things then happening for the child, parent and family.
- The linking of non-response with other known family characteristics, eg birth position. It would be most helpful to be able to challenge any systematic error which may exist through non-response.

We have been impressed, as have the parent interviewers, by the individual connections and combinations of Corby Sure Start services which have been pieced together by families and their family visitor (and transport driver). Children and their parents have had a galaxy of opportunities opened up to them. They have not been on a 'conveyor belt' of standardised treatment.

FINAL REMARKS

Our final remarks contain notes of caution and concern

A. Some groups provided by Corby Sure Start show low numbers of ratings given (e.g. the *Serb-Croat Group* has 2, *Totcercise* and *Making Choices* have 1 each), and taken at face value this could be misinterpreted as indicating groups with small numbers or that they are poorly attended so some clarification of several factors is necessary,

1. The small numbers for some groups recorded in this report may be a reflection of the struggle to locate, contact and interview Corby Sure Start service users within the sample frame rather than evidence of lack of take-up or low attendance.
2. As we worked on the basis of a 20% sample the data can, theoretically, be multiplied by any figure up to 5 to represent what might be the real level of service usage.
3. Several groups which have low numbers or ratings had only been recently introduced prior to October 2002 so, initially, small numbers might be expected.
4. Some groups are run collaboratively with the Pen Green Centre with co-leaders from there and Corby Sure Start, making them part of this evaluation.

One example may illustrate these points – that of *Sewing*. In this evaluation *Sewing* received only one rating (of 6), suggesting a small, poorly attended group. In fact it is a successful, well-attended group run jointly by Corby Sure Start and Pen Green Centre staff with a waiting list of people wanting to be involved. Funding from Corby Sure Start for one of the co-leaders was introduced in recognition of its popularity, bringing it within the ambit of this evaluation.

In methodological terms however, we are not able to assume that higher figures for usage are likely to occur; the single rating and comment represent the judgement of an individual. It may be the case that this is the only person from the Corby Sure Start catchment area in our sample who attended this group in October 2002 – we have no way of knowing whether this is the case

or not. Had more interviewees rated and commented on *Sewing* then some assessment of the service from a group perspective may have been possible, but this did not occur in this study. That said, regular reviewing of groups, their attendance levels and getting feedback from parents is necessary so that resources can be reprioritised if required.

B. Corby Sure Start seems to be 'stretched out' in some respects;

- o The work itself is difficult
- o There is a relatively high proportion of part-time workers
- o This is creating logistical questions, about
 1. How are all of these services to be managed?
 2. With all of these people
 3. When so many of them are part-time
 4. And so many of the services have a relatively small take-up.

However, there is a trade-off to be made between flexibility and costs regarding the number of part-time workers,

- a) more people have to be trained, managed and supervised with the inevitable costs that are incurred, but,
- b) management have greater flexibility in terms of staffing, location and time-tabling of services
- c) workers have more flexibility in terms of work, family and other commitments
- d) parents and families have a wider range of services than might otherwise be the case

Is there a danger of being over-stretched? These are issues that Board and management may wish to consider.

C. There is a consistency across many of the ratings scores for different services (e.g., the majority of ratings being in the High category, and very many of those are 10 out of 10). There is something which is 'service-proof' in how people feel about Corby Sure Start's services – something which is embedded in Corby Sure Start's culture. All services are striving – all bar one. Should Corby Sure Start challenge *Housing* directly?

- D. The evidence also suggests that in the most important services, the high ratings and positive comments are related to just how strongly things are 'person-dependent'. The quality of the service given is entwined with the relationship developed between the Sure Start worker and the family – trust, feeling valued, being respected, being seen as a person 'of worth'. How are these gems kept safely?
- E. There are staff who are clearly exceeding what might be called the 'formal role definition'. Corby Sure Start is encouraging, if not implicitly demanding, very high levels of personal involvement, personal commitment, of taking the job seriously and of taking the job on further. It may be appropriate to revise and review the actual job-descriptions. The job descriptions may no longer encompass all that is being done.

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NOTE ON 'TURNAROUND' COMMENTS

During discussions with colleagues about the data and their meaning, the Data Analyst pointed out that there were many comments made, across a range of services, which encapsulated the way in which Corby Sure Start had helped people to develop their self-concept and their self-esteem to the point that they could start to 'self-actualise', perhaps for the first time (see Figure C – A Horizontal Model of Meeting Needs (after Maslow) on page 38) In our discussions our Data Analyst suggested that these be referred to as 'turnaround' comments, as they captured the ways in which people felt that Corby Sure Start had made such a big difference to them and their families that their lives had been turned around for the better. The boxes below contain some examples of these comments with the name of the service referred to in brackets.

Going to Drop In gave my daughter a lot of confidence. It brought her out more. I can see her developing more maybe because she is around other children (Drop In)

Without the minibus me and my baby would be unable to attend groups at the Community House. It also helps me and my baby to mix with other families as we would be stuck at home otherwise (Transport)

The lady arranged for me to have a fire-guard...she helped me realise the importance of other aspects of safety, like keeping kettle flexes out of children's reach and she told me how to deal with a chip-pan fire and I have passed on this advice to my eldest daughter (Safety Equipment)

An absolutely brilliant service. She delivered my third child and made it very easy for me. I felt like I had my own, 'personal' midwife. I didn't panic, she made it all OK. (Midwife)

The closest thing my children get to a holiday. We all loved it and it gave my older children something to boast about when they were back at school. Sure Start made it much easier. They could see I had a large family and would have been expensive so they accommodated the price for large families and let us pay in instalments (Trips)

We can't afford to go anywhere so it gives us something to do - places to go. It's a little bit extra for us. My husband and I haven't had a holiday for 8 years so the trips give us something to look forward to (Trips)

I'm just beginning to speak my mind. I really feel like I can in this group. They listen if I feel I have something to say (User Groups)

I was sceptical about children needing to look at books so early but I now have a collection of books and I'm sharing information about Bookstart with friends (Bookstart)

A nursery place at Squirrels was arranged to give respite to my family as I was dealing with another of my children's ADHD. He wasn't on medication at the time - it was the school holidays and I was nearly tearing my hair out. My Health visitor suggested Sure Start and contacted them from my house (Childcare Supported Place)

I had this when I went into hospital. My children went to Ripley Walk for a time. My son was taken to school and my other girl was taken to nursery in the afternoon. I couldn't walk so it was so helpful that they were taken there. It was important to get my son to school as he missed some when my relationship broke up (Childcare Supported Place)

I went to the group and now co-lead it! I started with my son and now go with my daughter (Baby Massage)

Currently it's made a lot of difference with me understanding my son's school work. Before when he came home with his home work I didn't have a clue. It's helped my confidence as I got my City and Guilds certificate. I'm now working on my assignment (Communication Skills)

Up until we saw the Dental Nurse my kids never saw a dentist. My son was seven when he first saw a dentist. My children had dental problems as a result of not being able to get into a dentist in Corby (Dental Nurse)

I didn't want to get my wisdom teeth out, but I did go to into hospital after I talked to the Dental Nurse and got them out (Dental Nurse)

APPENDICES.

APPENDIX A - METHODS AND TRAINING.

METHODS

The Parent to Parent User Satisfaction Survey

The Sample

A sample of users was made from those using Sure Start services in October 2002. The total was 375, a 20% sample of which would be 75. However, a 20% sample would provide too few potential interviewees in the medium and high user groups (5 to 10 and 11 or more contacts respectively)

- Low, medium and heavy users of services and groups
- Those who had been using services for a duration of 1, 2 and 3 years respectively

The Interview Schedule

After consultation with the Manager of the Corby Sure Start, an interview schedule was devised which identified the full range of services and groups which were to be evaluated. The schedule consisted of a 41 page spiral-bound booklet which allowed the whole to be opened out flat for the convenience of interviewers and interviewees - interviewers could place it on a table or on their lap in the clipboard provided and interviewees could see what the interviewer was writing and feel reassured that nothing was being recorded in a clandestine way. Page 2 contained introductory remarks which all interviewers had to read out and make clear to interviewees regarding,

- The purposes of the research and evaluation.
- Issues of confidentiality and anonymity.

Each of pages 3 to 38 were laid out to refer to a single service or group with,

- A coding and the name of the service or group at the top.
- A coding as to whether use of this service or group was current, had been used in the past or had never been used.
- Next was a rating scale allowing the user to give a rating from 1 to 10 reflecting their feelings and opinions as to the quality of the service or group (with 10 being excellent or outstanding and 1 being very poor or of little use)
- Following this were two boxes allowing the interviewers to note, (as far as possible in the interviewee's own words),
 1. The reasons why they had given this rating about the quality.
 2. What they felt could be done to improve the quality of the service or group.

Pages 39 and 40 had the same layout but no coding or name of service, so that if interviewees identified other things which they wanted to tell us about interviewers could record it there. Page 41 was headed 'Comments' allowing interviewers to say how they felt the interview went, was it easy or hard, did they feel there had been a positive rapport with the interviewee or not.

The Interviewers.

A total of 15 interviewers were initially recruited and attended two sessions of training to equip them with the knowledge and skills to ensure that they could conduct interviews in people's homes by creating a friendly and informal rapport for both the interviewees and themselves. Soon after the training two of the interviewers decided not to go ahead with the interviewing leaving 13 to conduct the fieldwork. Fortunately, two women who had been closely involved with the 1999 Parent-Led Needs Assessment, who had come along to the training sessions to give us all first-hand experiences of carrying out interviewing of this kind, were keen to do some interviewing this time around which not only boosted the numbers but brought some well-seasoned interviewers into the team.

The Training.

This took place in three hourly sessions over two days and required attendance at consecutive sessions.

Problems and Solutions

Problems with the database;

- Names with no phone number – the sample list contained 16 names and addresses with no phone number given. This was reduced to 8; a small number of phone numbers were available by checking in the local phone book; some others were found via staff in Corby Sure Start who worked with the families in groups, at the Community Houses etc.
- Names with defunct, out-of-date or 'not recognised' numbers – these were checked to authenticate this; if it was not possible to contact by phone interviewers would 'cold call' at the address
- Names without dates of birth – we needed to know the age/date of birth before possibility sending an initial interview letter – for those under the age of 18 phone contact was made with a parent or guardian and their consent gained before any contact with their child was made
- All three above requiring time-consuming exercises checking the database, finding out from Sure Start workers if they knew etc.
- Adult database includes users of teenage groups, some as young as 12, requiring contact with and approval from a parent prior to initial letter re interview, plus a covering letter to parent.
- Initially a limited number of computers had access to the relevant database – this number increased part of the way into the fieldwork
- Compiling of lists of those who were either non-contactable or declined to participate to see if there were any emerging patterns.

SURE START EVALUATION 2003

INTERVIEW SCHEDULE FOR USERS OF SERVICES

**SURE START EVALUATION 2003: INTERVIEW FOR USERS OF SERVICES; PARENT TO PARENT USER
SATISFACTION SURVEY**

Introductory remarks for interviewers:

nb - you must read these items to the interviewee to ensure that they have given 'informed consent ' to being interviewed by you; i.e. they are aware of what it entails and they have the right to refuse to answer questions and/or withdraw from the interview if they so wish.

- ❖ Thank you for agreeing to talk with me
- ❖ All your answers will help us to understand and improve the sure start project in corby
- ❖ Be assured that all your answers will be anonymous, confidential and data protected
- ❖ Of course, you can refuse to answer any question you wish
- ❖ You can also withdraw from the interview and end it if you want to do so
- ❖ We should be talking for about $\frac{3}{4}$ of an hour
- ❖ Is it ok for me to us to start now?

- Can i begin by asking about your child/children?
- Your child's name is?/your children's names are?
- How is s/he getting on? How are they getting on?

- Most of my questions have to do with sure start's services
- Each service for adults or children has been listed on this card
- Please tell me which services you have used previously and which you are using now

SURE START EVALUATION 2003: INTERVIEW FOR USERS OF SERVICES; PARENT-LED NEEDS ASSESSMENT

Name of Service or Group:

Use of Service: Current=C; Previous=P; Not Used=N (circle letter)	C	P	N
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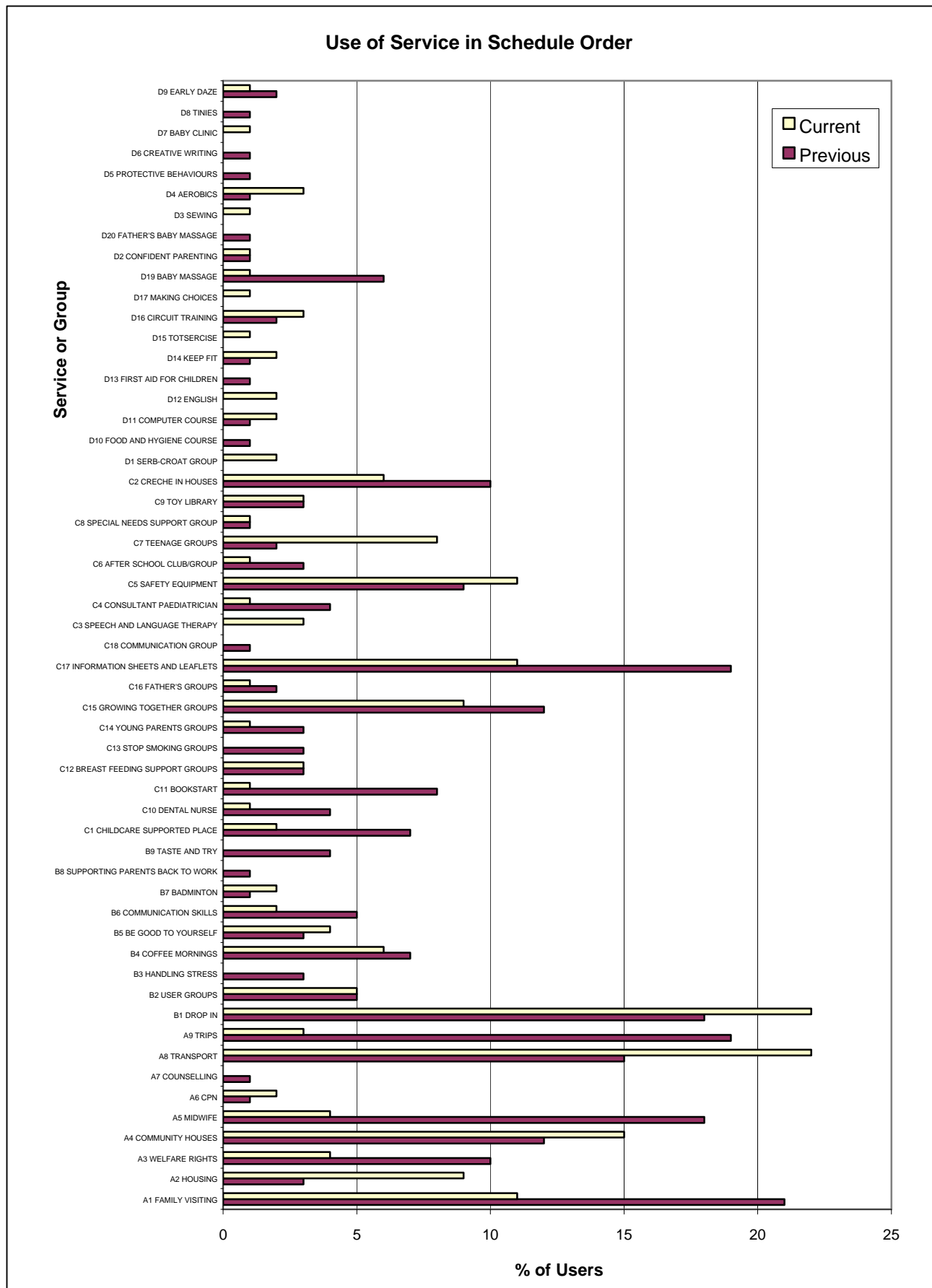
Rating based on the value of the service/group for you/your child/family (circle number given)									
1	2	3	4	5	6	7	8	9	10

Reasons for Rating:
e.g. What differences has this service/group made to you/your child/your family?

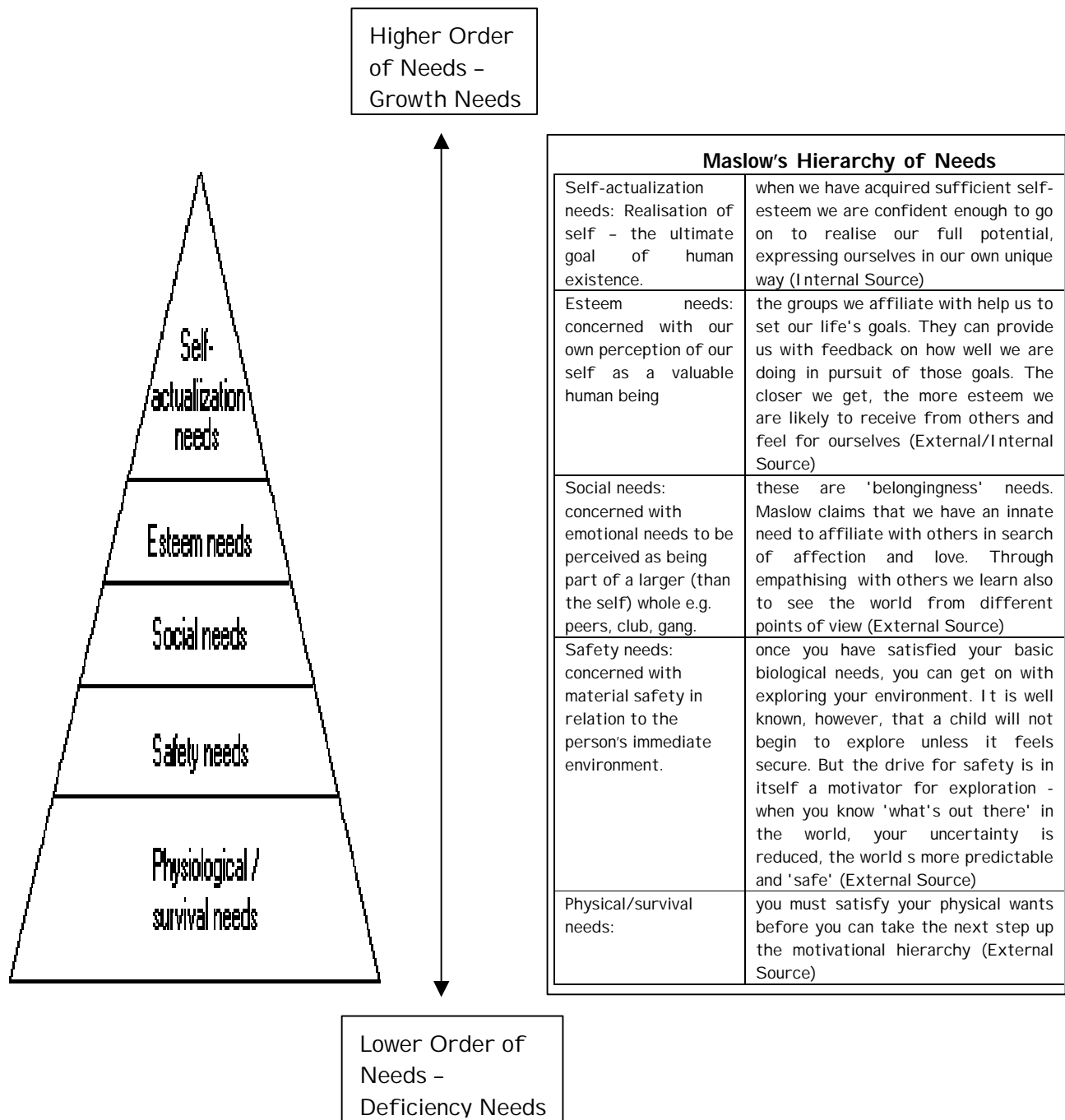
Room for Improvement:
e.g. How could this service/group be made better for you/your child/your family?

(NB - Each page of the interview schedule used this pro-forma, with the name of each service or group in the 'Name of Service or Group' box at the top of the page, in the order shown from left to right in Figure D below.)

Figure D – The use of Services in October 2002; in Order of Interview Schedule



APPENDIX C – MASLOW’S HIERARCHY OF NEEDS



(some models of Maslow's Hierarchy include the following two levels, sandwiched between Self-actualisation needs and Esteem needs -

Aesthetic Needs	Concerned with the ability to perceive beauty and meaning in one's own perception of reality (Internal Source)
Cognitive Needs	Concerned with the ability to generate 'original thought' and process one's own perception of reality without external influence (Internal Source)

for our purposes they can be assumed to be incorporated into Self Actualisation)

APPENDIX D – TYPES OF EVALUATION AND YOUR PROGRAMME’S DEVELOPMENT

There are three basic types of evaluation activity – looking at how something is put into place (Formative), looking at the way that it works in practice (Process) and looking at the effect that it has (Outcome). You may need a different mix of these types of evaluation as your programme develops. It may be useful to think about the progress of the programme in five phases. Each phase requires particular combinations of these three types of evaluation.

PHASE OF DEVELOPMENT OF PROGRAMME	TYPE OF EVALUATION
1. Before the services are provided - evaluation looks at needs assessment - which services are needed, and for whom.	Formative
2. In the early stages of the programme - evaluation looks at accountability - are the services, and the whole programme being provided in the way we planned?	Formative and Process
3. After up and running for some time (e.g. 1 year) evaluation looks at clarification - can it be improved?	Process
4. Up and running, has been modified after early evaluation, evaluation looks at progress to objectives - are we meeting Targets?	Process and Outcome
5. Well established - evaluation looks at service/system impact - have things changed?	Outcome

(Henderson et al; 2002, page 5)

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