

Busybodies Evaluation



Pam Carter June 2004

Acknowledgements

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1. Executive Summary

1.1 The Busybodies Group has been running since April 2003. During that time twenty seven different adults and thirty different children have dropped in. Seven children have attended for at least five sessions.

1.2 The evaluation found that several families from outside the Sure Start Longton South boundary area are accessing the group. This raises a general issue for the programme and for other area based initiatives that are intended to target specific areas. In proportion to the numbers of Black and minority ethnic families who are eligible for Sure Start Longton South, few are accessing the project. There were some suggestions for improvement from the survey respondents including providing refreshments, time to chat and splitting the group into babies and toddlers.

1.3 Parents who completed a survey, report that their children gain by learning from new experiences including being with other children, the parents learn rhymes that they sing to their children, there are toys and equipment that they don't have at home and they have a fun, relaxing time. There is some evidence that parents' confidence has improved as a result of attending the group and observations by staff indicate that some children pick up new skills including

clapping and recognising rhymes and songs. The report contains recommendations aimed at the Longton South Programme Board.

2. Methodology

2.1 The evaluation methodology has attempted to follow a realistic evaluation framework as developed by Pawson and Tilley (1997). This framework seeks to answer “what works for whom, in what circumstances ?” and analyses the context, mechanism and outcome of social interventions. The Programme investment in this project did not warrant a large scale or sophisticated evaluation study. 2.2 The Programme database is in the course of being updated. This has created some difficulties in accessing and analyzing data. The weekly activity monitoring sheets were therefore used and analyzed using EXCEL. Future routine monitoring and quantitative analysis should be much improved when the new database is fully operational.

2.2 In order to seek parents’ views on the service, a simple survey was designed with the help of two parents who attend the group. They piloted the questionnaire and made suggestions for improvement. Questionnaires were handed out at a group session for self-completion. There was a detachable slip for names and addresses to enter a prize draw. These slips were detached before data was analyzed and so confidentiality was assured. A list of people who had previously attended the group was derived from the database and questionnaires were posted to those people who were Sure Start members. Despite the prize draw incentive and a reply-paid envelope, there were no responses to the postal survey. This was a trial of this method for seeking parents’ views and indicates that parents no longer coming to the group were not motivated to take part in this particular survey. Further research could be carried out to see whether these same families access other Sure Start services. It is

known that at least one of the parents has stopped attending as she has returned to work.

2.3 Of the thirteen responses obtained at a group session, it should be noted that six of these were from outside of the Sure Start area.

2.4 The evaluation did not set out to conduct a comparative study but at a late stage in the analysis, details of an evaluation of a similar project were identified. The Busy Bees project at Rotherham Rawmarsh Sure Start (a Trailblazer) is briefly described in the Appendix. It should be obvious that there are similarities and differences between the Longton South Busybodies group and the Rotherham Rawmarsh Busy Bees group. As the Rotherham group started earlier, it could be useful for the Longton South Programme to make contact to check on progress and exchange experiences.

2.5 The Programme Manager wanted to know what difference was made by the fact that the service was delivered by a local parent. In the absence of a comparison group, it has not been possible to answer this question with certainty. It is unlikely that the innovative, flexible local commissioning process would have happened with a more traditional established service provider. However, there are indications of some tensions from the combined role of deliverer of a service and volunteer Board member. The evaluation has focused on a specific service but some of the findings should be generalisable and many of the recommendations have wider application.

3. Ethics

3.1 Guidance was sought from the Primary Care Trust Research Governance Manager. He advised that this evaluation study was primarily for the purpose of service improvement as opposed to “pure” research. Therefore ethical approval was not required. A draft version of this report has been presented to the

Busybodies co-ordinator for her comment and approval as it is recognized that her anonymity is impossible to protect. Following this, factual inaccuracies have been corrected. Data has been accessed and analyzed sensitively to avoid exposing anyone to undue harm.

4. Context

4.1 Geographic

Longton South is geographically based around the town centre of Longton, one of the historic Potteries towns. The Programme boundary covers several smaller neighbourhoods including Normacot, Gom's Mill, Florence / Lightwood and Dresden. Overall, the Programme's catchment area is too large for all facilities to be considered "within pram-pushing distance". The survey did not ask how families had traveled to the baby-gym. The new database will allow the Programme to monitor uptake of all services by families from these different neighbourhoods.

4.2 Socio-economic

There has been a decline in the Pottery industry as well as the loss of jobs in coal mining, steel and textile industries. The Baseline Delivery Plan states that: " ... few new industries have emerged. Of those that have, there has been a noticeable increase in the retail sector offering for some, the advantage of flexible and part time hours, but for others, the disadvantage of much lower earnings than previously experienced." Longton South ward is among the six most deprived wards in Stoke on Trent, according to the index of multiple deprivation and on the child poverty domain is the second worst in the City. (data drawn from baseline delivery plan) Housing tenure is 70% owner occupied. There are high rates of incapacity benefit claimants. The Baseline Delivery Plan states that local

strengths are two active Residents' associations, the eligibility of the area for Neighbourhood Renewal Funding, local Churches and a relatively large amount of nursery provision. Weaknesses identified at this time included: no culturally relevant playgroups or childcare facilities, drug problems and low levels of qualifications.

4.3 Demographic

The Baseline Delivery Plan produced in 2002, states that the population under four was 800 and the number of births per year was 196. The 2001 census reveals that the largest bme community is Asian or Asian British Pakistani.

White	Mixed	Asian	Black	Chinese / other
87.31 %	0.93 %	11.18 %	0.32 %	0.26 %

Further analysis of ethnic breakdown of the specific Sure Start target population is now possible by accessing data from the Child Health Information System. The Programme Board is recommended to carry out an equity audit to check whether services are being accessed proportionately by ethnic minority families.

4.4. The project as part of the programme

Longton South Sure Start offers a range of play opportunities and early bonding projects including Stay and Play, a Dosti project aimed at Asian families, Play and Rhyme, Baby Massage, First Steps Psychology, Book-share, Toy-Library, and Time to Talk. These offer parents a range and choice of home visits and group sessions with opportunities to pick and mix and access specialist services such as referral to a clinical psychologist or speech therapist if the need is identified. The Programme also offers a range of fun days and trips for families

as well as a range of training opportunities for parents, for which crèches are available. Within one internal Programme document, there is reference to the Busybodies co-ordinator (alongside a specialist disability service) providing “supported access to learning opportunities for children with special needs” but it is not clear whether in fact the group is intended to cater especially for children with special needs and if so, how or how this would be monitored.

5. Mechanism

5.1 Sure Starter approach

The Busybodies group was originally called the Babygym. It started in April 2003 at the early stages of Longton South Programme development. In order to achieve “quick-wins” and build trust and a relationship with the community, the Programme Manager and the Community Development Worker initiated a series of community meetings to find out what families wanted from Sure Start in their area. A local mum who had one school-age child and a pre-school child, who already had experience of paid and voluntary work in early years settings, a qualification in child care and experience of working with children with special needs, got involved in the early consultation process. In interview, this mum reported how she had found it an interesting experience being involved with the Director of Education and a senior “PCT bloke” together with “loads of parents” (interview notes). She volunteered her time to help the Programme and became a member of the Programme Board. The early implementation of the Programme appears to have benefited from employing a Community Development Worker in advance of the formal approval and launch of the Programme. The National Evaluation of Sure Start report on early implementation has found evidence that where community development staff are employed this has made a difference to giving local people “a sense of ownership of the programme.” (NESS 2002, p.5)

5.2 There was a meeting between the mum who had an idea for a babygym group and the community development worker. As there were no child-care facilities in the area, they met at the town centre shopping centre and used the shopper's crèche. Sometimes the community development worker met the mum in her home. A Sure Starters scheme was promoted to encourage local people to come forward with suggestions for how they would spend small sums of money to set up "quick-win" projects.

5.3 The idea of the Busybodies group had come to the mum from her awareness of private sector provision offering structured play for mums and pre-school children. Various local venues were checked out for suitability and price. Then a locally based Health Visitor gave them details of a suitable community venue at a Church hall where a baby weighing clinic had been operating for several years. Toys and equipment were purchased and an innovative arrangement was entered into whereby Sure Start funding was able to be attached to the mum's existing part-time contract with the Local Education Authority to enable her to deliver a two hour Sure Start session as well as being paid for two hours planning and preparation. The session is also attended by between one and three other Sure Start staff including crèche workers, the nursery link worker, a link worker and an administrator. The costs associated with these staff would need to be calculated in any future cost-effectiveness evaluation.

5.4 The Programme Manager was interested in evaluating the topic of what difference was made by the fact that a local parent, rather than a professional from outside the area was employed. It may be useful for the Programme to consider Steve Skinner's "five roles" framework as an aid to understanding the different roles that the community can play in community development.

Five Roles Framework

1. Beneficiaries and users of services
2. Consultees and representatives of local opinion
3. A focus of general community activity
4. Delivers of services and generators of community economic development
5. Potential long term partners in regeneration

(from Building Community Strengths, 1997)

5.5 In this instance, the roles overlap. The local parent has used Sure Start to meet the needs of her pre-school child and so is a beneficiary. She has played a strong role in acting as a consultee and a conduit for local opinion. In interview, the co-ordinator said that there had been “a few jibes”. This seems to have been associated with her dual role as Sure Start parent and Board member and her professional background and qualifications. From the co-ordinator’s point of view, she felt that she had worked in partnership with the programme and had taken up opportunities that were available to her. Her voluntary and paid part-time work offers her the flexibility of a work-life balance. She is considering setting up in business, clearly has entrepreneurial flair and welcomes the flexible working arrangements that Sure Start offers. Guidance on neighbourhood renewal suggests that

“Effective local economic revival depends on making linkages in one way or another between supply and demand opportunities between players / resources in the locality and the wider economy. e.g, City Growth Strategies. (see Reviving Local Economies on www.renewal.net)”

Whilst these are complex economic arguments, if local people who were previously unemployed or in less well paid jobs with fewer prospects get well paid jobs with reasonable terms and conditions that enable them to have a decent work-life balance and improve living standards for their children, then this is surely an impressive outcome against the Sure Start objective of “strengthening

families and communities". Further evaluation work could investigate how many local people have achieved this type of outcome as a direct result of Sure Start.

5.7 The issue of potential conflict of interest between being a volunteer Board member as well as a paid employee could be worthy of exploration. At the early stage of Programme formation, it was probably appropriate to co-opt willing volunteers onto the Board. However, as the Programme becomes more established, it may wish to review its terms of reference and governance arrangements and have a clearer policy for when Board members' term of office ends and when they may need to withdraw from discussion or decision making if there is a potential conflict of interest between their responsibilities as Board members and their private gain.

5.8 The group has been running since April 2003 at the same Church Hall and recently the Busybodies project (as it is now known) has expanded to try out an extra session on a different day at a different venue to offer choice and to seek to attract more ethnic minority parents.

5.9 The survey revealed that people had found out about the Busybodies group from a variety of sources. In interview, the co-ordinator described how some parents who lacked self-confidence had been recommended to attend the group by the home visiting team. Initially transport was provided, but as the parents became more confident they made their own way.

Table 1

Q1 How did you find out about Busybodies ?

From the newsletter	2
From a friend	1
Flyer / poster	0
Bethel Church clinic	3
Sure Start staff	5
Other (please state)	Health visitor x 2

5.9 The group operates very flexibly. Parents are not expected to sign up to a number of sessions or book in advance. They turn up and drop in. Between April 2003 and April 2004 thirty different children have accessed the group. Most children have attended once or twice but there are a few regulars and the most number of attendances is twenty weeks.

Chart 1

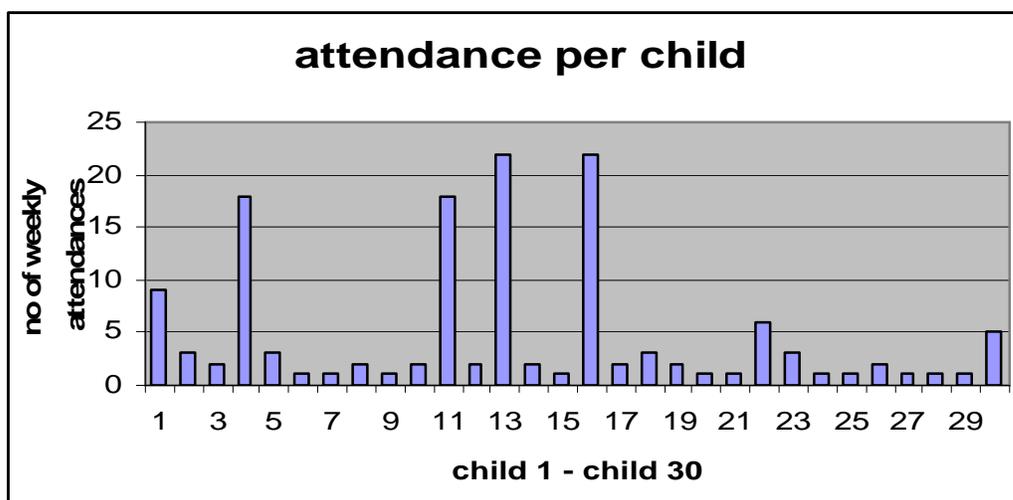


Table 2

Ethnicity of Children attending the group	Ethnicity of children in local programme area	
	no	%
White British	22	73.33
White / Asian	1	3.33
Not specified	4	13.3
Asian or Asian British - Pakistani	1	3.33
Other white	1	3.33
Other Asian	1	3.33
Black or Black British or other Black	0	0
Mixed	0	0
Other	0	0
Total	30	100

Ethnicity of children in local programme area	Ethnicity of Children attending the group	
	no	%
White British	313	51.31
White / Asian	8	1.31
Not specified	50	8.20
Asian or Asian British - Pakistani	217	35.57
Other white	1	0.16
Other Asian	6	0.98
Black or Black British or other Black	6	0.98
Mixed	4	0.65
Other	5	0.81
Total	610	99.97

This table illustrates that the group is not accessed by many Black and minority ethnic families and not in proportion to the ethnic mix of the Sure Start Longton South population. The table highlights that the two largest ethnic groups are white and Asian Pakistani with over a third of children aged birth to three years eleven months from the Asian Pakistani ethnic group. This proportion is mirrored if the age group is extended to include birth to four years eleven months.

Chart 2

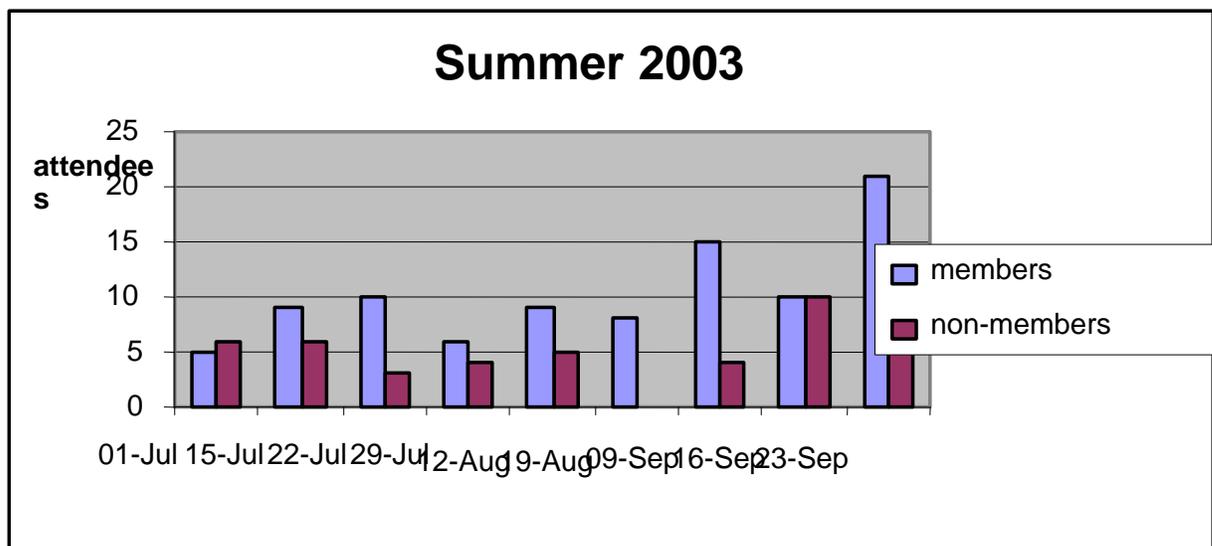
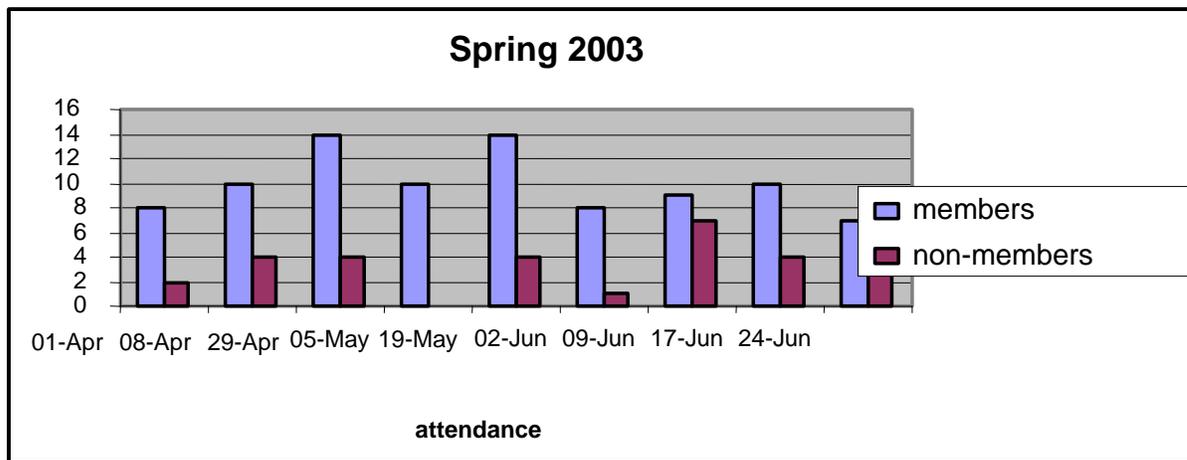


Chart 3

Chart 4

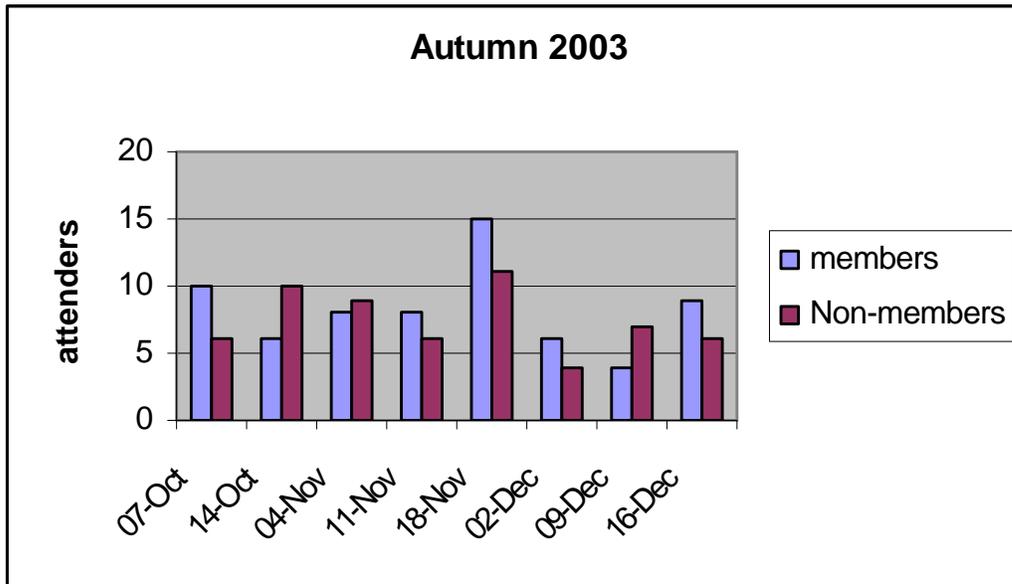


Chart 5

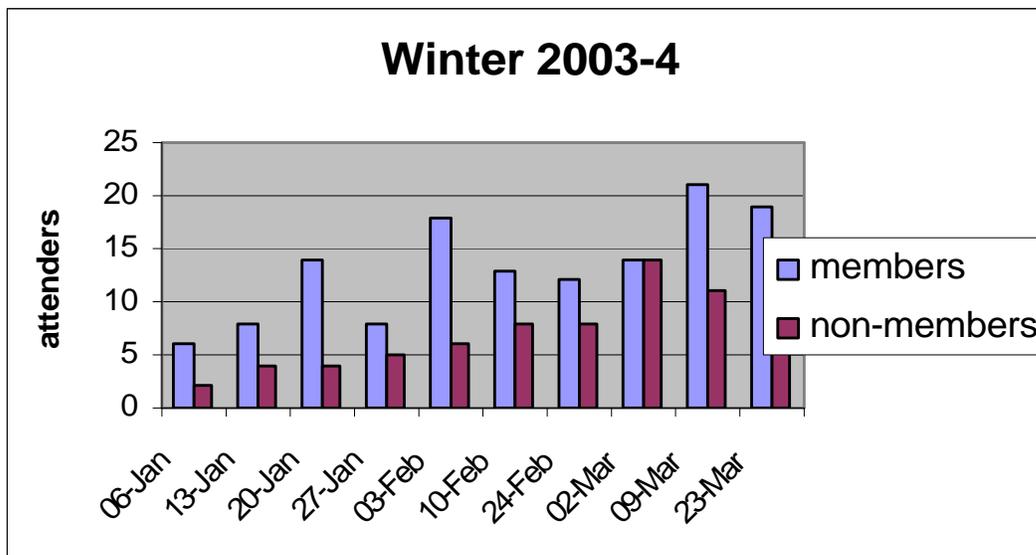
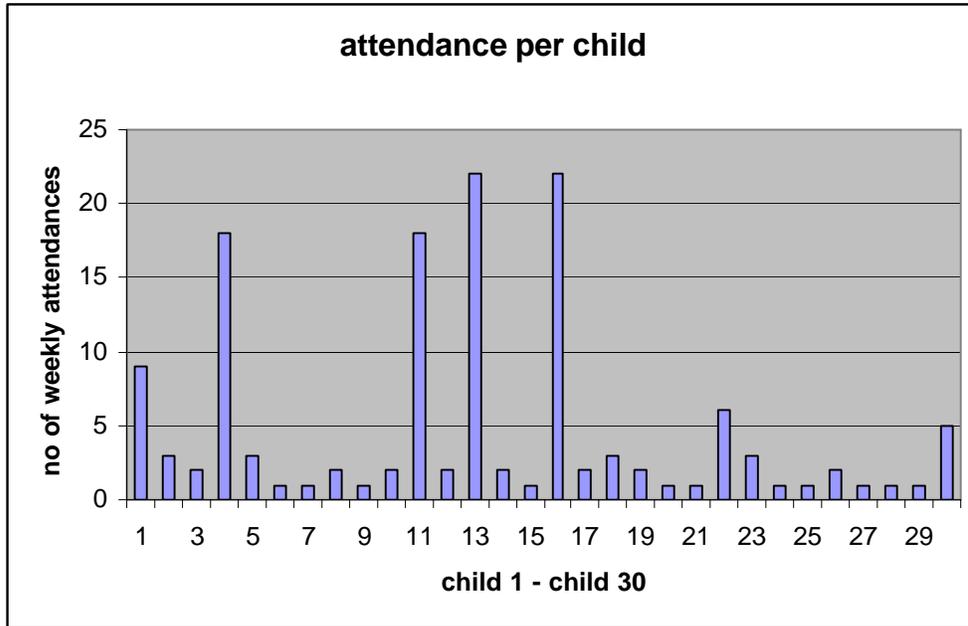


Chart 5



5.12 Between 1 April 2003 and 31 March 2004, most children attending the Busybodies group came twice. Six children just attended once, seven children attended five times or more. This pattern of attendance bears resemblance to the Busy Bees group at Sure Start Rotherham Rawmarsh (see appendix)

6. Outcomes

6.1 There is a need to balance the requirement for evaluation to see what difference the Programme is making, with the need to remain inclusive, friendly, and acceptable to parents. The Birth to Three Matters guidance does not advocate measurement of very young children's progress. It does suggest, however, that child care staff should engage in careful observation of children to reflect on the developing needs of children and to ensure that these continue to be met. Sure Start Longton South requires all staff to engage in routine quantitative and qualitative monitoring of their own practice. Weekly activity

sheets record staff observations. The Birth to Three Matters framework offers suggestions for “planning and resourcing” including “Plan for all staff to have frequent information-sharing opportunities so that all have some knowledge of each child.” The Programme’s child-care team is recommended to include parents in a discussion about their approach to observation and recording and to seek further guidance on observation, recording and reflective practice from the Early Years Development Officer at the Early Years Development Childcare Partnership. Training on this topic should be covered within the Birth to Three Matters framework. Analysis of the Busybodies activity sheets demonstrate that staff do note parents’ comments, childrens’ reactions, which activities worked well and which less well, progress of child development and other factors that affect successful delivery of a session. Here are some examples selected at random:

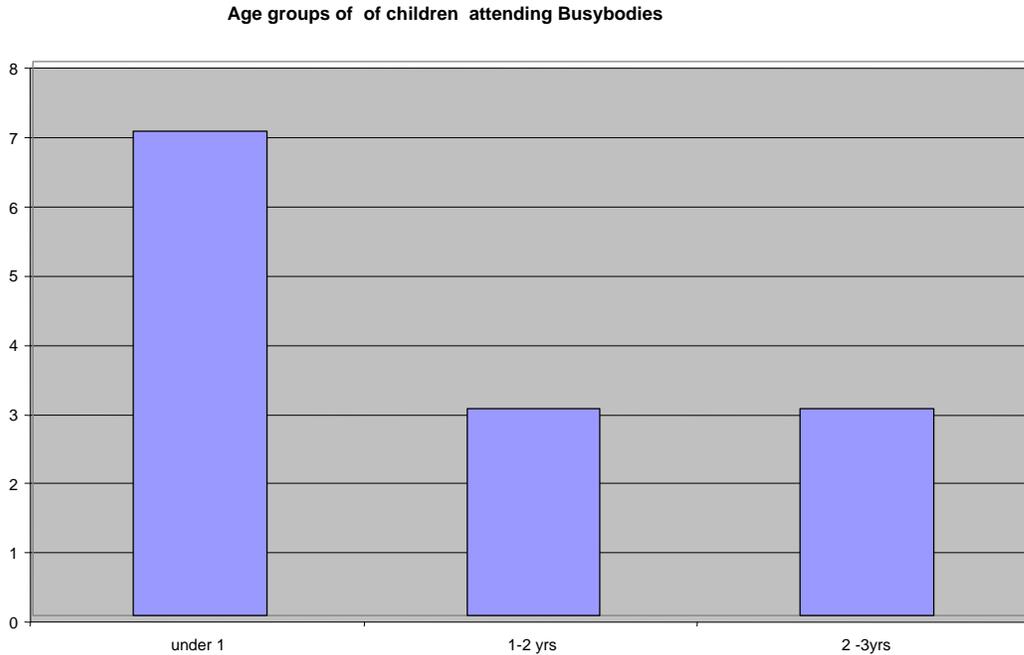
- 1 Mar *“Very very busy ! Lots of fun and frolicks ! Rough and tumble ! Loud!New mums said they would come again.*
- 25 May *“It’s great, I will come again’ 3 new families today”.*
- 1 July *“Nice calm group. Very enjoyable for both adults and children.”*
- 9 Sep *“One mum said her little boy had started clapping after the session she attended and that she had really looked forward to bring him today.”*
- 16 Sep *“Busy group, all children were following the session and having a happy time. Big Book was of interest to the toddlers and they joined in looking for things (spiders, humpty dumpty etc) in the pictures. Purchase some books or look at borrowing some.”*
- 4 Nov *“Asked the parents if they thought I should buy some more copies of the stories. They said that they seemed expensive at £5 each and I should look in cheaper shops.”*

6.2 A questionnaire was handed out by the Programme Monitoring Officer and was completed by 13 parents who attended that particular session. Two weeks later, the monitoring officer returned to check whether there were any

parents who had not been present and wanted to take part in the survey but there were no extra or different parents.

Chart 6

Q2 What is the age of your child / children who attend ?



Q3 How regularly do you come to Busybodies ?

100 % said they came every week. This answer may reflect intentions of the current participants who answered the survey. It does not reflect the pattern of actual attendance to date. The Programme is recommended to continue to monitor attendance.

Q4 Did the group meet any of these needs for you and your child? If so, rank in order of importance. If not, leave blank.

Averaged rankings show that these are the most important to least important needs according to respondents

Table 3

	Most important
Child is learning from new experiences	
Learning rhymes	
Chance for me to meet other mums	
Child can make new friends	
Talk to health visitor	
Good range of toys / equipment	
Get child weighed	
Borrow toys from toy library	
	Least important

Q5 asked “What would improve the Busybodies group ? Respondents could tick as many answers as they liked

Table 4

Refreshments	6
Split group into babies & toddlers	6
Information about child development	5
Time to chat	3
Story reading	3
Tip sheets with advice and suggestions	2
Language support	
Multi-cultural rhymes	2
Relaxation	2
More play workers	
No play workers	
No improvement needed	2
time for children to run about	
More organised	1

Q6 Did your child enjoy Busybodies ? Why was this ? Please be honest – we are interested in all of your comments

100 % said yes

6.2 Comments were as follows :

“Enjoys activities”

“Appreciates contact with other babies”

“Makes her happy and seems content, enjoys activities”

“Different people to watch & she loves the singing”

“Loves singing & meeting new friends. Very relaxed setting, great fun, no pressure, lovely staff”

“Chance to learn how to play with other children”

“Child got to play with a wide variety of toys that they may not have at home”

“Mix with other children of own age & older”

“Exciting, novel experience, fun activities, relaxed, friendly atmosphere”

“Enjoys the space and the range of equipment. Also enjoys seeing the other children”

*“Because of other babies & toddlers being there. This is a great time for learning
She enjoys the singing and the actions and games we didn’t previously play
before learning at Busybodies”*

*“Because there was a wide range of equipment for him to develop all of his
norms and the staff were great with my child and all the other children”*

*“Likes the rhymes, sings them at home, helps her tidy up and gain understanding
when something finishes”*

*“My grandchild loves one to one play which we are able to do at the sessions.
She loves the rhymes and the equipment which go together. She loves the
routine and the fact that as an “older child” she can help”*

These comments indicate that these parents feel that the group meets needs that they cannot necessarily meet in the home environment. Research suggests that how parents feel about support is critical and that support should be “... offered in a way that does not undermine their own sense of personal control.” (Ghate and Hazel, 20004). For these respondents, this does seem to be the case. The literature review carried out for the Birth to Three Matters framework (David et al, 2003) shows that music making, singing and creativity all contribute to early learning and so the comments about singing and rhymes are particularly significant.

Q 7 Did you enjoy Busybodies ?

100 % said yes comments were :

6.3 *“Yes, very much, I love to see the children’s confidence and enjoyment improving as they experience the weekly sessions”*

“Because I felt really comfy and my child was happy”

“Yes knowing how to stimulate her really helps – now we sing the songs at home”

“It is really nice to meet other mums”

“Have noticed my child doing actions to rhymes learnt”

“Got to learn new nursery rhymes and use them at home, meet other mums”

“Enjoyed to bring L so she different look on her face”

“Happy baby = happy mum!”

“1 hour away from home to play without any interruptions”

“I have met new friends and I really enjoy joining in the activities”

“Very friendly”

I mum wrote “as above” , that is to say that the reasons she enjoyed the group were exactly the same as for her child which echoes the “happy baby = happy mum” comment.

Q8 Do you have any other comments you wish to make about Busybodies ?

6.4 *“I would love a group on a Friday morning or perhaps a story session after the group”*

“Well done !”

“The sessions are improving regularly and it is obvious that the children’s development, enjoyment and involvement are paramount.”

6.5 An observation of a group session by the Senior Evaluation Officer offered an insight into how the group works. Parents come in with their children and are invited to sit in a wide circle and place their child on a gym mat next to them. There appeared to be a calm, friendly atmosphere and there was no attempt to control children who wandered off their mat, rather there was gentle encouragement to join in. Activities consisted of children being invited to reach into an exciting sack and select a toy which then formed part of an interactive group game led by the co-ordinator. Praise was given when children joined in or when they showed interest. Babies were named to include them and older toddlers were encouraged to come forward to select toys or join in singing games. Short bursts of activities ensured that the children's attention did not wander. In interview, the co-ordinator described this as responding with "*quick move on*" because of the "*short attention span*". She likes to "*keep it structured*" and said that she can "*spot when she's losing it*". Mums were encouraged to join in and sing but not put under pressure to do so. The co-ordinator was extremely physically active, moving around the circle of children and parents or carers and demonstrating peeping games, clapping etc. One mum who was new to the group chose to sit on the sidelines but then was encouraged to join the circle when she felt ready.

6.6 There may be some tension in delivering what is quite a structured session, albeit for a one-hour session, to such a wide age range from 0 to 3. Activity sheets document concerns from time to time about whether the group should be split into different age groups. This could be discussed within the child care team who should relate their practice to evidence of what works best for different age groups.

7. Value for Money

This remit for this particular evaluation did not include cost-effectiveness. However, there is a requirement for Sure Start local programmes to assess cost-effectiveness of playgroups and it is recommended that the Busybodies group be included in this category for any future cost effectiveness study. For comparative purposes, and also to share learning, the Programme is recommended to share experience with Rawmarsh Rotherham Sure Start, a Sure Start Trailblazer which has evaluated a similar “Busy Bees” project run by a physiotherapist.

8. Mainstreaming

The draft Early Years Development Childcare Partnership Plan that is the current strategy for developing Children’s centres, refers to a raft of targets for delivering a trained childcare workforce and childcare places. Target 7 – Children’s Centres, aims to ensure the following core services are delivered :

- ❖ early education integrated with childcare
- ❖ family support and outreach to parents.

The Busybodies group could be considered to fall within the latter category. Although the group may be considered to offer “early education”, it does this in partnership with parents, not as part of childcare. A sustainability strategy for Sure Start needs to consider whether the sole aim is to influence mainstream service providers to commit resources or whether existing services can be re-shaped, or whether some projects could be delivered by the voluntary and community sector. In which case, a role for the community as deliverers of services would need to be taken seriously with investment in a capacity building approach. Further cost effectiveness studies will contribute to decisions in respect of future investment and Programming.

9. Conclusion and recommendations

9.1 In terms of what works, it seems that those who completed the survey are satisfied that the group meets their needs for a stimulating, fun and relaxing environment for them and their child (happy baby = happy mum). There is evidence that staff are recording observations of children's social, emotional and early learning progress at the group. It seems reasonable to assume that if people do not attend after one or two sessions, that their circumstances have changed or they have exercised choice and decided that the group is not for them.

9.3 In terms of *who* this group works for, the group mostly benefits white families with younger children and is offering benefits to some people outside of the Sure Start area.

9.4 Families' attendance by in and out of area are recorded for every Sure Start Longton South activity and this could be regularly analyzed to prompt further discussion about targeting mechanisms. There is clearly a tension between offering services in a non-stigmatized fashion but prioritizing the objective of improving outcomes for local families. The literature review that underpins the Birth to Three Matters framework confirms the common sense assumption that programme intensity (how much sustained intervention families receive) is important. (David et al, p138). A focused discussion about the mechanisms for engaging families could consider whether the Programme needs to develop and clearly communicate a policy of targeting families within the boundary area. There could be further research into how many local families would prefer communication in other languages and may need word of mouth communication in Punjabi for example. Some of this discussion will entail a debate about principles and values and should include a wide group of parents including parents or carers from bme families. The City Council has recently

appointed Community Cohesion officer who is consulting with communities to formulate a community cohesion strategy. The Board is recommended to engage in this process.

9.5 Recommendations

1. The childcare team, including the Busybodies co-ordinator, should contact the EYDCP Development Officer and seek Birth to Three Matters training and guidance on observation and planning activities for different age groups.
2. Sure Start Rotherham Rawmarsh should be contacted to share experiences of running the Busy Bees group.
3. There should be a Board discussion about how local families are targeted, how to improve attendance rates, especially by BME families and whether it matters that families from outside the Programme are accessing services.
4. An audit should be carried out to evaluate whether services are attracting families from diverse ethnic groups and the range of neighbourhoods within the programme.
5. Further investigation should be carried out into whether Sure Start families who have previously attended the Busybodies group are now attending other Sure Start services.
6. When planning a programme of cost-effectiveness studies of playgroups, the Busybodies group should be included.
7. The Board should review its terms of reference and discuss when conflicts of interest are likely to arise and how to deal with this.
8. The Board needs to consider a forward strategy incorporating influencing mainstream providers and building the capacity of the local community to function more independently of Sure Start.

9. There needs to be greater clarity around the contribution of this group to achieving outcomes for children with special needs.
10. A summary of findings from this evaluation should be presented in the newsletter and made available to all those who participated.



APPENDIX

Busy Bees Gym - Rotherham Rawmarsh Sure Start

This is a summary of the evaluation published in an evaluation report called “Achievement in Adversity Rotherham Rawmarsh Sure Start in 2002.”

The Busy Bees group runs for one hour per week and is led by a physiotherapist. Numbers fluctuate a lot – the maximum attending a session was 17. Some come “every now and then” and there are 3 or 4 children who attend nearly every session.

At the gym, the children play with the equipment and their parent or carer supervises their activities. The physiotherapist goes informally around the room observing and interacting. Equipment includes a ball pool, a balancing frame, trampette, play-tunnel and tent, climbing frame and a baby activity arch. At the end of the session there is group singing with actions. If there are older children present a “parachute” is also used for group activity.

At the time of the evaluation, it was planned that an assistant would be appointed to assist the physiotherapist.

Busy-bodies survey

The baby-gym that meets at the Bethel Church has changed its name to Busy-bodies. Please spare some time to complete this questionnaire to let us know if you have suggestions for improvement and what it is that you and your child enjoy about Busybodies. The survey is confidential. It will be analysed by our evaluation officer who will keep names and addresses completely confidential so that no-one else in Sure Start knows who is giving the answers to the following questions. Completed surveys will be put in a prize draw and one will be drawn at random to qualify for a **£35 voucher** by the end of June 2004.

Q1 How did you find out about Busybodies ? circle your answer

From the newsletter

From a friend

flyer / poster

Bethel Church clinic

Sure start staff

Other (please state)

Q2 What is the age of your child / children who attend ?

Child 1

Child 2

Child 3

Q3 How regularly do you come to Busybodies ? tick the box that applies

Every week less than weekly no longer attend

Q4 Did the baby-gym / busybodies meet any of these needs for you and your child ? If so, please rank in order of importance – 1 is most important, 8 is least. If the group did not meet any of these needs for you, leave blank

Rating 1 to 8

Get child weighed	
Child can make new friends	
Child is learning from new experiences	
Good range of toys / equipment	
Chance for me to meet other mums	
Talk to health visitor	
Borrow toys from the toy library	
Learning rhymes	

Q 5 What would improve the Busy Bodies group ? tick as many as you like

refreshments	
Tip sheets with advice and suggestions	
Information about child development	
Time to chat	
Language support	
Multi-cultural rhymes	
relaxation	
More play workers	
No play workers	
Split the group into babies and toddlers	

No improvement needed	
Story reading	
Time for children to run about	
More organised	
Other (please state)	

Q6 Did your child enjoy Busybodies ? tick the box that applies

Yes no don't know

Why was this ?

Please be honest – we are interested in all of your comments

Q7 Did you enjoy Busybodies ? We are interested in all of your comments

Q8 Do you have any other comments you wish to make about Busybodies

If you have moved out of the area and wish your records to be removed from our list (in which case we will not send our regular newsletter) please tick this box



Thank you for taking part. We will publish the results of the survey in the newsletter.

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