

A- Local Childcare Needs Survey

LOCAL CHILDCARE NEEDS SURVEY

**RESEARCH REPORT PREPARED FOR
SURE START BIERLEY,
HOLMEWOOD & TYERSAL**

APRIL 2004

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APPENDICES

The focus group topic guide
The street survey questionnaire
Map of the geographical area covered

A1 INTRODUCTION

This report details the findings of a programme of market research carried out by McCallum Layton on behalf of the Bierley, Holmewood and Tyersal Sure Start programme in Bradford, in spring 2004.

A1.1 Background And Objectives

The Sure Start programme is in the process of preparing a business plan for a new Neighbourhood Nursery, to be built near the site of Fearnville primary school in Tyersal. As part of this process, it was necessary to gather feedback from local parents on existing childcare provision in the area, how this could be improved, and what features any new nursery should have.

A1.2 Method And Sample

The research was carried out in two stages. First, a series of 3 focus group discussions were conducted, in order to explore parents' views and expectations in depth. Following this, a short quantitative questionnaire was designed, and face to face interviews were carried out on the street, to gather data on the key issues in a more statistical format and on a larger analysis base.

In order to qualify for inclusion in either element of the study, respondents had to have a child or children of pre-school age, and live within a radius of the Fearnville site. A map is included in the appendices to this report, that shows the geographical boundary applied on this study – this was chosen on the basis that those living nearest to the new site are likely to be the easiest to attract to it and will be among the first to use it, so it will be crucial that their expectations are met from the start.

A total of 15 parents participated in the focus group stage of the work. These were all mums, in the interests of maintaining effective group dynamics. The groups were moderated by Jan Holmes, one of McCallum Layton's specialist social researchers.

A further 60 parents were interviewed on the street – these could be either mums or dads. These interviews were conducted by members of McCallum Layton's professional market research fieldforce.

All fieldwork was carried out in March 2004. Copies of the group discussion topic guide and street interview questionnaire used can be found in the appendices to this report.

A2 SUMMARY OF THE KEY FINDINGS

Across the larger street survey sample, around half are using any formal childcare facilities, although only a minority of the focus group participants are. Around half of the street survey sample are using informal help with childcare, but among the focus group respondents all are. The statistics from the street survey show that each parent in the defined area is having their child or children looked after for an average of 9 hours a week, just under half of this being covered by formal provision, and users are paying out on average £10.80 a week for formal care.

The majority of respondents are not in paid employment, and are making use of childcare for the benefits it can bring to their children (they enjoy it and it helps in their social, emotional and learning development) and to them (in terms of having time to themselves to get things done or to socialise).

Views on whether or not there are sufficient childcare facilities available in the area were mixed, but there is evidence from the research that some parents would like to see more, particularly given that many do not have use of a car and are dependent on facilities being located within perhaps 10-15 minutes' walk of home.

Where available provision appears most lacking is in terms of opening hours. While there is minority interest in 24 hour, evening or weekend opening, the key times for the majority are before, during and after school – sessions available at times between 8am and 6pm would meet the needs of most respondents.

Perceptions of what constitutes an affordable hourly rate varied considerably, and will be very much dependent on how many children are involved and how many sessions per week are needed.

The extent to which affordable, easily accessible childcare available at suitable times might impact on the take-up of training and employment is not clear from this research. The street survey results show something of a circular argument – while many felt that suitable childcare would enable them to work, many said at the same time, they would make more use of childcare if they were working. The group discussions highlighted a reticence among many to go out to work while their children are young, feeling it is more appropriate (and economically viable) for them to stay at home with their children at least until they reach school age.

It is at least widely appreciated that children gain significant benefits from attending childcare, though, so this should be the tack to take in promoting the new facility and what it can offer.

Key factors that local parents will be looking for from the new nursery will be qualified, suitably vetted staff who are good with children, good security, a wide and well structured programme of activities that promote learning in an enjoyable way, offered in a clean, safe and welcoming facility with an outdoor play area, and with healthy meals and snacks on the menu.

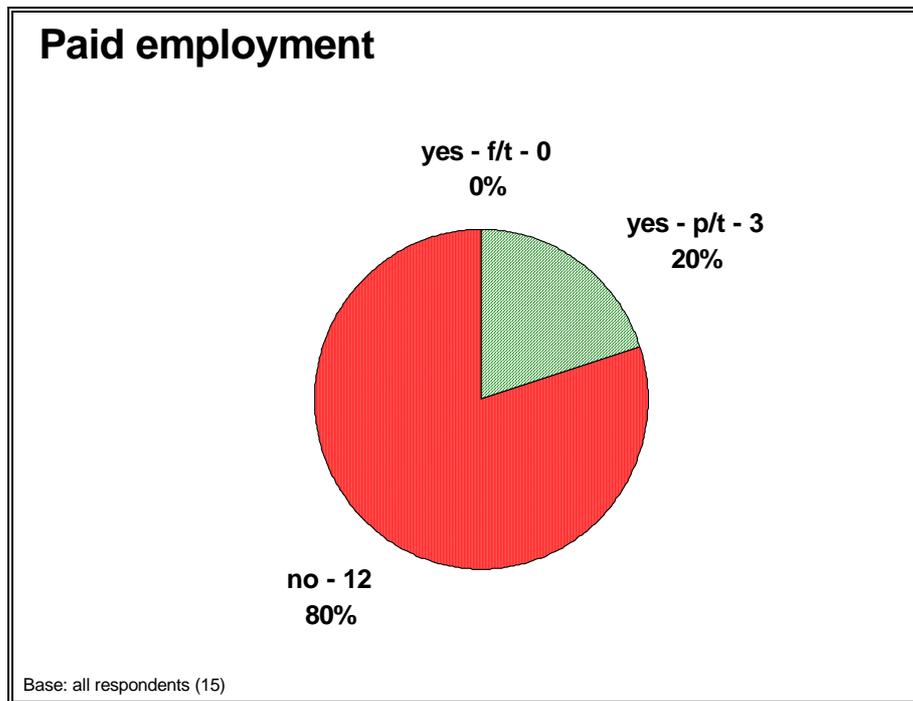
Some parental consultation in running the nursery may be desirable, but many will not wish to be too heavily involved, except as far as decisions affect their own children and their individual needs.

Information regarding the new nursery may be put out by means of leaflets through the door throughout the area, and notices posted in shops, surgeries, community centres, schools etc. Word of mouth will also be very important, though, and health visitors, Sure Start workers etc should be equipped with full information to talk through with parents whenever the opportunity arises.

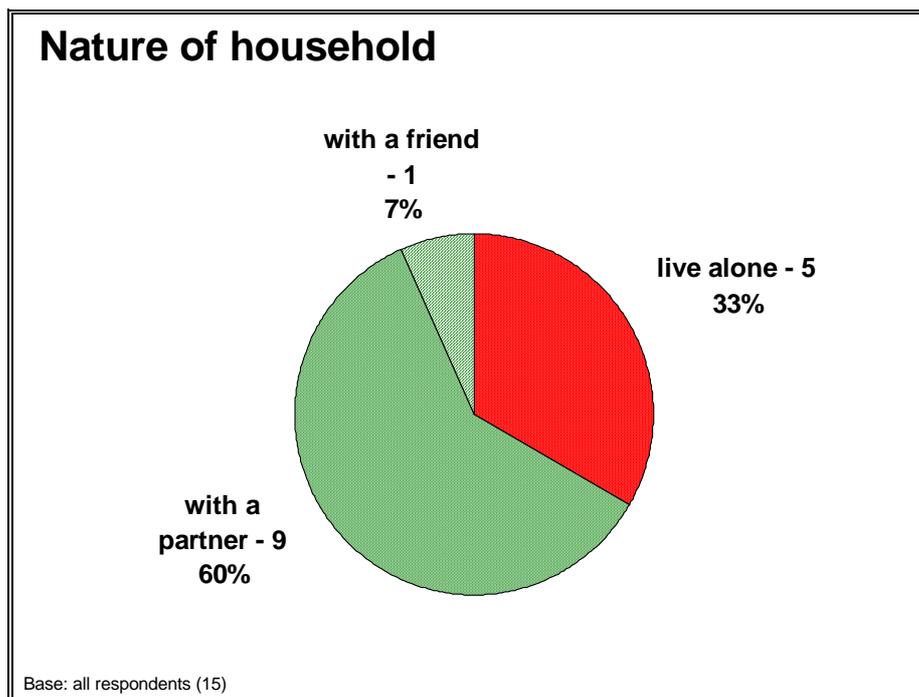
B1 THE FOCUS GROUPS

B1.1 Sample Profile

The participants in the focus groups were asked to complete a very brief questionnaire, anonymously, in order that basic profile information on them could be collected. Most were not in paid employment currently, and those who were, work part-time:

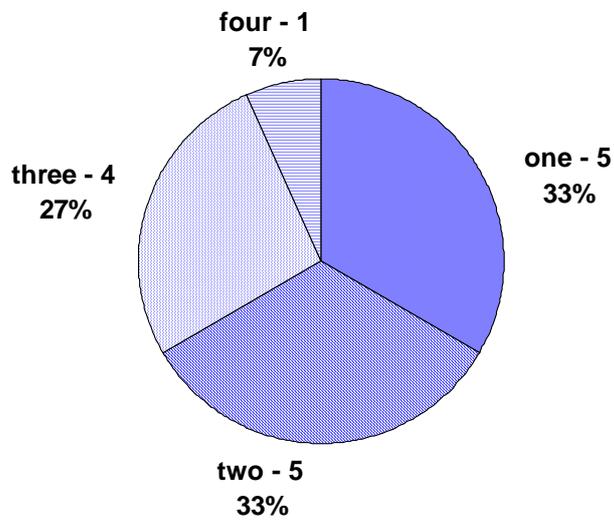


A third of respondents were lone parents:



The 15 respondents have a total of 31 children between them, 2.1 each on average.

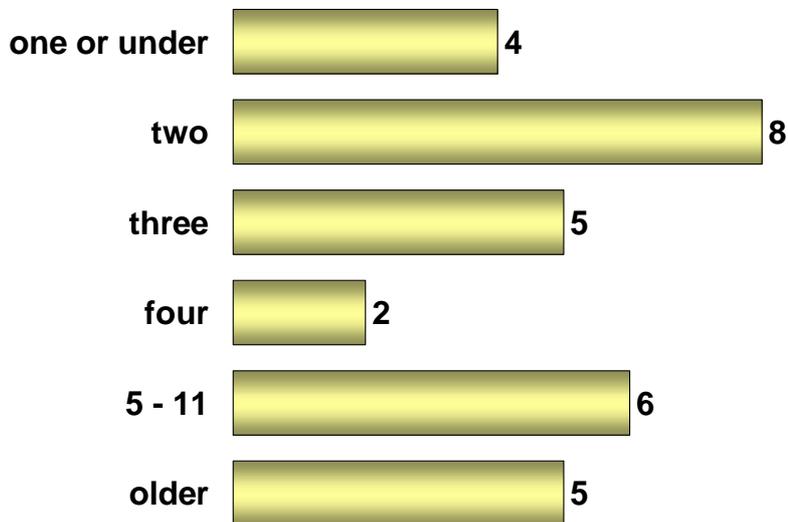
Number of children



Base: all respondents (15)

The ages of all their children were as follows:

Ages of the children



Base: all children (31)

B1.2 Current Use of Childcare

Just four of the focus group participants make use of any formal childcare facilities at the moment.

Three use the crèche at Sutton Community Centre to enable them to go shopping without a small child in tow. Additional benefits mentioned to using the crèche were enabling the mum to have some time alone with a younger baby, getting a shy child used to mixing with others as early as possible, and simply because the child enjoys it.

"I don't really need childcare at present but I bring her up here anyway because she likes going. She's the youngest in our family, and at home she gets really bored and irritable, but up here she loves it."

Of these three users, one comes for two sessions a week, one just occasionally, and the third once a week; this mum used to come twice a week, but reduced it to once when the charge went up from £1 to £2.50 per session - however, she did comment that she might use the crèche more if it were open at times more suitable for her, indicating that she may not mind paying more, provided she can use that time productively.

The fourth respondent is using the crèche at the Hopes while she attends a course there.

All respondents make use of informal childcare arrangements, leaving their child(ren) with family, friends and/or neighbours on occasion. This may be to enable the mum to go to college, to work, to do housework, or to go out. One respondent leaves her daughter with her mother while she works one afternoon a week – she does not use formal, paid-for childcare for this as she feels it would not then be worthwhile to work.

Two respondents are intending to return to work in the near future, and a third who currently works one morning a week intends to extend her hours. All of these feel they will then have to start using formal childcare, as it would be impractical and unfair on relatives to ask them to look after their children for frequent extended periods. One commented that this will be more feasible for her now that Sure Start provides wrap-around care.

B1.3 Perceptions of Formal Provision Locally

Respondents were asked what formal childcare they knew of in the area. Most of them knew about the crèche at Sutton Community Centre, and other facilities named by some were Kinderhaven, Fearnville school nursery, the Vine parents and toddlers group, the Rainbow Centre, the Hopes and Hollybrook.

When asked how they get to know about what childcare facilities are available, most mentioned word of mouth and just knowing the area. Several also mentioned Sure Start letters and leaflets given to them by health visitors or received through the door, and notices up in post offices, schools and housing offices.

Respondents were asked which they felt are the best childcare facilities in the area, if they could comment. One mentioned Hollybrook, on the basis of what she has heard about it from a friend who attends:

"She says it gives her time for herself, you know, a couple of hours a day. They do all sorts down there, baby massage and that."

A few felt that Kinderhaven was probably the best; being private and probably the most expensive, it was felt they would be able to fund a wide range of good facilities, and also because they offer wrap-around care.

Others named the Sure Start facilities as being the best, for example:

"They do a lot of things with the kids, don't they. And they do a lot with you as well, it's not just about your kids. If you need any help, you just phone them and they help you with stuff, they help you and your kids. And they're cheap."

Views on whether or not there is enough childcare provision in the area were mixed. On the one hand, several felt that as they are not making much use of formal provision at the moment, they do not need there to be more facilities available to them:

"A lot of mums stay at home with their children in this area. We wouldn't go somewhere like Kinderhaven because childcare is our responsibility really, we just need short bursts sometimes."

A few felt, though, that if there were more provision in the area, more parents might use it, provided it was located sufficiently near for them to get to it easily.

B1.4 Benefits and Barriers

Respondents were asked what they felt to be the benefits to children, and to parents, of formal childcare, and whether there are any potential drawbacks.

All saw a range of benefits to children of attending formal childcare facilities, the main ones being learning to interact with other children, becoming used to being left (to reduce potential problems when they come to going to school), getting a head start in learning and development before starting school, and building up confidence.

"If they start going to a crèche young, they get used to it and they don't start carrying on when they go to school."

"My little boy has a habit of pushing other children and I'm trying to take him to things like this so he can learn more about social behaviour, he learns about sharing and that it's not okay to push other children."

"I've heard a lot of people say as well that their kids are a lot cleverer when they've gone to nursery before they've attended school."

Only children, in particular, were felt to benefit from opportunities to mix with other children.

Formal childcare has specific benefits over informal, in that trained staff are around who will develop specific skills with the children (which family members may not be able to do or would not have time to), plus younger children will have the opportunity to learn from older ones attending the same sessions.

The potential benefits for parents were felt to be giving them some time to themselves to go shopping or to see friends, or to enable them to go out to work.

The main potential drawback for children of attending formal childcare was felt to be if they are put in for too long and do not see enough of their parents. Some also mentioned the possibility of their being bullied or picked on by a troublesome child.

For parents, there was clearly something of an issue for some over how they feel about using formal childcare, for example:

"You can feel guilty sometimes, if you're just leaving them for a break, like if you don't work."

"It kills you the first time you put them in and they're crying – that really, really hurts."

"I think if they're in all day and they bond with a nursery nurse and they come home saying she's said this and she's said that, that would hurt me – if they'd come to love and respect someone else more than me – that's probably why I'm a bit scared of it."

When asked what they thought stops people from using formal childcare provision when they have a need for it, respondents highlighted expense and inconvenience of location (especially for parents who don't drive or who do not have use of a car). Cost is particularly an issue for parents with more than one child, having to pay per child per session.

One respondent commented that Sure Start workers have told her that they can help parents who have difficulty paying for childcare. Most were aware that financial help can be available (several knowing someone else who has accessed this kind of help) but only a couple have made use of it.

B1.5 Ideal Nursery Provision

Respondents were asked to describe the ideal nursery. Spontaneous suggestions were discussed first of all, and then certain specific factors were probed in more detail.

The main themes coming out in the spontaneous descriptions of an ideal nursery were qualified staff, good security, appropriate supervision of the children, health and safety policies, a good range of resources and activities, healthy food and drinks, a convenient location, flexibility in hours and affordable rates.

The issue of being able to trust nursery staff was clearly crucial to respondents. Staff should generally be qualified childcare workers, suitably vetted, good with children, and sufficiently organised to be able to maintain a calm atmosphere. While some felt that it is not necessary for all staff to have formal qualifications, as long as they are good with children, it was recognised that there are specific skills that have to be learned, such as handling children properly when they misbehave, showing equal treatment to all, practicalities such as first aid and fire procedures, and sensitivity towards parents (an example being given of workers not telling a parent if their child has walked for the first time at nursery, which would spoil the moment for the parent when they saw it happen for themselves).

Strict procedures should be in place, and adhered to, to ensure staff are police checked and properly vetted. The case of Ian Huntley who managed to secure the Soham school caretaker's job despite a history that clearly should have seen him turned down, was fresh in respondents' minds.

The staff to children ratio should be such that activities can be properly supervised; the actual ratio needed might vary according to the ages of the children (babies needing the most attention, even though toddlers need more supervision when they are running around, for example), although it was recognised that the higher the number of staff, the higher the cost would have to be.

One group discussed the possibility of nurseries having web-cams set up so that parents could log on and watch how staff are handling the children (one respondent had seen such a set-up at a nursery on a TV programme), and this was felt to be potentially very comforting.

Security was also felt to be a crucial factor. Some parents told of situations they knew of where children had been able to walk out of facilities unnoticed, and all felt that they should be able to take for granted that this could not be allowed to happen. Several felt that child-proof locks are often anything but child-proof.

A further issue related to staff numbers was the need to be able to keep children occupied within their own age groups, to reduce the risk of older children causing trouble for younger ones.

*"Like separate rooms for separate ages.
Because you do get bigger kids smacking the
littler ones, that's what they do."*

Activities should be sufficiently varied that the children do not become bored and restless, and should include plenty of opportunity for learning (with set goals) through enjoyable play.

*"Things like a lot of facilities but not just to play but
to learn as well, things that are going to teach
them how to do things."*

Respondents were agreed that there should be opportunities for outdoor play. There was some debate, though, over the suitability of trips off site as part of the activities on offer at a nursery. While some felt trips out (be that to the local park or further afield) to be beneficial and exciting for the children, others had concerns over their safety, questioning whether staff would have sufficient control to ensure children did not run off or come into any danger from strangers. Some would be happier if they were present themselves on any such trips out (although those using childcare in order to gain time for themselves would not wish to have to be involved).

*"If the parents are there, it's a good thing; if
they're not, it's a bad thing. I don't think that
anyone looks after your child the way you do – it
only takes a couple of minutes for them to run
off."*

It would appear that respondents who have personal experience of using childcare facilities were less likely to foresee a problem with trips out than those who do not.

One group spontaneously mentioned that they would like a say in the food and drinks offered at a nursery, either to ensure these fit in with their own attempts to encourage a healthy diet, or because their children react badly to certain things. When prompted, all were in agreement that fruit and juice or milk should be given as snacks in

preference to biscuits and pop, and that meals should be healthy and include vegetables.

"It's become important to me because my little one used to be a really good eater but when I started buying her chocolate and letting her eat sweets she's not wanting her meals, so to me, I'd rather it was healthy things."

One group raised a concern that some nurseries may not be giving children enough to eat, because of a need to keep a tight rein on budgets.

The location of a nursery would be important for most, but largely in terms of how far it is to get to, rather than of the area it is located in. Only a few have use of a car, so they would need either to walk or to travel by bus. If walking, the distance limit would obviously be as far as the children are able to comfortably walk/be walked, which was generally felt to be around 10-15 minutes maximum. If parents have to travel by bus to the nursery, then getting home and back again to pick up might be very difficult. Being located in or near a school was felt to be practical, for those with older children to drop off and pick up as well.

As far as hours are concerned, respondents could not comment on what hours of childcare would suit them best, as only a few are using formal childcare now and the rest did not see any real need for themselves at present. They generally felt, though, that sessions available between the hours of 8am – 6pm gives parents scope to make choices, whether they are leaving their children at the nursery in order to work or to achieve other aims.

"There's some that don't open till half eight, but if you're starting work at nine and you don't have a car, you can't do it."

"Like here, it's only open mornings, but it's afternoons when I go shopping. Mine's fast asleep now, she's more awake in the afternoons."

Regarding cost, the main problem was felt to come in where there is more than one child to pay for. While £2.50 per session may be felt to be affordable, £5 for two children or £7.50 for three would not be. There would be a further problem if they were using childcare in order to work, as this could mean several sessions a week, which may not be economic. Discounts for multiple children and/or multiple sessions in a week would be desirable.

Respondents were also probed for their views on the external appearance of 'the ideal nursery'. While the general consensus was that what the building looks like is no real indicator of the quality of the provision, a shabby facility might put them off wanting to use it, if they did not already know something about the place. They would also be less likely to go on their own to a building that looked run down. A shabby-looking

facility might also raise doubts over the cleanliness of the building. Ideally, then, the nursery would look clean, safe, welcoming and preferably colourful.

Its own outdoor play area would also be desirable, so that the children can play out in safety.

Policies and procedures (eg on matters such as health and safety, discipline etc) should be available for parents to look at. This could reassure them that children will be dealt with in a consistent and safe manner. NB The phrase 'policies and procedures' was not immediately understood by some respondents, so should probably not be used in the context of communication with parents at the new nursery.

While respondents were pleased to have their views taken into account, especially as regards the individual needs of their own children, there was also recognition that staff should know more about running a nursery than they do. Parental input and consultation, then, might be limited to having a few parent representatives on the committee, who were keen to play such a role. Otherwise, parents may feel out of their depth, or even bored, attending meetings or being asked to help arrive at decisions they do not feel qualified to comment on.

"I think it should be 50/50. I mean, they know a lot more than we do about certain things, but we know our children."

"Sometimes they can go on about stuff that would be more like business, you know, sorting out the way they run things, and I just think, I don't understand any of this, and I just sit there bored. And they ask you questions as well, and you think, I don't even understand the question, so I'm not going to embarrass myself."

Again, respondents would be keen to have a certain amount of information on what was happening at the nursery, what the children were doing and how they were getting on, but not to be swamped. Useful information could be a list of who's who on the staff, what the daily routine is, if any topics are being covered etc. It would be important to ensure that any parents with literacy difficulties could be talked through the information, though, and also not to assume that any letters sent out would actually be read by everyone – the nursery should not wholly rely on the written word for disseminating information.

Finally on the subject of the ideal nursery, respondents were asked if there were any other services that it might be useful to have offered at the same place, if the nursery were located in a larger centre of some kind. Opportunities for learning or training were suggested as an obvious tie-in, given that other training outlets often run a crèche for their participants (the Hope Centre was given as an example at two of the groups). Another idea was to have a meeting room available where parents could meet over a coffee and perhaps invite speakers in or people who could run sessions

on, for example, doing nails, aromatherapy etc. A drop-in facility with health professionals, benefits advisers etc available would also be appreciated.

B1.6 Best Ways of Getting Information

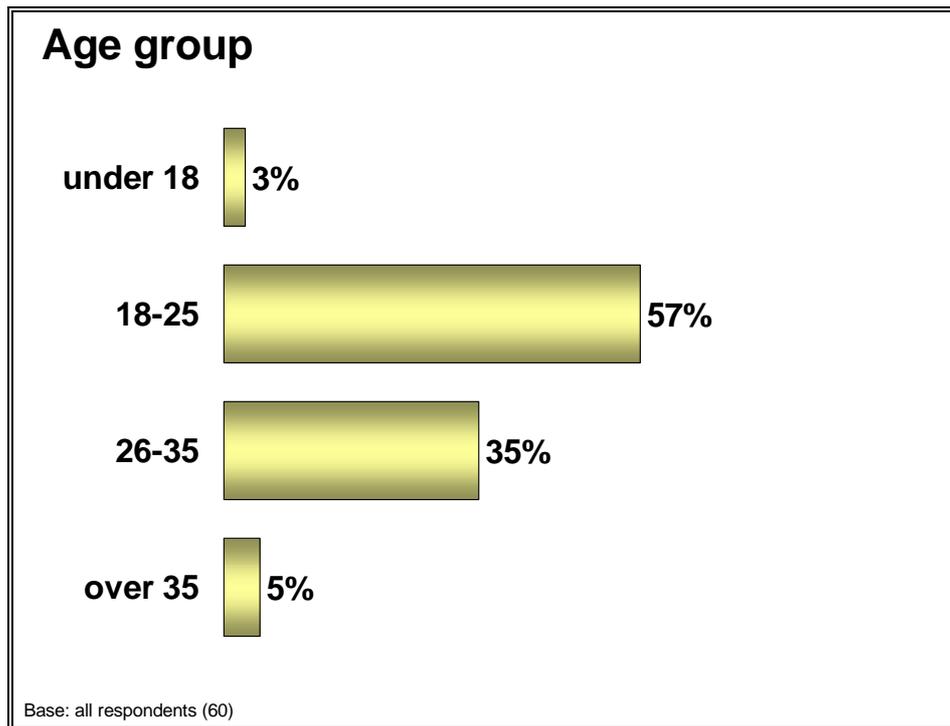
Respondents were finally asked what they felt are the best ways of letting people know about childcare facilities and any financial help there might be towards costs. Leaflets through the post/door and notices put up in post offices, GP surgeries, schools, community centres, local shops etc were commonly mentioned. However, several respondents suggested that the very best way is for someone to talk the information through (health visitors were cited as the most obvious people to do this), as many will not read leaflets and will take in information much better if they are personally told about it.

B2 THE STREET INTERVIEWS

B2.1 Sample Profile

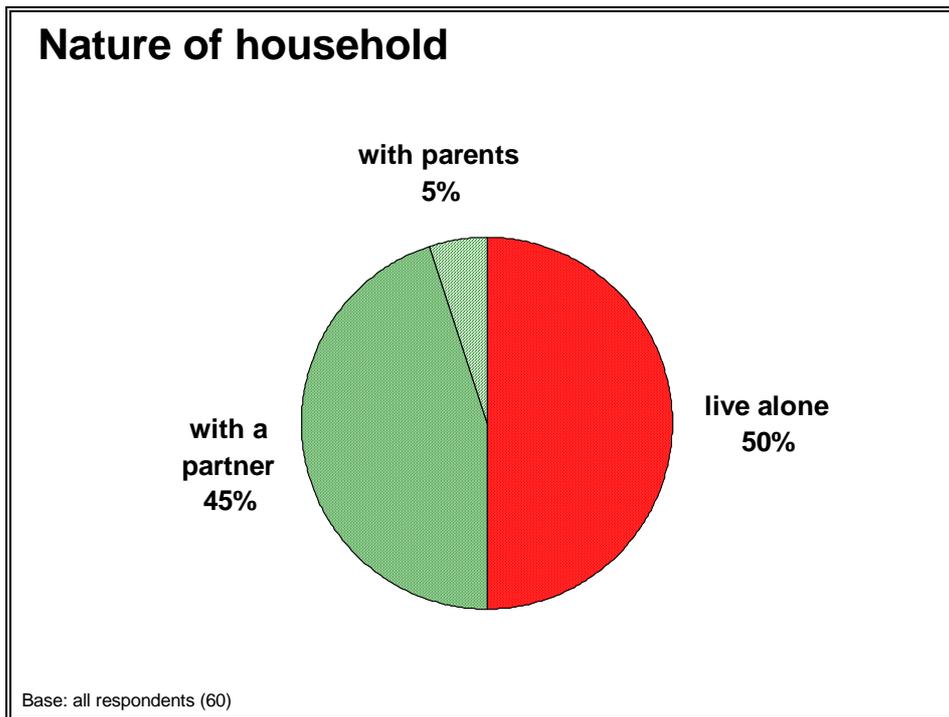
The majority of respondents taking part in this survey (53 out of the total 60) were female, but 12% were a male parent, guardian or carer.

Most respondents (92%) were aged between 18 and 35, although 3 individuals were older than this and 2 were aged under 18.

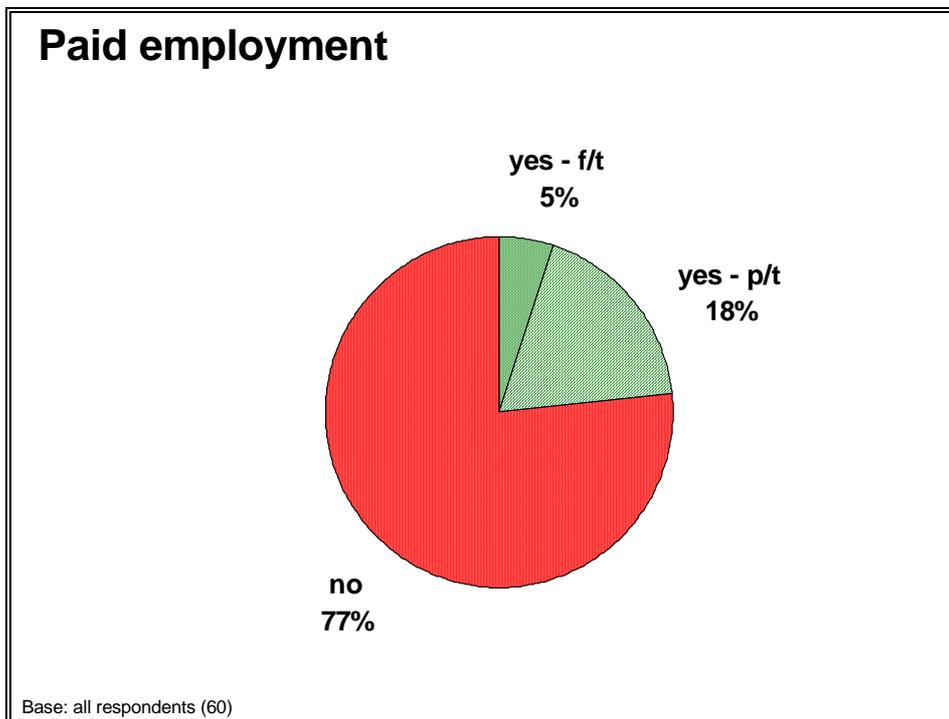


On average, each parent has 1.4 children in total. A third, 35%, currently only have a child aged one or under, and are therefore new to parenting.

Half of the sample were lone parents:



Over three quarters of respondents were not personally in paid employment:



B2.2 Current Use of Childcare

Respondents were asked whether they use any formal childcare facilities – these were defined as where a worker or workers are paid to look after children, such as childminders, nurseries, playschools etc. Nearly half, 45%, said that they do, mainly a nursery or a crèche.

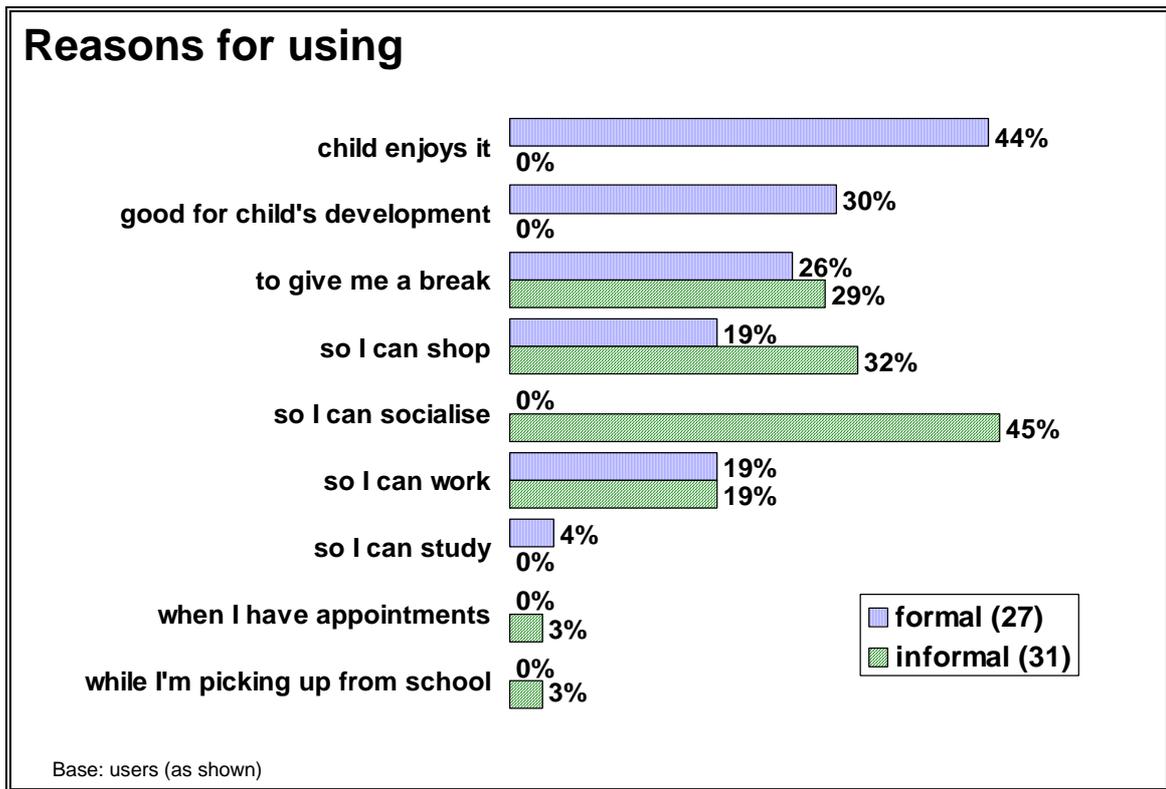
On average, those who use formal childcare use this for 8.7 hours a week, at an average cost to them of £10.80 a week (which equates to £1.24 per hour). Based on all respondents, thereby giving a representative picture over this community as a whole (users and non-users), parents in the defined area are using formal childcare for 3.9 hours a week each.

Respondents were also asked if they currently use any informal help with childcare – defined as being help from relatives, friends, neighbours etc. Just over half, 52%, said that they do. This care is primarily provided by the parent's own parents (usually the mother), although friends and neighbours are also called upon and, more rarely, other relatives.

Those who make use of informal childcare help do this for an average of 10.1 hours a week each. Over the total sample, this equates to 4.9 hours a week.

In total, then, each respondent interviewed is having their child looked after for an average of nearly 9 hours a week. 44% of this time is covered by formal provision and 56% informal.

Those who use formal or informal childcare were asked for their reasons:



B2.3 Perceptions of Formal Provision Locally

All respondents were asked what they would say are the good things, if any, about the formal childcare facilities available locally:

<i>Base: all respondents</i>	(60)
	%
Any good things mentioned	82
There are none	-
Don't know/no view	18
Opportunities for children to meet/play	42
Knowing they are safe/looked after	32
Help available to give parents a break	23
Opportunities for children to learn	18
Convenient provision available locally	10
Helps with your child's development	10
I can go to work	10
It's cheap	8
Gets children ready to go to school	7
Children enjoy it	5
Friendly/helpful staff	2
No waiting list	2
Care on a one-to-one basis	2
Gives me the chance to do something with my life	2

They were then asked what they would say is not so good, if anything, about childcare provision locally:

<i>Base: all respondents</i>	(60)
	%
Any not so good things mentioned	48
There are none	35
Don't know/no view	17
Opening hours	22
Lack of facilities	12
Too expensive	8
Don't know if adequate checks done on staff	8
Children pick up bad habits from others	2
Did not take proper care of my baby	2
Bullying not stopped	2
Children catch viruses quicker	2
Takes children away from parents too early	2

Respondents were asked to complete the sentence: "I would make (more) use of formal childcare if ..." :

<i>Base: all respondents</i>	(60)
	%
I worked	50
It was not so expensive	18
Opening hours were longer	17
I didn't have anyone else to help	10
I wanted to leave my child in a safe and secure place	7
I worked longer hours	7
It was more local	5
There were more facilities available	5
I needed a break	3
I wanted to further my education	2
My child would stay	2
Don't know	12

B2.4 Ideal Nursery Provision

Respondents were asked to imagine a nursery facility that would be ideal for them, and to say what the features of that nursery would be:

<i>Base: all respondents</i>	(60)
	%
Qualified staff	98
Good security	97
Staff are kind/friendly	83
Good opportunities for children to play	78
Good opportunities for children to learn	75
Good outdoor play area	65
Meals and snacks offered are healthy	65
Open before and after school	52
Good staff:children ratio	17
Parents consulted about what happens at the nursery	17
Open in the evenings	13
Good opportunities for children to interact with other children	12
Open 24 hours	12
Parents kept informed about what happens at the nursery	8
Open at weekends	5
Good formal policies and procedures	5
Clean	2
Spacious	2

When asked what hours of childcare would suit them best, respondents gave a wide range of answers:

<i>Base: all respondents</i>	(60)
	%
School hours (unspecified)	5
8am – 3pm	2
9am – 3pm	18
9am – 3.30pm	2
9am – 4pm	2
8.30am – 3pm	2
8.30am – 4.30pm	2
During the day (unspecified)	2
6am – 6pm	2
7am – 7pm	2
7.30am – 4pm	2
7.30am – 6pm	2
8am – 5pm	5
8am – 6pm	8
9am – 5pm	8
9am – 6pm	2
Mornings (unspecified)	2
9am – 1pm	3
9am – 2pm	2
10am – midday	2
10am – 2pm	2
Afternoons (unspecified)	3
1pm – 3pm	2
4pm – 7pm	2
Evenings (unspecified)	3
1pm – 9pm	2
24 hours	7
Would depend on the job I had	3
Don't know	8

Similarly, when they were asked what they would consider an affordable hourly charge for formal childcare, the range of answers given was wide:

<i>Base: all respondents</i>	(60)
	%
50p	2
50p - £1	2
£1	5
£1.50	17
£1.50 - £2	2
£2	3
£2.50	10
£3	8
£3 - £3.50	2
£4	5
£6	2
£8	2
£10	2
Would depend on the income I could earn	8
Don't know	32

Respondents were then asked to complete another sentence, “If there was childcare available that fully met my needs, that would mean ...” :

<i>Base: all respondents</i>	(60)
	%
I would be able to go to/look for work	42
It would give me time for myself	18
I'd have peace of mind when leaving my child (safe, secure, happy etc)	18
I could use it if I needed to	10
I could work longer hours	8
My child could mix and play with others	3
It was more convenient	3
My child can develop	2
I could go to college	2
My child can learn	2
Don't know	18

All respondents were asked if they could think of any other services or facilities that it would be useful to have available at the same place, if a nursery was located in a large centre of some kind:

<i>Base: all respondents</i>	(60)
	%
Any other services/facilities mentioned	90
None/don't know	10
Doctors/health advisers/clinic	45
Chemist	45
Shops	35
Educational centre for adults	18
Leisure centre/baths/gym	15
Dentist	13
Play area	13
Transport service to and from school	10
Library/toy library	8
Facilities for older children	8
Place for parents to socialise	7
After school clubs	5
More crèches	3
Careers advice/job centre	3
Counselling	2

Finally, respondents were asked what they think are the best ways of keeping people informed about what childcare facilities are available in the area:

<i>Base: all respondents</i>	(60)
	%
Post out leaflets	78
Ads in local papers	15
Ads in local shops	12
Leaflets at school	10
Leaflets (unspecified)	10
Posters	8
Local radio station	5
Ads in post offices	3
Ads in community centres	3
Advertising (unspecified)	3
Information at playgroups/toddler groups	3
Post out newsletters	2
Ads at bus stops	2
Word of mouth	2
Phoning people	2
TV advertising	2

B- User Satisfaction Survey questionnaire.

ID No: /

Questionnaire

Thank you for agreeing to take part in this study designed to give us an understanding of how Sure Start programmes are working in your area. In this questionnaire there are no right or wrong answers – we are just trying to understand what you know about Sure Start.

All information given in this questionnaire will be treated confidentially.

General Information

Check address

Check child's name.....

Check child's age.....

1. What is the postcode of’s home address?

2. How long have you lived in this area?.....

3. Are you the child's:

Mother ₁ Father ₂ Foster mother ₃

Foster-father ₄ Stepmother ₅ Stepfather ₆

Other relative (specify).....

4. What is your age?

Under 20 ₁ 20 - 30 ₂ 31 - 40 ₃ over 40 ₄

5. What is your marital status?

Married ₁ Single ₂ Divorced / separated? ₃

Widowed ₄ Cohabiting ₅

6. Who else lives in the (named child's)family home?

Regarding the named child:

7. Who usually looks after during the day? (*Please tick as many boxes as necessary*)

Mother at home ₁ Father at home ₂

Sister/brother ₃ Child's grandparent ₄

Other relative ₅ Friend/neighbour ₆

Paid childminder ₇ Nursery school ₈

Day nursery ₉ Playgroup ₁₀

Other ₁₁

8. How many children are living in the same house as..... (named child)?

9. How old are the other children in the same household as.....(named child)?

Please tick boxes

< 1 year old ₁

1-2 years old ₂

2-3 years old ₃

3-4 years old ₄

- 4-5 years old 5
- 5-6 years old 6
- 6-7 years old 7
- 7-8 years old 8
- Over 8 years 9

10. Have you heard about Sure Start in your local area?

Yes 1

No 2 Please go to question 14

11. If yes, did you hear about it from the following:

- Sure Start leaflet ₁
 Leaflet on parent/toddler groups ₂
 Other (please state) _____

12. Have you EVER had contact with a Sure Start worker?

- Yes ₁ Please go to next question
 No ₂ please go to question 14
 Not sure ₃ please go to next question

13. Can you please tell us about the contact(s) you have had with the Sure Start worker(s) (e.g. the problems faced and the support which was given to you)?

Support services:

14. What did you think about the professional support (e.g. health/social) you or your partner/husband received for (named child).....?

Please tick the box that is closest to how you feel

Services	Very satisfied	Satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very dissatisfied
During pregnancy					
In the first 2 months after the birth of your child					
In the first 4 years of your child's life					

15. If you were satisfied with the service, can you tell us why?

16. If you were dissatisfied with the service, can you tell us why?

17. Please describe any other family support services that you would like to see in the future.

18. Does.....(named child) have special needs?

- Yes ₁
No ₂ please go to question 24

19. If 'Yes' would you mind telling us what these special needs are?

20. Please can you tell us what special needs support you receive?

21. Are you satisfied with the special needs support you are receiving?

Please tick one box

- Very satisfied ₁
Satisfied ₂
Neither satisfied or dissatisfied ₃
Dissatisfied ₄
Very dissatisfied ₅

22. If you were satisfied with the special needs support, can you tell us why?

23. If you were dissatisfied with the special needs support, can you tell us why?

24. Do any of your other children in the household have special needs?

Please tick one box

Yes ₁

No ₂ Please go to question 30

25. If 'Yes' would you mind telling us what these special needs are?

26. Please can you tell us what special needs support you receive?

27. Are you satisfied with the special needs support you are receiving?

Please tick one box

Very satisfied ₁

Satisfied ₂

Neither satisfied or dissatisfied ₃

Dissatisfied ₄

Very dissatisfied ₅

28. If you were satisfied with this special needs support can you tell us why?

29. If you were dissatisfied with this special needs support, how could the service be improved?

30. Do any adults in the household have any special needs?

Please tick one box

Yes ₁

No ₂ Please go to question 36

31. If 'Yes' would you mind telling us what these special needs are?

32. Please can you tell us what special needs support you receive?

33. Are you satisfied with the special needs support you are receiving?

Please tick one box

Very satisfied ₁

Satisfied ₂

Neither satisfied or dissatisfied ₃

Dissatisfied ₄

Very dissatisfied ₅

34. If you were satisfied with this special needs support can you tell us why?

35. If you were dissatisfied with this special needs support, how could the service be improved?

36. Are there any other special circumstances (e.g. carer status) that may affect you accessing local services

Yes ₁ No ₂

37. If yes, please specify

Breast-feeding:

38. Was (named child) breast-fed?

Yes ₁
No ₂ please go to question 46

39. If yes please state for how long (named child) was breast-fed for?

At birth ₁
For 1 week ₂
For 2 weeks ₃
For 6 weeks ₄
For 4 months ₅
For 6 months ₆
For 9 months ₇
More than a year, please state.....

40. Did you experience any difficulties in breast-feeding?

Yes ₁ if yes please specify.....
No ₂

41. If yes, did you seek help or support?

Yes ₁
No ₂

42. Where did you access this support?

- GP ₁
- Health visitor ₂
- Midwife ₃
- Sure Start ₄ please state

who.....

Other, please

state.....

43. If you received support, how satisfied were you with the support you received?

Please tick one box

- Very satisfied ₁
- Satisfied ₂
- Neither satisfied or dissatisfied ₃
- Dissatisfied ₄
- Very dissatisfied ₅

44. If you were satisfied with this support can you tell us why?

45. If you were dissatisfied with this support, how could the service be improved?

In the last twelve months:

46. If you have used any of the following services with your child (CHILDREN UNDER 4), please tell us how you feel about them in general *Please tick one box for each service you have used*

Services	Very satisfied	Satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very dissatisfied
Midwife					
Health visitor					
District nurse					
Baby/child Clinic					
Social worker					
GP					
Speech Therapist					
NHS Direct					

47. If you have used any of the following services with your child (CHILDREN UNDER 4), please tell us how you feel about them in general *Please tick one box for each service you have used*

Services	Very satisfied	Satisfied	Neither satisfied or dissatisfied	Dissatisfied	Very dissatisfied
Parent & Toddler group/ Playgroups					
Nursery school					
Private child care					
Toy Library					
Library					
Parks					
Sports/leisure					
Other (specify)					

48. If you were *very satisfied* or *satisfied* with any of these services, can you say what it was about the service that was most helpful?

49. If you were *dissatisfied* or *very dissatisfied* with any of these services, can you say what it was that dissatisfied you?

Your child's play and early learning opportunities (children under 4):

50. Generally, do you feel that your child (children under 4) has good quality play and learning opportunities?

Yes ₁

No ₂

51. What other play or early learning services do you feel should be provided for your child (children)?

52. Do you have time to read with your child (children)?

Often ₁

Sometimes ₂

Hardly ever ₃

Never ₄

53. Are there any extra community services that you and your family would like locally? Tick all that apply.

- | | | | | | |
|---|--------------------------|----|---------------------------------|--------------------------|----|
| Drop-in centre | <input type="checkbox"/> | 1 | Training/learning opportunities | <input type="checkbox"/> | 13 |
| Crèche facilities | <input type="checkbox"/> | 2 | Childcare whilst shopping | | |
| <input type="checkbox"/> | | 14 | | | |
| Story telling | <input type="checkbox"/> | 3 | Healthy eating/cooking | <input type="checkbox"/> | 15 |
| Mobile toy library | <input type="checkbox"/> | 4 | Craft groups for parents | <input type="checkbox"/> | 16 |
| W'end/holiday play sessions | <input type="checkbox"/> | 5 | Advice centre | <input type="checkbox"/> | 17 |
| Indoor play areas | <input type="checkbox"/> | 6 | Debt counselling | <input type="checkbox"/> | 18 |
| Outdoor play areas | <input type="checkbox"/> | | 7 | Personal counselling | |
| <input type="checkbox"/> | | 19 | | | |
| Support in own home | <input type="checkbox"/> | 8 | More health visitors | | |
| <input type="checkbox"/> | | 20 | | | |
| Family activities | <input type="checkbox"/> | 9 | More speech therapy | <input type="checkbox"/> | 21 |
| Pre-school/nursery places | <input type="checkbox"/> | | 10 | Self-help groups | |
| <input type="checkbox"/> | | 22 | | | |
| Sure Start information line | <input type="checkbox"/> | | 11 | Neighbourhood wardens | |
| <input type="checkbox"/> | | 23 | | | |
| Breakfast/teatime clubs for under fours | <input type="checkbox"/> | 12 | | | |

54. Have you any other ideas?

55. What would help and encourage you and your family to use present and future services?

- | | | |
|--|--------------------------|---|
| More information | <input type="checkbox"/> | 1 |
| More security | <input type="checkbox"/> | 2 |
| Better access/special equipment (e.g. ramps) | <input type="checkbox"/> | 3 |
| Someone to introduce you to services | <input type="checkbox"/> | 4 |
| Better publicity | <input type="checkbox"/> | 5 |
| Cost | <input type="checkbox"/> | 6 |
| Services closer to home | <input type="checkbox"/> | 7 |
| Better transport | <input type="checkbox"/> | 8 |
| Easier parking | <input type="checkbox"/> | 9 |

Other (specify) _____

56. How do you usually find out about services?

- | | | | | | |
|-----------------------|--------------------------|---|------------------|--------------------------|----|
| Posters | <input type="checkbox"/> | 1 | Newspaper | <input type="checkbox"/> | 8 |
| Library | <input type="checkbox"/> | 2 | Local radio | <input type="checkbox"/> | 9 |
| Pre-school/nursery | <input type="checkbox"/> | 3 | Family centre | <input type="checkbox"/> | 10 |
| Leaflets | <input type="checkbox"/> | 4 | Schools | <input type="checkbox"/> | 11 |
| Word of mouth | <input type="checkbox"/> | 5 | Local shops | <input type="checkbox"/> | 12 |
| Community Shop | <input type="checkbox"/> | 6 | GP/health centre | <input type="checkbox"/> | 13 |
| Sure Start | <input type="checkbox"/> | 7 | | | |
| Other (specify) _____ | | | | | |

57. Are you (or your partner/husband) attending any of the following part-time courses?

Type of Course	In your area		Outside of your area	
Computer skills	<input type="checkbox"/>		<input type="checkbox"/>	
Basic Maths		<input type="checkbox"/>		<input type="checkbox"/>
Basic English	<input type="checkbox"/>		<input type="checkbox"/>	
Languages	<input type="checkbox"/>		<input type="checkbox"/>	
None of these	<input type="checkbox"/>		<input type="checkbox"/>	
Other (please write in)				

58. Are there any other courses that you (or your partner/husband) would like to attend?

- Yes 1 Please go to question 59
 No 2 Please go to question 60

59. If YES, please specify which courses and where you would like to access them?

60. Are you (or your partner/husband) taking part in any of the following activities? *Please tick all the boxes that apply*

	In your area	Outside your area
Sporting activities E.g. swimming, keep-fit		
Leisure activities E.g. cinema, beach or a special interest club, going to the pub		

61. Are there any other sporting/leisure activities that you (or your partner/husband) would like to take part in?

Lifestyle:

62. Does your partner/husband smoke?

Yes ₁ Please go to question 63
 No ₂ Please go to question 64

63. Please state what your partner/husband smokes?

Cigarettes ₁ Hooka ₂ Pipe ₃ Cigars
₄
 Bidi ₅

64. Do you smoke?

Yes ₁ Please go to question 65
 No ₂ Please go to question 66

65. Please state what you smoke?

Cigarettes ₁ Hooka ₂ Pipe ₃ Cigars
₄
 Bidi ₅ Go to question 67

66. Have you ever smoked?

Yes ₁ Please go to question 67
 No ₂ Please go to question 71

67. Did you smoke before you found out that you were last pregnant?

Yes ₁

No ₂

68. Did you give up smoking completely any time during your last pregnancy?

Yes ₁ go to question 69

No ₂ go to question 71

69. If you answered YES to the above question when did you give up?

Please tick one box

As soon as you found you were pregnant ₁

By six months ₂

Between six months and the birth of your baby ₃

70. Did you start smoking again after the birth of your baby?

Yes ₁

No ₂

71. Can you tell me if you chew tobacco?

Yes ₁

No ₂

72. Do you chew paan Yes ₁ No ₂ please go to question 74

73. If YES, does it contain tobacco? Yes ₁ No ₂

74. Do you use Niswar/snuff? Yes ₁ No ₂

Personal Details:

75. What is your occupation? _____

76. At what stage did the child's mother finish her full-time education?

Primary school ₁ Secondary school

₂

Further education (college) ₃ Higher education (university) ₄

No formal education ₅

Other ₆ please specify _____

77. Can you please state what qualifications you have obtained (if any)?

- | | | |
|--------------------------|--|---|
| CSE | <input type="checkbox"/> | 1 |
| GCE "O" Level | <input type="checkbox"/> | 2 |
| GCSE | <input type="checkbox"/> | 3 |
| City & Guilds | <input type="checkbox"/> | 4 |
| "A" Level, Highers | <input type="checkbox"/> | 5 |
| Teaching Diploma, Degree | HNC <input type="checkbox"/> | 6 |
| None of these | <input type="checkbox"/> | 7 |
| Other | <input type="checkbox"/> | 8 |
| | <input type="checkbox"/> 9, please specify _____ | |

78. Ethnic background (mother)

Please tick one box.

- | | | | | | |
|-------------------------------|--------------------------|---|-----------------|--------------------------|---|
| White | <input type="checkbox"/> | 1 | Chinese | <input type="checkbox"/> | 5 |
| Black - Caribbean | <input type="checkbox"/> | 2 | Black - African | <input type="checkbox"/> | 6 |
| Black - other | | | Indian | <input type="checkbox"/> | 7 |
| Pakistani | <input type="checkbox"/> | 4 | Bangladeshi | <input type="checkbox"/> | 8 |
| Other (please write in) _____ | | | | | |

79. Which of the following best describes what you (or any other adult in household) are doing at present?

Please tick one box for each person (you, partner/husband, adults and other adult relatives)

- | | | | | | | |
|---|--------------------------|---|--------------------------|---|--------------------------|---|
| Employee in full-time job (30 hours+) | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 1 |
| Employee in part-time job (< 30 hours) | | | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 2 |
| Self-employed full or part-time | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 3 |
| Full-time education | | | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 4 |
| Unemployed | | | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 5 |
| Retired from work | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 6 | <input type="checkbox"/> | 6 |
| Looking after the home | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 7 |
| Doing something else (please state) _____ | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 8 |