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1. EXECUTIVE SUMMARY

- The Project incorporated a strong capacity building element.
- The aims of the capacity building were, firstly, to enhance the effectiveness of the project, to utilise local knowledge and expertise and, secondly, to provide transferable skills to local interviewers.
- A questionnaire was designed to gather information on services provided by Sure Start West Central Halifax (SSWCH), barriers in accessing services, solutions to barriers and levels of satisfaction with service provision.
- The questionnaire included a section for service users, a section on non-service users and a profile applicable to both groups.
- The questionnaire incorporated mainly open-ended questions in order to allow the collection of qualitative information from both service users and non-users.
- Five case studies were included to illustrate the impact SSWCH has had on individuals and their families in the area and inform any further improvement and development of services.
- The 'Profile' section includes both service users and respondents who, for a number of reasons, did not access the services and activities provided by Sure Start.
- The majority of respondents were young women from a Pakistani minority ethnic background who were full-time carers and lived with their partner in larger than 'average-sized' households. However, they themselves had only one or two children.
- The majority of the respondents stated there were no significant barriers in accessing Sure Start services and activities.
- Nevertheless, there were barriers identified by smaller groups of participants. These barriers included:
 - Restrictions imposed by the respondents' families (barriers which were described as 'cultural' barriers);
 - Restrictions imposed by the times of Sure Start operation which may limit the participation of working parents and fathers;
 - Restrictions imposed by the disproportionate caring responsibilities women have;
 - A general perception that Sure Start targets mothers and excludes fathers;
 - Increased language needs of a significant number of women in the area.

- The vast majority of service users stated that they were either 'very satisfied' or 'satisfied' with the services they had used.
- A very small number of service users stated that they were dissatisfied with the services they had used. This dissatisfaction was related to only three of the services / activities.
- The main reasons for not using services and accessing activities include the lack of personal time as a result of caring, family and employment responsibilities; and lack of information / awareness.
- The majority of the respondents (55%) had been visited by a Sure Start professional. All of these respondents stated that they were happy with the professionals that have visited them.
- Generally, respondents felt the crèche facilities were good.
- However, the lack of sufficient childcare places and facilities was the single most important problem for service users and the issue most participants feel would significantly improve the overall level of Sure Start provision.
- The majority of respondents stated that, in general, it is easy to get in touch with Sure Start, that the staff generally were easily accessible, messages were passed on to the relevant member of staff and staff were friendly and approachable.
- The respondents identified a number of positive aspects of Sure Start. These positive aspects can be grouped under three main categories: accessibility; education and benefits for the children.
- A significant number of respondents felt they did not receive enough information or as often as they wished. The latter felt that there was not enough information posted, the newsletter was not regular enough and occasionally respondents received information too late.
- The preferred means of contact by respondents was door-to-door leaflet drops.
- The majority of respondents (52%) stated that since Sure Start started operating, it had made a change for the better in the area.
- A smaller number of respondents stated that Sure Start has made a difference for their family (35%).
- 27 percent of the respondents had heard of Sure Start and 21 percent were already registered. However, they had not accessed any of services and activities.

- The main barriers in accessing services and activities for non-users are time constraints as a result of caring, family and employment responsibilities; and lack of awareness of service provision.
- The majority of non-users were unaware of any organisation that could provide them with the support they required both in terms of caring / parental responsibilities and personal development.

2. METHODOLOGY

The Project incorporated a strong capacity building element.

The aims of the capacity building were, firstly, to enhance the effectiveness of the project, to utilise local knowledge and expertise and, secondly, to provide transferable skills to local interviewers.

A questionnaire was designed to gather information on services provided by the SSWCH, barriers in accessing services, solutions to barriers and levels of satisfaction with service provision.

The questionnaire included a section for service users, a section on non-service users and a profile applicable to both groups.

The questionnaire incorporated mainly open-ended questions in order to allow the collection of qualitative information from both service users and non-users.

Five case studies were included to illustrate the impact the SSWCH has had on individuals and their families in the area and inform any further improvement and development of services.

Capacity Building

The Project incorporated a strong capacity building element. Capacity building involves the transfer of skills and knowledge to organisations or individuals in order to develop their personal and professional capacity. In particular, Trescom Research & Consultancy Ltd, with the support of SSWCH, have provided a number of accredited training units to local parents in Confidence Building and Community Research Skills. Four of the six interviewers were parents that had successfully undertaken the training and were employed as researchers to carry out the fieldwork.

The aims of the capacity building were multiple. Firstly, there was a need, in order to enhance the effectiveness of the project, to utilise local knowledge and expertise. Secondly, was to provide transferable skills to local interviewers. These local interviewers may, in the future, provide their knowledge and experience in both local and external organisations wishing to undertake surveys, consultations and research projects.

The Interview Study

A questionnaire was designed to gather information on services provided by SSWCH, barriers in accessing services, solutions to barriers and levels of satisfaction with service provision. The questionnaire included a section for service users, a section on

non-service users and a profile applicable to both groups. The non-service user section was incorporated in order to identify possible barriers that could be addressed and develop more inclusive services and provision.

The questionnaire incorporated mainly open-ended questions in order to allow the collection of qualitative information from both service users and non-users. This allowed in-depth information to be gathered in order to enable the evaluation of services provided, an understanding of good practice, as well as the identification of barriers and possible solutions to accessing services.

A marked-up questionnaire is included in Appendix I for cross-reference.

A number of methods were used to identify interviewees. These were door-to-door recruitment, as well as visiting local centres, schools and nurseries.

The team of interviewers was diverse in terms of ethnic background and were bilingual in order to reflect the needs of the local communities. The fieldwork took place in March and April 2004.

The Case Studies

The case studies were included to illustrate the impact SSWCH has had on individuals and their families in the area and inform any further improvement and development of services.

There were 5 case studies which are included in the relevant section of this Report.

3. THE FINDINGS

This section of the report presents the findings of the research, starting with a profile of the respondents. The findings are presented by following the layout of the questionnaire in order to allow cross-reference to the marked-up questionnaire.

3.1 Profile (Questions 5 – 8; P1 – P23)

The 'Profile' section includes both service users and respondents who, for a number of reasons, did not access the services and activities provided by the Sure Start.

The majority of respondents were young women from a Pakistani minority ethnic background who were full-time carers and lived with their partner in larger than average households. However, they themselves had only one or two children.

The majority of the respondents stated there were no significant barriers in accessing Sure Start services and activities.

Nevertheless, there were barriers identified by smaller groups of participants. These barriers included:

- Restrictions imposed by the respondents' families (barriers which were described as 'cultural' barriers);

- Restrictions imposed by the time of Sure Start operation which may limit the participation of working parents and fathers;

- Restrictions imposed by the disproportionate caring responsibilities women have;

- A general perception that Sure Start targets mothers and excludes fathers;

- Increased language needs of a significant number of women in the area.

97 percent of the respondents were female and 3 percent male. From all respondents, only 4 percent felt that their gender affected their participation in the Sure Start activities. The reasons given varied: although a very small number felt that it was not easy for women to access the services mainly due to their caring responsibilities, others felt that it was easier for women to access Sure Start and that, generally, the service was inaccessible to fathers.

The majority of the respondents were of a South East Asian minority ethnic background: 86 percent described themselves as of a Pakistani ethnic background, 4 percent Bangladeshi and 1 percent Indian. 9 percent of the respondents were of a 'White' British or other 'White' background. 6 percent of the respondents felt that their ethnic background affected and/or limited their participation in Sure Start activities and services. A number of respondents stated that 'White' parents felt excluded and isolated. Others stated that women from a South Asian ethnic background faced a number of cultural barriers and family restrictions that prevented them from accessing the services.

Almost one-third of the respondents (32%) stated that they required language support when accessing Sure Start services. The majority required support in Urdu and Punjabi. A smaller percentage required support in Bangla, as well as in some European languages.

7 percent of the respondents stated that they have a disability or a long-term illness that affects their participation in Sure Start.

The vast majority of the respondents (91%) were Muslim and 6 percent Christians. However, only 1 percent of all respondents felt that their religion prevented them from or created barriers in accessing services and/or activities.

The majority of respondents (78%) were not in employment – they stated that they were full-time carers or unemployed. A smaller number were part-time employees (8%), full-time employees (5%) or students (2%). 11 percent of the respondents felt that their employment status affects and/or limits their participation in services and activities due to family and caring responsibilities and the fact that all activities and services take place during working hours.

60 percent of the respondents were between the ages of 26 and 39 and a further 31 percent were between the ages of 22 and 25. 98 percent of the respondents stated that their age was not a limiting factor.

93 percent of the respondents were married or cohabiting with a partner. The vast majority felt that their marital status did not limit their participation in activities and services. However, 3 percent felt that family and caring responsibilities and the time of operation of Sure Start did not allow them to participate.

The vast majority of respondents stated that they are caring for their child/ren full-time. Those who were in employment or were students stated that they still care for their child/ren all their spare time. A significant number (22%) stated that they have no help in caring for their children. The rest received support from their spouse (49%) and/or their family (56%). A very small number (4%) stated that they received support from a professional. 10 percent of the respondents stated that being parents limited their participation in Sure Start as a result of family and caring commitments. Those respondents who also had children over the age of 4, faced a barrier since there is no Sure Start provision for parents with children of these ages.

14 percent of respondents had additional caring responsibilities to looking after their children. These included looking after relatives. These respondents stated that caring responsibilities required a significant number of hours and as a result, 11 percent stated that caring limited their participation at Sure Start.

The respondents lived in mainly large households with a mean of 5 people living in it. 35 percent of households had at least three adults living in them. Table 1 below shows the minimum, maximum and mean number of children by age group and adults living in a household.

TABLE 1. PEOPLE LIVING IN A HOUSEHOLD

	Minimum number recorded	Maximum number recorded	Mean number
Adults in house	1	8	2.9
5-16 years old	0	5	1.0
Children up to 4 years	0	3	1.4
Total number of people living in a household	2	11	5.1

34 percent of the respondents have been living in the area between 1 and 5 years. A significant percentage (23%) has also been living in the area for all their life.

Although the respondents tended to live in large households, they have small families themselves. This could reflect the fact that the respondents tended to be young, with a total of 36 percent being under the age of 25. The mean number of children they have is 1, with a small percentage only (12%) having more than three children. Table 2 below shows the minimum, maximum and mean number of children by age group. As we can see from a comparison with Table 1, although respondents tend to have one child, there are more children living in the household, indicating that a number of respondents live with their extended families.

TABLE 2. NUMBER OF CHILDREN

	Minimum number recorded	Maximum number recorded	Mean number
Children under 4	0	3	0.6
Children over 4	0	6	1.1
Total number of children	0	7	1.2

The vast majority of the respondents (93%) had heard of Sure Start and 80% had used at least one of the services or activities provided.

3.2 Service Users (Questions 9 – 26)

The vast majority of service users stated that they were either 'very satisfied' or 'satisfied' with the services they had used.

A very small number of service users stated that they were dissatisfied with the services they had used. This dissatisfaction was related to only three of the services / activities.

The main reasons for not using services and accessing activities include the lack of personal time as result of caring, family and employment responsibilities; and lack of information / awareness.

The majority of the respondents (55%) had been visited by a Sure Start professional. All of these respondents stated that they were happy with the professionals that have visited them.

Generally, respondents felt the crèche facilities were good.

However, the lack of enough childcare places and facilities was the single most important problem for service users and the issue most participants feel would significantly improve the overall level of Sure Start provision.

The majority of respondent stated that in general, it is easy to get in touch with Sure Start, that the staff generally were easily accessible, messages were passed on to the relevant member of staff and staff were friendly and approachable.

The respondents identified a number of positive aspects of Sure Start. These positive aspects can be grouped under three main categories: accessibility; education and benefits for the children.

A significant number of respondents felt they did not receive enough information or as often as they wished. The latter felt that there was not enough information posted, the newsletter was not regular enough and occasionally respondents received information too late.

The preferred means of contact by respondents was door-to-door leaflet drops.

The majority of respondents (52%) stated that since Sure Start started operating, it had made a change for the better in the area.

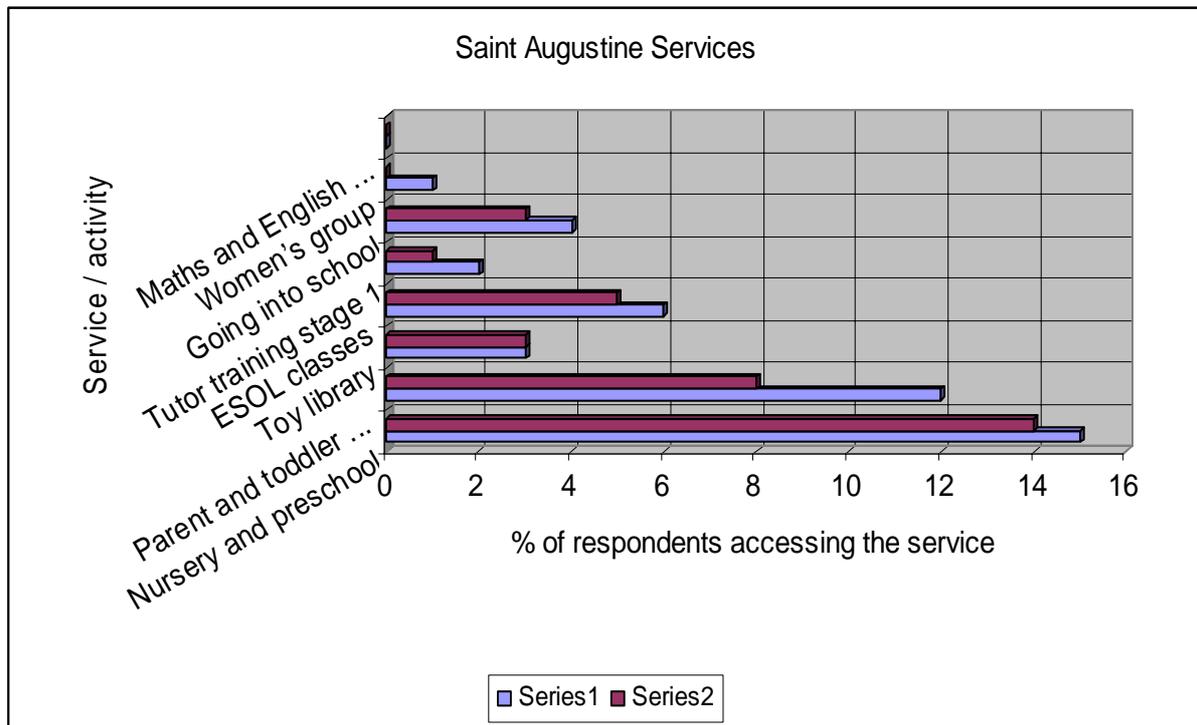
A smaller number of respondents stated that Sure Start has made a difference for their family (35%).

This section of the report presents the findings related to satisfaction with the services provided by Sure Start. Its aim was to identify the level of satisfaction with the service, good practice within the service and possible ways to improve service provision. The findings refer only to service users since the questions are relevant to them. It does not include the respondents who have not previously accessed Sure Start services and activities. The findings from the 'non-user' respondents are presented separately in section 3.3 below.

Saint Augustine's Services

As we can see from Figure 1a, the services used more frequently by the respondents were the 'nursery and preschool' and the 'parent and toddler group'.

FIGURE 1A. SAINT AUGUSTINE'S SERVICES

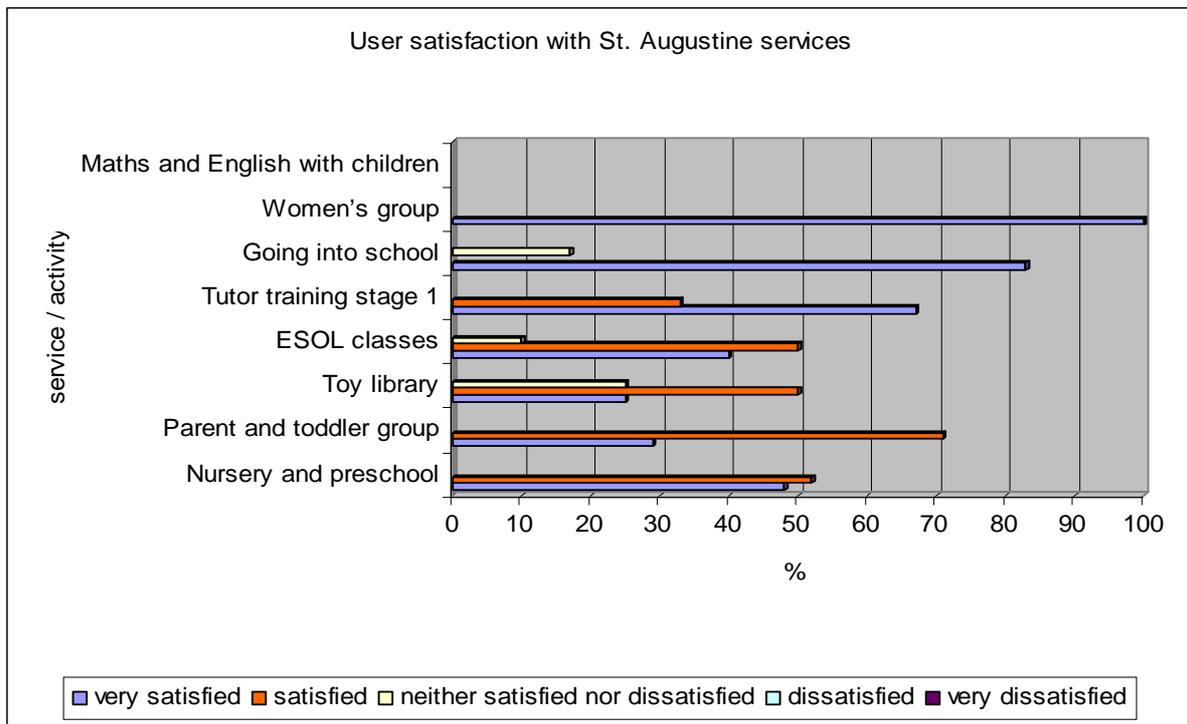


Series 1: Respondents who have used the service

Series 2: Respondents who have used the service during the last 12 months

The level of satisfaction with the services provided at Saint Augustine's was very high amongst the service users (Figure 1b).

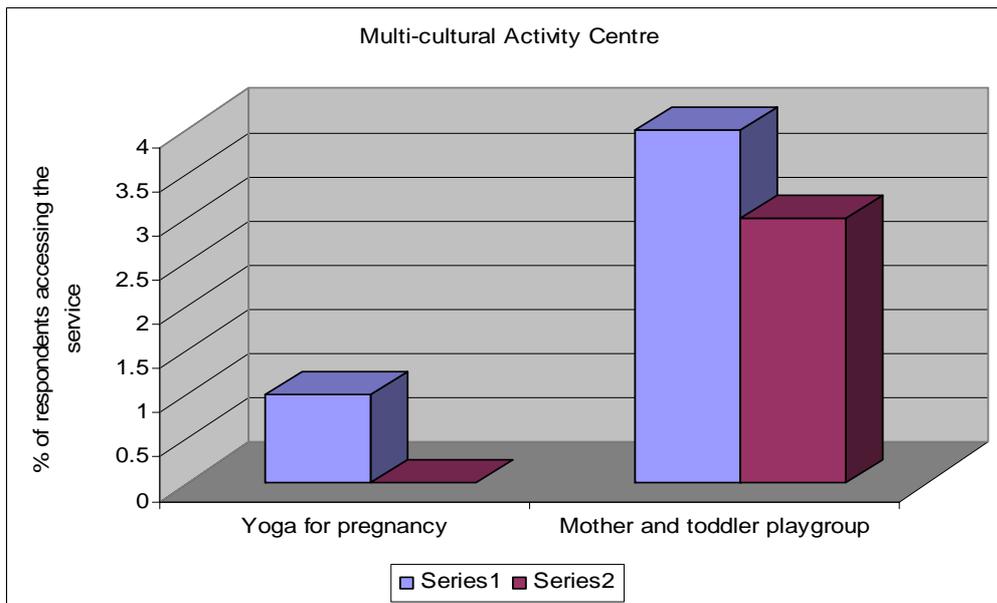
FIGURE 1B. USER SATISFACTION WITH SAINT AUGUSTINE'S SERVICES



Multi-cultural Activity Centre (CMAC)

As we can see from Figure 2a, only a very small number of respondents have accessed the services provided in the CMAC. Nevertheless, respondents stated a very high level of satisfaction with these services (Figure 2b).

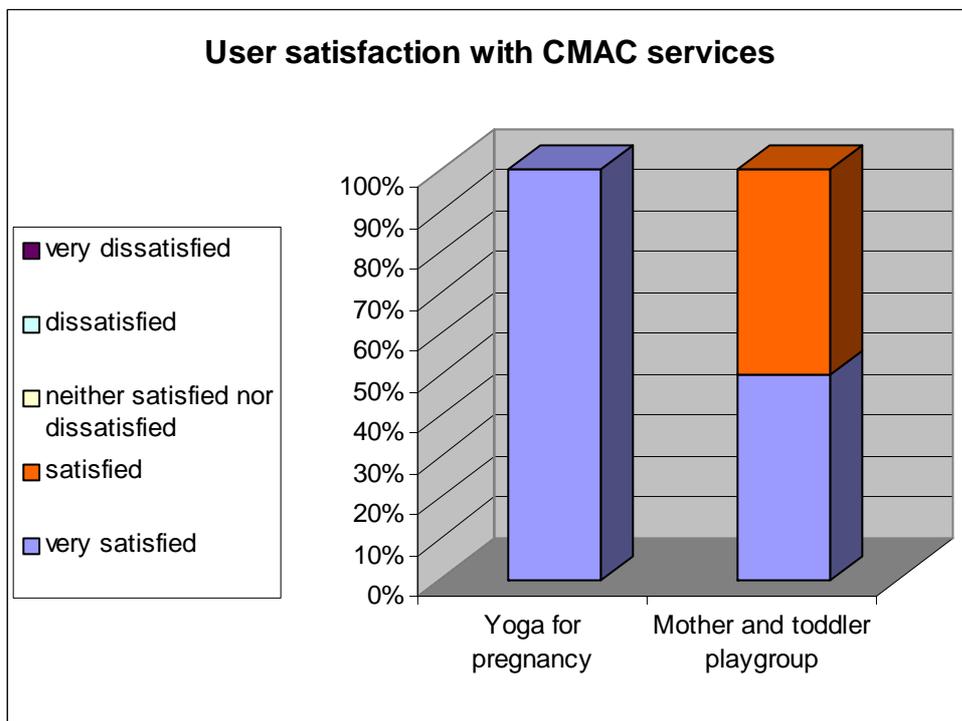
FIGURE 2A. MULTI-CULTURAL ACTIVITY CENTRE SERVICES



Series 1: Respondents who have used the service

Series 2: Respondents who have used the service during the last 12 months

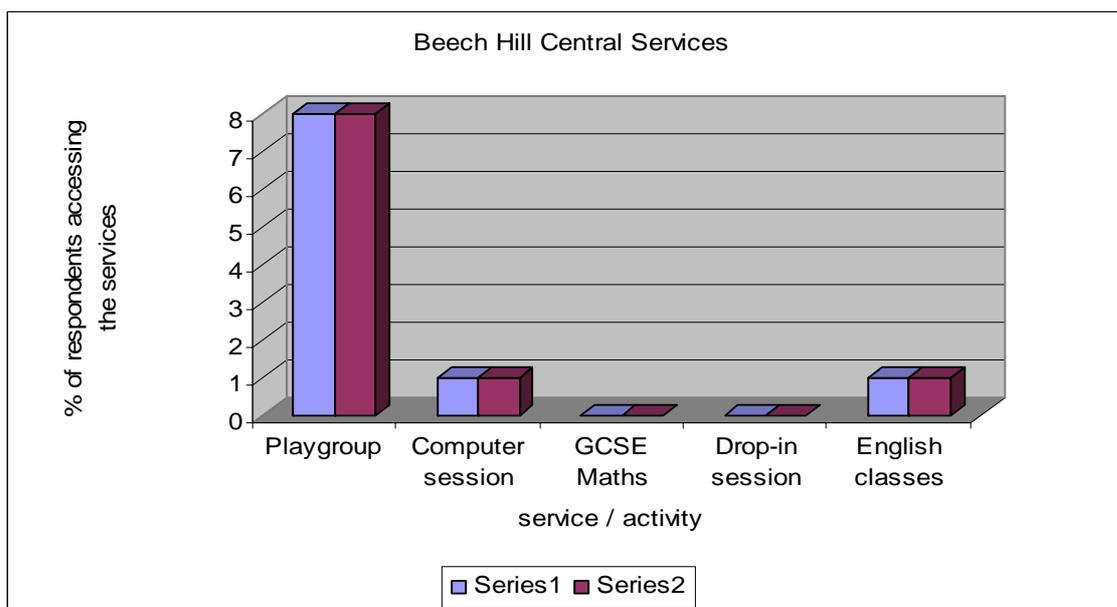
FIGURE 2B. USER SATISFACTION WITH CMAC SERVICES



Beech Hill Central

Figure 3a shows the percentage of respondents who have used the Beech Hill Central services. As we can see from Figure 3b, the majority of respondents were satisfied with the services provided. However, a small number of respondents stated that they are dissatisfied with the playgroup, mainly because they felt that children do not learn at it.

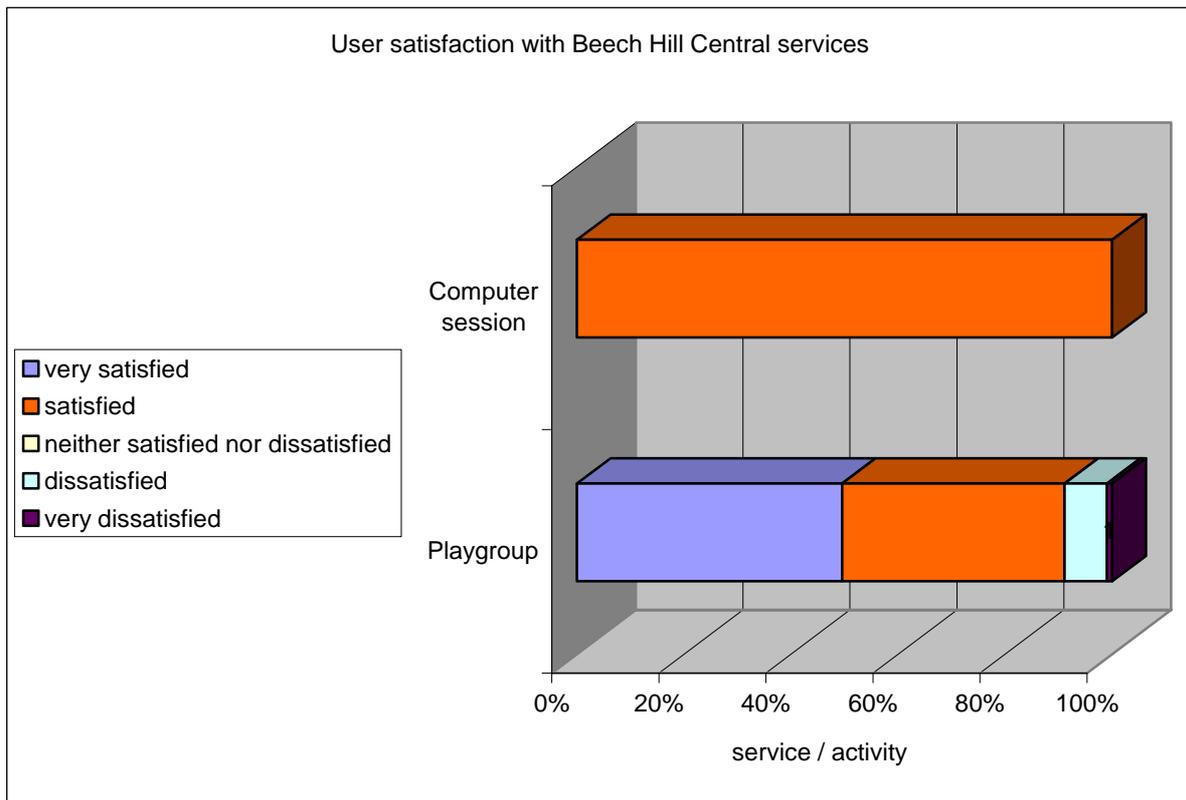
FIGURE 3A. BEECH HILL CENTRAL SERVICES



Series 1: Respondents who have used the service

Series 2: Respondents who have used the service during the last 12 months

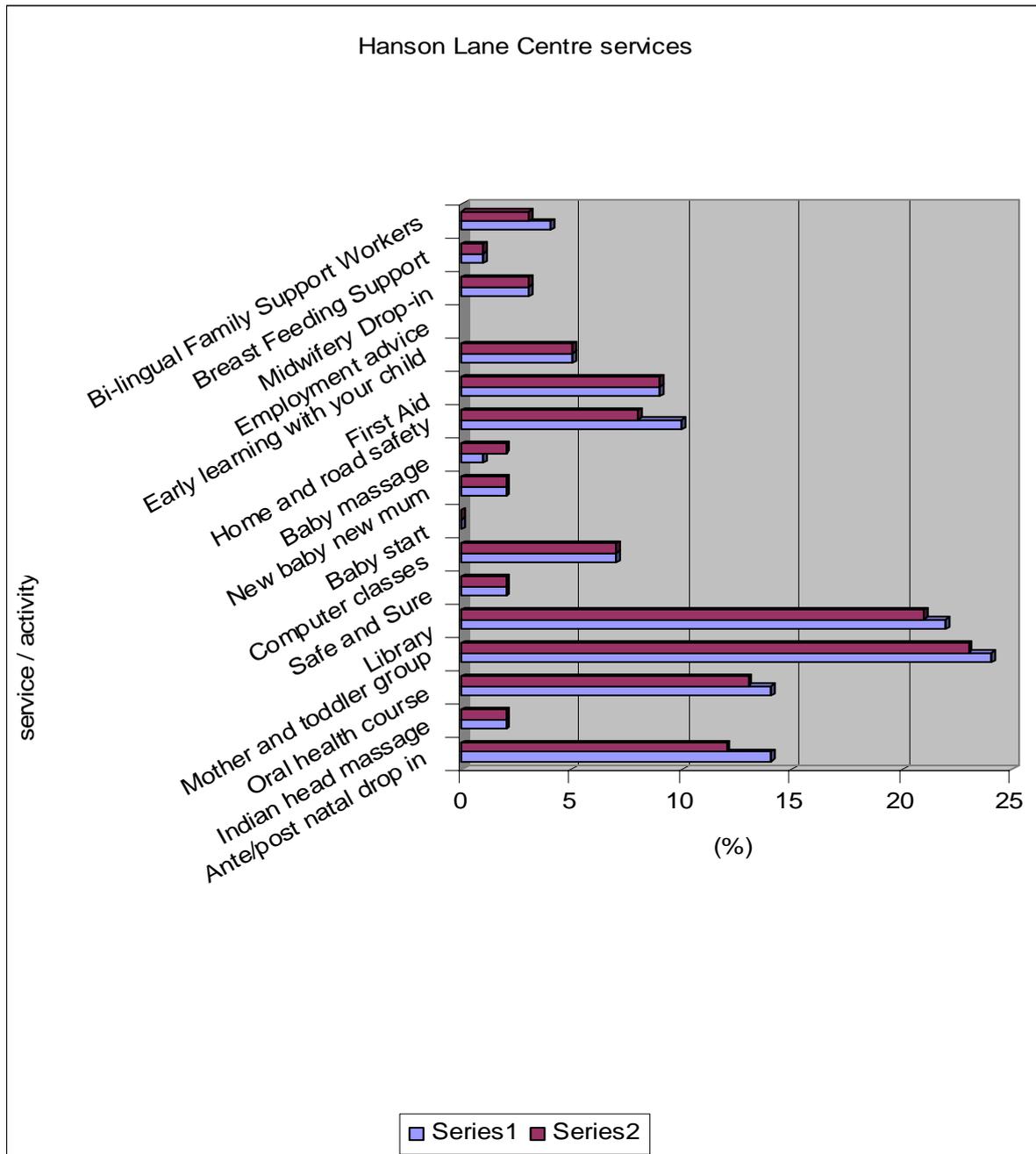
FIGURE 3B. USER SATISFACTION WITH BEECH HILL CENTRAL SERVICES



Hanson Lane Centre

Hanson Lane was the centre used more frequently by respondents, owing to the large number of activities and services based there. As we can see from Figure 4a, the 'mother and toddler group' and the library service were the ones more frequently used. Other services and activities accessed by a significant number of users included the 'oral health course', the 'ante/post natal drop in', the 'home and road safety' and the First Aid course.

FIGURE 4A. HANSON LANE CENTRE SERVICES



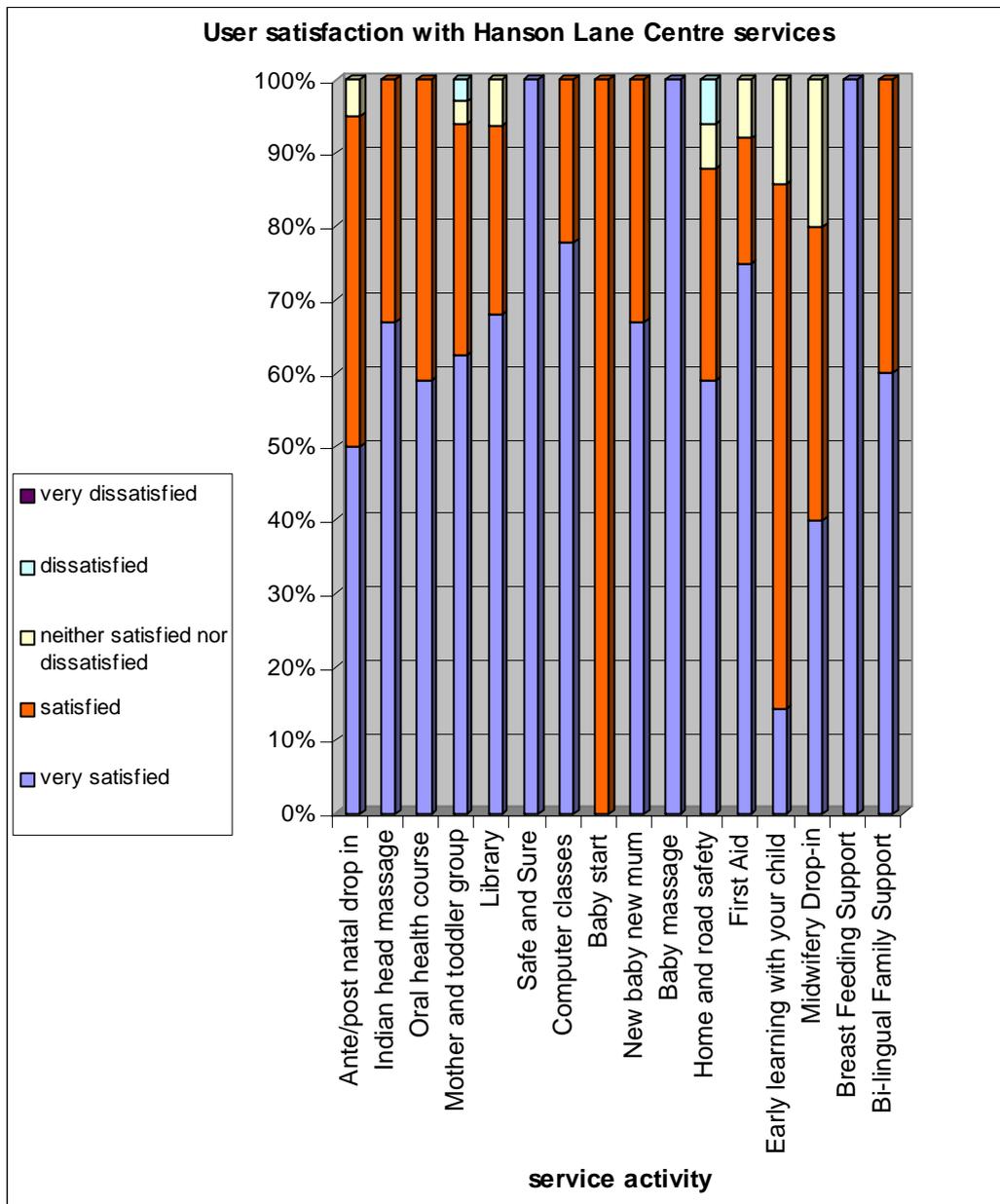
Series 1: Respondents who have used the service

Series 2: Respondents who have used the service during the last 12 months

Similarly to services and activities offered at other centres by Sure Start, the levels of satisfaction at Hanson Lane were very high (Figure 4b). However, there was a larger percentage of respondents who stated that they were 'neither satisfied nor dissatisfied' with a number of services such as the 'ante/post natal drop in' (5%), 'the mother and toddler group' (3%), the library (6%), the 'home and road safety' (6%), the 'First Aid' (8%) and, mainly, with the 'early learning with your child' (14%) and the 'midwifery drop-in session' (20%).

There also was a very small number of respondents who stated that they were dissatisfied (Figure 4b) with two of the services provided: the 'mother and toddler group' (3%) and the 'home and road safety' (6%).

FIGURE 4B. USER SATISFACTION WITH HANSON LANE CENTRE SERVICES



The research aimed to identify reasons why respondents have stopped using Sure Start services and activities in order to identify potential access barriers. The main reason respondents have stopped using services and activities is the lack of time as a result of family and employment commitments. Another common reason was the lack of enough places in the crèche and the limited childcare facilities. In addition, a number of respondents felt that there was not enough information available on the activities, courses and services provided by Sure Start.

The majority of the respondents (55%) had been visited by a Sure Start professional. All of these respondents stated that they were happy with the professionals that have visited them since they were 'helpful', 'supportive' and 'informative'. However, respondents would like to see more home visits by Sure Start professionals, some visits later in the afternoon in order to accommodate caring and working patterns, as well as they would like these professionals to disseminate more information on available services.

43 percent of the respondents have used the crèche facilities available at the four centres. Although generally respondents felt the crèche facilities are good (this included friendly, caring and professional staff and good quality of toys and books for the children) there were also things that the respondents felt compromised the quality of the service. The main problem with the crèche facilities, the respondents stated, were related to the lack of space, especially in the Hanson Lane crèche.

As a result, respondents felt that the main improvements of the crèche facilities should be related to the available space both inside and outdoors. Similarly important was the need for more crèche facilities and places for children. Respondents felt that there were only limited places and these could not accommodate the demand. In addition, a number of respondents stated that the crèche should be available for longer hours to accommodate those parents who undertake courses as well as to support parents in their other caring responsibilities.

40% of the respondents had tried to get in touch with Sure Start. The majority stated that, in general, it is easy to get in touch with Sure Start staff. They also stated that the staff generally were easily accessible, they rang back if they were not available at that moment, messages were passed on to the relevant member of staff and staff were friendly and approachable. A number of respondents with language needs also stated that bilingual staff were also available in most cases to speak to them.

However, a smaller percentage of respondents felt that it was not easy to get in touch. As they stated, it required a number of attempts before they were able to speak to the relevant member of staff, the answering machine is on very often to pick up messages and the staff did not respond to recorded messages. A small number of respondents also stated that not all Sure Start staff are polite, friendly or helpful.

Respondents suggested a number of possible ways to improve the ways Sure Start could be contacted. These suggestions included:

- A separate line to be made available for general enquiries
- Staff should return all calls
- Separate lines to be provided for different Sure Start professionals
- Staff to be more friendly when answering the telephone
- Limited use of the answering machines

19 percent of respondents stated that, although they had previously used Sure Start services or activities, they had stopped doing so for various reasons. A significant number of these respondents had stopped using the service since it was not relevant to them any longer (for example, they had completed a course or an activity; or their children were over the age of 4). However, some respondents had stopped using the service as a result of family and work commitments. In addition, a common problem for accessing activities was the lack of crèche and childcare places. This meant that a number of respondents could not access the services they required.

The respondents identified a number of positive aspects of Sure Start. These positive aspects can be grouped under three main categories: accessibility; education and benefits for the children.

In terms of accessibility, respondents stated that Sure Start is local, the staff team is supportive and friendly, the facilities are good, language support is provided for those who have additional language needs, opportunities are provided for families to meet and interact and the staff are responsive to the needs of the local communities.

A very positive aspect of Sure Start is also in terms of the provision of courses and training. A significant number of respondents stated that there is a good range of courses available, and generally these raise awareness on different issues, such as health and safety, amongst parents.

More importantly, respondents felt that Sure Start provides good facilities for children, support children and their families to socialise and provides support to children during their transition to full-time schooling.

The main shortcomings of Sure Start were related to the lack of crèche and childcare activities. This issue was one that was raised by a significant number of respondents during the research. A number of problems with the childcare provision were identified: the lack of adequate number of places, the limited space in Hanson Lane and the short duration of childcare sessions being quoted most often.

A number of respondents also stated that not enough information is disseminated to all parents and, often, they are not aware about the whole range of services and activities available.

A smaller number of respondents also felt that the staff were not always friendly and approachable.

Respondents suggested a number of ways to improve the service provided by Sure Start. These suggestions included addressing the problems of crèche and childcare

provision, increased advertising of available activities, services and courses, and the provision of more advanced courses.

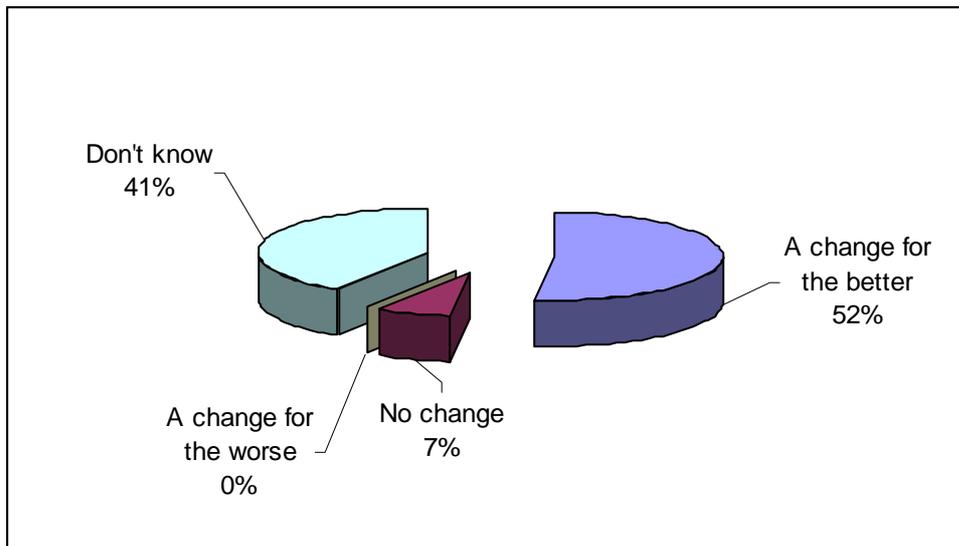
Respondents also suggested a number of new services and activities that they felt were not provided by Sure Start. These included more services and activities for fathers, support and work experience for parents who aimed to return to work, DIY courses and full-time crèche facilities for working parents.

Although 75 percent of respondents stated that they received information from Sure Start as often as they wish, a significant number (25%) felt they did not receive enough information or as often as they wished. The latter felt that there was not enough information posted, the newsletter was not regular enough and occasionally respondents received information too late.

The preferred means of contact by respondents were leaflets and door-to-door leaflet drops (74%), telephone contact (50%) and face-to-face (28%).

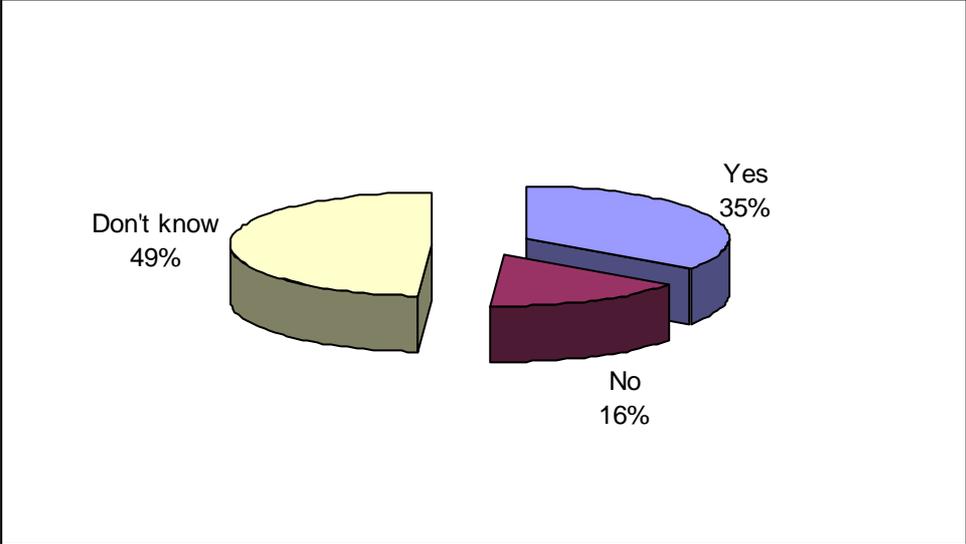
The majority of respondents (52%) stated that since Sure Start started operating, it had made a change for the better in the area (Figure 5). However, a significant percentage (41%) stated that they did not know if it has made a difference.

FIGURE 5. HAS SURE START MADE A DIFFERENCE IN THE AREA?



A smaller number of respondents stated that Sure Start has made a difference for their family (35%). As we can see from Figure 6, the larger number of respondents stated that they could not tell if Sure Start has made a difference.

FIGURE 6. HAS SURE START MADE A DIFFERENCE FOR YOUR FAMILY?



3.3 Non-Users (Questions 27 – 35)

27 percent of the respondents had heard of Sure Start and 21 percent were already registered. However, they had not accessed any of services and activities.

The main barriers in accessing services and activities for non-users are time constraints as a result of caring, family and employment responsibilities; and lack of awareness of service provision.

The majority of non-users were unaware of any organisation that could provide them with the support they required both in terms of caring / parental responsibilities and personal development.

A total of 20 percent of the respondents had never used Sure Start services and activities. These respondents were asked a different set of questions in order to identify barriers and potential solutions to accessing services.

27 percent of the respondents had heard of Sure Start and 21 percent were already registered.

A number of reasons were stated by respondents why they had not used Sure Start services. A number of respondents were not interested in participating. However, a significant number of non-users stated that their employment, family and caring commitments and the subsequent time constraints did not leave them with enough time to participate in services and activities. A smaller, yet significant, number also stated that they are not aware of the services and activities provided. A small number of non-users stated that they had previously applied for courses but never received a reply from Sure Start. Other reasons for not accessing services included language barriers, lack of personal confidence and the fact that some respondents were new in the area and were unaware.

Non-users stated they required the support they required in terms of caring for their family was mainly childcare provision, professional guidance (such as home visits by Sure Start professionals) and relevant courses. However, the majority of non-users were unaware of any organisation that could provide them such support.

In terms of personal development, non-users stated that they required courses and training on subjects such as childcare, IT, English language, and exercise classes. Similarly to above, the majority of non-users were unaware of organisations which could provide the support they required.

The majority of non-users stated that they face barriers in accessing services. These barriers included language barriers, childcare and caring constraints, lack of awareness and personal barriers such as ill-health.

4. CASE STUDIES

The case studies below focus on the 5 parents living within the Sure Start area, all of whom have used or are currently users of the services provided. The participants come from a variety of backgrounds and have, in turn, very diverse needs. Their different life experiences and educational backgrounds complement their diverse expectations.

Participants were requested to provide information on their personal profiles including, among others, age, ethnic background, education and work experiences and their families. In addition, they were asked to express their aspirations for the future in terms of their personal and professional development. Moreover, participants gave comments and suggestions on how Sure Start has helped and can help them in the future to achieve their goals.

From the information provided in the case studies, it is evident that Sure Start has demonstrated good practice in its provision of services such as childcare, employability support and confidence development. In doing so, Sure Start has excelled in assisting parents to achieve their goals.

For the purpose of maintaining anonymity, the names of participants have been changed.

Case Study 1: Nasreen

Nasreen is a 25 year-old mother of one from a family of 3 brothers and 3 sisters. She is a British Pakistani who has lived in the same area of West Central Halifax all her life. She lives with her husband and daughter together with her husband's parents and extended family members. There are eight members in the household in total.

Whilst Nasreen's parents do not live in the same household, they do live close by enough to provide support with her daughter. In addition, all members of Nasreen's household take on the role of carers to the household's children and elders. As Nasreen stated, "everyone helps each other out in the house". Nasreen is, therefore, able to rely on both her own family and her husband's family for support.

Whilst at school, Nasreen gained GCSEs before going on to achieve an NVQ Level 2 in Business and Administration. In 1996 she joined Calderdale Council's Benefits Department and worked there until 2002 when she left in order to bring up her daughter. Since then, Nasreen has undertaken some employment, mainly on a part-time basis, in research.

Currently, Nasreen is still working in research on an 'as and when' basis. This has involved projects in Bradford and Calderdale for both the private and public sector. However, Nasreen describes her main working role as housewife and mother. Her work in research is usually paid but she has done some projects on a voluntary basis.

In terms of further education and personal development, Nasreen has recently completed an Open College Network accredited course in Confidence Development and Communication Skills. Moreover, she is currently enrolled on a ten module taster course with the Open University called 'Changing Communities', which aims to encourage adults to return to further education. Course modules cover, among others, citizenship, community issues and why and how communities change.

Nasreen is also a member on the Executive Board at Sure Start West Central Halifax as well as a member of the Sure Start Evaluation Sub Group.

In the future, Nasreen hopes to be able to take forward her ambition of working in the research field. Nevertheless, she wants, at this stage, to take it one step at a time and review how her further education is going once she has completed her initial course at the Open University.

Whilst Nasreen hopes that her current course with the Open University will lead her to study for a degree in research, she feels that it may not always be possible to commit fully to this owing to the constraints put upon her as a mother and housewife. Nevertheless, she remains optimistic and positive that, should she be successful in achieving her educational goals, she could then go on to establish her own social research company.

Nasreen strongly believes that Sure Start West Central Halifax has been very instrumental in aiding her personal development. Sure Start has built up her confidence and, as she stated, *"I feel like I can talk to anyone now"*. Had it not been for the support of Sure Start, she feels she would have stayed at home bringing up her daughter and lacked the confidence and communication skills needed to aid her educational and personal development.

Sure Start has made Nasreen a more independent person who can now explore her options in terms of education, personal development and career prospects. This is, in Nasreen's opinion, not only due to the courses offered by Sure Start, but also thanks to the relationship between staff and parents. Nasreen stated that everyone is treated equally at Sure Start and there is no hierarchical attitude between staff and parents. Moreover, parents are always consulted with on courses and activities they would like to run at Sure Start. The empowerment of parents makes Nasreen feel that Sure Start is most definitely interested in their opinions and wishes.

Nasreen is of the opinion that Sure Start has not only helped her, but has played a very important part in helping with the development of her daughter. Nasreen stated that her daughter now demonstrates confidence and finds it easy, even at an early age, to relate to and mix with people her own age or older. In addition, her daughter's bilingual skills have improved greatly owing to the fact that she speaks mainly English whilst at Sure Start and South Asian languages whilst at home with her elders. Nasreen hopes that this will give her a head start in life on a personal and educational level.

Nasreen is extremely grateful and appreciative of the fact that Sure Start has been able to help her financially with her studies at the Open University. The current course, on which she is enrolled, is funded through the Training Grant Scheme. Sure Start is also looking at ways of funding her for further courses starting this year. Owing to this, she feels that Sure Start demonstrates great commitment in its efforts to give people the opportunity to realise their potential and further develop themselves in terms of communication, confidence and education.

The childcare offered by Sure Start during courses is invaluable to Nasreen. Whilst members of her household offer her support, they cannot always commit to this owing to their other responsibilities and commitments. Without these childcare places, Nasreen would not always be able to undergo all of the courses of her choice.

Despite the childcare offered, for which Nasreen is appreciative, she would like Sure Start to offer crèche places even when courses are not running on the premises. This would allow parents like Nasreen to use that time away from their children as an opportunity to do self-study at the library or at home for Open University and college courses or to catch up on other responsibilities, such as housework, which are difficult to commit to when looking after children.

Nasreen believes firmly that Sure Start is doing a *“great job”* and hopes that, just as she has done, more families from the area will benefit in the future from the *“fantastic support”* provided by the organisation.

Case Study 2: Rubina

Rubina is a Pakistani mother of six (one son and five daughters), in her forties, who lives with her husband and children in West Central Halifax. She came to the United Kingdom 23 years ago and, since then, has always lived in the same area of Halifax. There are 8 people in the household in total.

Rubina has extended family who also live in the area, such as her mother and siblings. Her husband's family do not live in this country. Whilst Rubina's family support her in looking after her children, she also plays a role in caring for her elderly mother who is currently living with Rubina's brother.

Rubina was educated in Pakistan where she gained her Certificate in Secondary Education (equivalent to GCSEs). Since coming to the United Kingdom Rubina has worked as a seamstress for a clothing factory, where she spent two years, but has spent most of her married life as a housewife bringing up her six children.

Rubina is currently enrolled on courses with Sure Start West Central Halifax, including, among others, an Open College Network accredited course in Confidence Development and Communication Skills. She has recently completed courses run / organised through Sure Start in Community Research Skills (also accredited through the Open College Network), Healthy Living, First Aid and Oral Health.

Rubina enjoys the courses provided by Sure Start and believes that education is an important part of her personal development. In addition, she feels that the

knowledge she gains from these courses can benefit other members of her family, to whom she is able to pass on information she has accessed.

In the future Rubina hopes to continue taking advantage of the courses offered by Sure Start. She aims to enrol on the Early Learning course as well as the course on Coping with Children.

Before joining sure Start as a registered parent, Rubina was visited at her home by a Sure Start family support worker who introduced her to the organisation. She found the support worker both friendly and informative and was appreciative of the advice given. Rubina commented that the support worker has given her *“lots of information and advice”* and has helped her and her family a lot.

During her time as a Sure Start parent (one year to date), Rubina feels that she has become more confident and, as she stated, “can speak to more people now”. In addition, she has been able to improve her knowledge and level of English by participating in activities and courses. She feels that this is a particularly great achievement for her as she spoke very little English before coming to the country. Moreover, it has enabled her to communicate confidently with people outside of her community, where mainly south Asian languages are spoken.

The childcare place offered to her youngest daughter has been very helpful for Rubina. It has enabled her to participate in activities and courses that, otherwise, may not have been possible without the childcare place. She also feels that it is good for her child to mix with other children her own age.

Rubina commented that the staff at Sure Start West Central Halifax have been extremely supportive, particularly the family support workers. Nevertheless, she feels that more information could be given about courses and activities running so that everyone has the opportunity to participate. As she is not always able to attend Sure Start, owing to having other responsibilities, she has suggested that letters could be sent to homes of Sure Start families to inform them of courses and activities. In addition, information in community languages would also be of help to her.

Case Study 3: Marie

Marie is a 35 year-old White British mother of three (two boys and one girl) who has lived with her partner and children in West Central Halifax for the past two years. Before this time, she and her family lived in a different area of Calderdale. Marie is supported by her partner in the upbringing of their children.

Marie stated that there are no other family members who can provide her with additional family support. Her partner’s family do not live in the country.

Marie was educated to GCSE level before going on to work as a textile twister in a textile mill at the age of sixteen. She spent four years there before leaving in order to start a family.

Currently Marie is not enrolled on any courses, owing largely to the fact that she is still looking after her children. Nevertheless, she has stated that she would like to seek part-time employment as soon as her youngest child begins attending nursery school.

In addition to seeking part-time employment, Marie would like, in the future, to return to college and enrol on a childcare course. Nevertheless, in order to do this, she would like to find out more information on the course and how to enrol.

Marie appreciates the support that she has been given by Sure Start. On receiving information from Sure Start, she attended a course on baby massage for which a crèche place was provided. She also used the gym at Queens Road, which also provides childcare places should they be required. She stated that had it not been for the support of Sure Start, she would not have been able to access the course on baby massage or the gym at Queens Road.

In order to pursue her education and career ambition in studying towards and working in childcare, Marie would require support in terms of her own childcare needs. She hopes that Sure Start would be able to offer her a childcare place in order for her to continue her studies.

Marie stated that Sure Start is always there should she require any support and believes that the job they are doing is a good one.

Case Study 4: Helen

Helen is a 28 year-old White Irish mother of one who has been living in the West Central Halifax area for the past eight years. Before this time, Helen lived in the Queens Road area of Halifax. Owing to the fact that Helen is classed as disabled, she is supported in bring up her child by her partner.

Helen's family does not live in West Central Halifax but do, however, live in the Calderdale area. Her mother in-law, who lives next door, is unable to provide support owing to the fact that she already has a caring responsibility.

Helen was educated to GCSE level before going on to study catering for three years at college. She then enrolled at college on the NNEB course in Nursery Nursing which she has yet to complete.

Currently, Helen is not enrolled on any courses, owing largely to her disability, but would like to explore her options in terms of her personal development.

In the future, Helen would like to continue her studies at college in nursery nursing, for which she must complete one more year in order to gain her qualification. She would very much like to work with children in the future and hopes that her education and career goals will lead to this.

Helen feels that she has been well supported by Sure Start West Central Halifax. She stated that, in the past, she has experienced several problems but has been

helped through these problems by very supportive and helpful Sure Start staff members. She believes that, had it not been for this support provided by Sure Start, she would not be in the position that she is now in.

Helen would like Sure Start to help her to be able to attend more courses, particularly in first aid and oral health, by providing a crèche place for her child. In addition, she would also like advice from relevant Sure Start staff on the Training Grant Scheme so that she may explore her options in terms of further study.

Case Study 5: Rahila

Rahila is a 24 year-old British Pakistani mother of one who has been living in the same area of West Central Halifax since coming to the UK at the age of two. The household consists of Rahila, her husband of five years and their daughter. There are no extended family members living in the household.

Rahila not only cares for her daughter, but also plays a role in assisting her parents, who also live in West Central Halifax, with day-to-day duties such as shopping, writing letters and dealing with utility bills. Nevertheless, her parents also help Rahila to look after her daughter whenever the need arises. Rahila is also supported by her husband in bringing up their child and running their household.

Rahila was educated to GCSE level at school in Halifax before attending college. At college she retook her GCSE in English and English Literature as well as gaining NVQ levels two and three in Administration. In addition, Rahila successfully completed accredited courses in Information Technology whilst attending college.

During her time at college, Rahila also worked in retail on a part-time basis and has continued to work in various roles since that time. Before having her child, she worked on a full-time basis. She then worked part-time and has done so since having her child. Her husband, who works full-time, cares for their child whilst Rahila is at work.

Recently, Rahila has successfully completed a number of courses provided by or through Sure Start West Central Halifax. These courses include food hygiene and community research skills (accredited through the Open College Network for West and North Yorkshire). Rahila is currently participating in a course on Confidence Development and Communication Skills, a course also accredited through the Open College Network.

In the future, Rahila would very much like to become a member of staff at Sure Start West Central Halifax, working in areas around family support and community development. She feels that the services, courses and activities she has undertaken and participated in during her time as a Sure Start parent have given her the experience required to undertake some of the roles and responsibilities required of Sure Start staff.

Whilst she has undertaken many courses and accessed many services provided by Sure Start, Rahila would like to undertake more specialist training in order to fulfil

her ambition of working with the organisation. She would, therefore, like to enrol on courses around healthcare, childcare and community development. Rahila also commented that the training she receives may give her the opportunity in the future to pass on this knowledge and information to others, similar to a 'train the trainer' approach.

The courses and services accessed by Rahila so far have not only given her more confidence, but also given her a goal in terms of her career. She commented that Sure Start enables her to *"get out of the house and get to know people"* as well as furthering her life chances and carer prospects. In addition, she now feels more aware of health and safety issues after having participated in the many courses offered by Sure Start.

Rahila is of the opinion that her daughter has been helped immensely by attending Sure Start. She feels that her daughter's interpersonal skills are far more advanced than many other children her age as a result of the *"brilliant"* work done by the staff. Rahila is appreciative of the fact that her daughter has the opportunity to interact with other children, as well as learn important values, such as good manners, sharing and communication. Moreover, Rahila has seen an important development in her daughter's bilingual skills as result of communicating mainly in English at Sure Start and south Asian languages at home. Whilst her daughter predominantly receives attention at home on a one-to-one basis, Rahila is happy that the attention she receives at Sure Start is within part of a group.

Whilst Rahila is happy that a childcare place is provided for her child, she hopes that more childcare will be provided for her and other children once the new Sure Start centre opens.

5. RECOMMENDATIONS

The majority of respondents stated that they were satisfied with the quality of services provided by the Sure Start in West Central Halifax. They also stated that they do not face significant barriers in accessing and using services and activities.

Nevertheless, there are still a number of issues that need to be addressed in order to improve the accessibility and inclusiveness of the service. Non-users, fathers, working parents and women from the majority ethnic community in the area could be provided with more support to access these services and activities. In addition, new activities and services, new training courses, and, above all, more childcare provision could achieve larger participation. A significant number of mothers would also like to explore the possibility of returning to employment and / or education, following a break for looking after their young children. Sure Start could have a pivotal role to play in supporting them, mainly by providing support, guidance and sign-posting services.

The recommendations below address the issues raised by the respondents. Nevertheless, as a result of the evaluation, an action plan is required in order to incorporate a strategy to increase participation of underrepresented communities as well as groups facing multiple barriers, such as refugees, asylum seekers and carers and children with disabilities.

The feasibility of the recommendations made should be explored, in terms of budget, space available and time remaining for the project, in order to ensure that they can be successfully implemented and executed.

Increasing the participation of under-represented groups

- Consider employing male outreach workers from both the majority and minority ethnic communities to encourage the participation of fathers.
- Arrange and advertise family days during weekends that encourage the participation of both mothers and fathers.
- Consider the employment of Family Support Workers from the majority ethnic community and other communities resident in the area in order to encourage the participation of parents from the majority ethnic and other ethnic communities in the area.
- Increase the number of multi-cultural, non-religious, events in order to encourage participation of and interaction between the majority and minority ethnic communities.
- There needs to be a baseline study to identify the number and needs of families with children or carers with disabilities in order to encourage their participation in activities and services.
- Increase the outreach work to venues that are frequented by all communities (such as local post offices, cafes and shops). This could encourage more parents from under-represented groups to participate in Sure Start activities and services.

- The promotional material should include images and references to all local communities, including the majority community, the African and African Caribbean communities.
- Create partnerships with, provide support to and advertise in community centres and venues frequented by under-represented communities (as, for example, the Ukrainian Club).

Courses, training and personal development

- Increased partnership working with Calderdale College to provide courses in Sure Start Centres.
- Establish a partnership with Open University which can provide 'tester' and other courses to local parents. Sure Start should continue subsidising or covering the fees for participating parents.
- Arrange work placements with local organisations to increase the work-related skills of parents wishing to return to work.
- New practical courses such as DIY may encourage new parents or those who have undertaken the courses provided so far to engage with Sure Start.
- Consider the provision of more advanced courses at higher level such as NVO Level 3 and above.
- Consider the financial feasibility of extending the Training Grant Scheme.
- Wider advertising and publicity of the Training Grant Scheme is required.
- Create personal action plans which include short and long term aims and the possible support Sure Start can provide.
- Create links and partnerships with Information and Guidance (IAG) providers and sign-post parents who want to return to education and employment.

Childcare

- Increase the available crèche and childcare places. The availability of places and the space in Hanson Lane is very limited.
- Consider a nursery near Hanson Lane that could provide outside or additional external space.
- Consider the cost-effectiveness of providing more regular childcare provision.
- Consider the possibility of providing longer childcare provision. The two-hour session is considered inadequate by the majority of service users.
- Undertake a feasibility study for providing crèche and childcare places for children with disabilities.

Dissemination of information and publicity

- Circulate a regular newsletter on a monthly basis. This could be posted to all registered families in the area.
- Use mail / leaflet drops on a regular basis to advertise services, activities and courses. This again could be posted to all registered families in the area.
- Increase the number of home visits by Sure Start professionals. A number of respondents considered this to be the best way of disseminating information.
- Arrange some visits by Sure Start professionals later in the afternoon in order to accommodate caring and working patterns.
- Arrange a new 'round' of home visits to registered non-users to encourage them to engage.

- Provide an 'A to Z' service guide, including other than Sure Start service provision for local parents. Include in the newsletter or arrange for a door-to-door leaflet drop.

Contacting SSWCH

- A separate line to be made available for general enquiries.
- Separate lines to be provided for different Sure Start professionals so that parents can contact directly the person they wish to speak to.
- Limited use of the answering machines should be made and staff should respond to all calls and signpost onto other staff members if necessary to enable an open and effective communication system.

APPENDIX I. MARKED UP QUESTIONNAIER

USER SATISFACTION QUESTIONNAIRE

- This section represents a baseline of 196 respondents, which includes service users and non-service users

FOR OFFICE USE ONLY	Tick
Q1: Interviewer name	
Q2: Questionnaire number	
Q3: Back-check completed	
Q4: Quality control completed	

Q5. How long have you being living in the area? (%)

Under 1 year	5
1 to 5 years	34
6 to 10 years	19
Over 10 years	19
All my life	23

Q6. How many children do you have?

Under the age of 4	(N)	(%)
	(0)	6
	(1)	67
	(2)	23
	(3)	4
Over the age of 4	(0)	45
	(1)	28
	(2)	18
	(3)	5
	(4)	3
	(5)	1
Total	(6)	1
	(0)	3
	(1)	29
	(2)	32
	(3)	24
	(4)	7
	(5)	3
(6)	1	
(7)	1	

(N): number of children

(%): percentage of respondents

	Minimum number recorded	Maximum number recorded	Mean number
Children under 4	0	3	0.6
Children over 4	0	6	1.1
Total number of children	0	7	1.2

Q7. Have you ever heard of Sure Start? (%)

Yes	93
No	7

Q8. Have you ever used any of the Sure Start services or taken part in any of its activities? (%)

Yes	80
No	20

SECTION 1. SERVICE USERS ONLY

- This section represents a baseline of 156 respondents (Service Users)
- Numbers in tables, unless otherwise stated, indicate the frequency of the comment made and do not represent a percentage of the total baseline

Q9. Can you please say which Sure Start services / activities you have used? (%)

ST AUGUSTINE	(%)	HANSON LANE CENTRE	(%)
Nursery and preschool	15	Ante/post natal drop in	14
Parent and toddler group	12	Indian head massage	2
Toy library	3	Oral health course	14
ESOL classes	6	Mother and toddler group	24
Tutor training stage 1	2	Library	22
Going into school	4	Safe and Sure	2
Women's group	1	Computer classes	7
Maths and English with children	-	Baby start	-
MULTI-CULTURAL ACTIVITY CENTRE		New baby new mum	2
Yoga for pregnancy	1	Baby massage	1
Mother and toddler playgroup	4	Home and road safety	10
BEECH HILL CENTRAL		First Aid	9
Playgroup	8	Early learning with your child	5
Computer session	1	Employment advice	-
GCSE Maths	-	Midwifery Drop-in	3
Drop-in session	-	Breast Feeding Support	1
English classes	1	Bi-lingual Family Support Workers	4

Other services and activities mentioned are:

Other services	Number
(Day) trips	30
Crèches	17
Eid / Christmas parties	14
Gym / exercise classes	8
English classes	6
Sewing courses	5
Food hygiene courses	5
Photography	3
Counselling	1
First Aid	1
Nutrition courses	1

Q10. Have you used or taken part in any of the above during the last 12 months? (%)

ST AUGUSTINE	(%)	HANSON LANE CENTRE	(%)
Nursery and preschool	14	Ante/post natal drop in	12
Parent and toddler group	8	Indian head massage	2
Toy library	3	Oral health course	13
ESOL classes	5	Mother and toddler group	23
Tutor training stage 1	1	Library	21
Going into school	3	Safe and Sure	2
Women's group	-	Computer classes	7
Maths and English with children	-	Baby start	-
MULTI-CULTURAL ACTIVITY CENTRE		New baby new mum	2
Yoga for pregnancy	-	Baby massage	2
Mother and toddler playgroup	3	Home and road safety	8
BEECH HILL CENTRAL		First Aid	9
Playgroup	8	Early learning with your child	5
Computer session	1	Employment advice	-
GCSE Maths	-	Midwifery Drop-in	3
Drop-in session	-	Breast Feeding Support	1
English classes	1	Bi-lingual Family Support Workers	3

Other services and activities mentioned are:

Other services	Number
Trips	25
Crèches	16
Eid / Christmas parties	12
Gym / exercise classes	7
Food hygiene courses	5
Sewing courses	5
English classes	5
Photography	3
Counselling	1
Nutrition courses	1
First Aid	1

Q11. Can you please tell me how satisfied or dissatisfied are you with all the services or activities you have accessed AND WHY? (%)

VS: VERY SATISFIED; **S:** SATISFIED; **N/N:** NEITHER SATISFIED NOR DISSATISFIED; **D:** DISSATISFIED; **VD:** VERY DISSATISFIED; **D/K:** DON'T KNOW

ST AUGUSTINE	V.S	S	N/N	D	V.D	D/K	COMMENTS – WHY
Nursery and preschool	48	52					<ul style="list-style-type: none"> • Friendly staff • Enjoyable and educational for children • Gives parents a break • Staff take very good care of children
Parent and toddler group	29	71					<ul style="list-style-type: none"> • Children can interact with other children • Friendly staff • Staff take good care of children • More space is needed
Toy library	25	50	25				<ul style="list-style-type: none"> • Worker is brilliant • Good educational resource for children • More children are needed • Different toys would be good
ESOL classes	40	50	10				<ul style="list-style-type: none"> • Good standard of teaching • Course helps parents to go on to do other courses requiring English • Some people in class can be disruptive
Tutor training stage 1	67	33					<ul style="list-style-type: none"> • Fantastic course • Good standard of teaching • Good motivation to socialise
Going into school	83		17				<ul style="list-style-type: none"> • Helpful for non-educated mothers • Good to find out what children do at school • Gets parents out of the house
Women's group	100						<ul style="list-style-type: none"> • Good but have lack of time
Maths and English with children							
MULTI-CULTURAL ACTIVITY CENTRE	V.S	S	N/N	D	V.D	D/K	COMMENTS - WHY
Yoga for pregnancy	100						
Mother and toddler playgroup	50	50					<ul style="list-style-type: none"> • Many activities for children • Good opportunity for children to interact with each other • Opening times should be extended

	V.S	S	N/N	D	V.D	D/K	<ul style="list-style-type: none"> Facilities could be better
BEECH HILL CENTRAL	V.S	S	N/N	D	V.D	D/K	COMMENTS – WHY
Playgroup	50	42		8			<ul style="list-style-type: none"> Prepares children for school Staff take good care of children Children don't learn much at playgroup
Computer session		100					<ul style="list-style-type: none"> Good teachers
Toy library							
GCSE Maths							
Drop-in session							
English classes	100						<ul style="list-style-type: none"> Very informative Teachers are good
HANSON LANE CENTRE	V.S	S	N/N	D	V.D	D/K	COMMENTS - WHY
Ante/post natal drop in	50	45	5				<ul style="list-style-type: none"> Good advice given Staff are friendly and approachable Interpreter was provided when needed Venues are local
Indian head massage	67	33					<ul style="list-style-type: none"> Relaxing Helpful with headaches
Oral health course	59	41					<ul style="list-style-type: none"> Lots of useful information Good tutor Can be a bit boring Was too basic, knew most things
Mother and toddler group	63	32	3	3			<ul style="list-style-type: none"> Children can interact with other children Helps children to adapt to going to school Mothers can met each other Venue is not very nice
Library	64	24	6			6	<ul style="list-style-type: none"> Wide range of books Good facilities Videos are also available to borrow Poor variety of bilingual books Library is badly organised
Safe and Sure	100						<ul style="list-style-type: none"> Very helpful Received a goody bag
Computer classes	70	20				10	<ul style="list-style-type: none"> Able to pass on information to children PCs can be used at parents' convenience Very informative course Well taught

Baby start		100					<ul style="list-style-type: none"> • Helpful
New baby new mum	67	33					<ul style="list-style-type: none"> • Gave lots of support and information • Not running anymore
Baby massage	100						<ul style="list-style-type: none"> • Babies enjoy it • Information can be applied in the future
Home and road safety	59	29	6	6			<ul style="list-style-type: none"> • Good advice • Children now know how to cross the road • Want more information on home safety part of course • Was a bit boring
First Aid	75	17	8				<ul style="list-style-type: none"> • Can use the information at home if the need arises • Upgraded skills • Very informative • Too basic • Not comfortable
Early learning with your child	14	71	14				<ul style="list-style-type: none"> • Gave good ideas on what to do with children • Long and repetitive • Knew already what was taught • More practical exercises needed
Employment advice							
Midwifery Drop-in Service	40	40	20				<ul style="list-style-type: none"> • Bilingual staff • Local • Good information
Breast Feeding Support	100						
Bi-lingual Family Support Workers	60	40					<ul style="list-style-type: none"> • Very helpful • Very understanding • Explained everything well

Q12. If you do not use some of the Sure Start services, why is that?

Reason	Number
Family commitments	52
General lack of time	41
Lack of information / awareness	26
Lack of crèche / childcare facilities	11
Services not needed / do not meet needs	7
Health / disability	6
Lack of places on courses / activities	6
Pregnant	5
Work commitments	5
Feel excluded as white people	3
Unsuitable times of provision of services	3
Language barriers	1

Q13. Have you ever been visited by a Sure Start professional? (%)

Yes	55
No	45

Professionals mentioned are:

Professional	Number
Family support worker	36
Midwife	3
Health visitor	2
Librarian	2

Q13b. If yes, how helpful do you think they were?

Comments	Number
Helpful and informative	66
Very good	5
'OK'	3
Friendly	2
Competent	1
Brilliant	1
Bilingual	1

Q13c. Is there anything you feel should change in terms of home visits by Sure Start professionals?

Changes	Number
More home visits needed	7
Afternoon visits would be better	1
More information on provisions for children is needed	1
Professional breastfeeding person	1
Staff should be more aware of what is happening	1

Q14. Have you ever used the crèche facilities in any of the Sure Start centres? (%)

Yes	43
No	57

Q14b. If yes, which centre was it?

Centres	Number
Hanson Lane	59
CMAC	18
St Augustine's	5
Beech Hill	3
Queens Road Neighbourhood Centre	2

Q14c. What are your comments about the crèche facilities?

Positive comments	Number
Professional and friendly staff	39
Crèche times / timetables are good	8
Toys and books are good	6
General facilities are good	4
Good venue	3

Negative comments	Number
Facilities / venues are not big enough	21
More childcare places are needed	8
Crèche times are inappropriate / insufficient	7
Lack of outdoor facilities	4

Q14d. Do you have any suggestions to make about the crèche facilities provided by Sure Start?

Suggestions	Number
Crèches should be bigger	27
More childcare places	10
Longer crèche hours	3
More staff	3
More outdoor areas	2

Q15. Have you ever tried to get in contact with Sure Start? (%)

Yes	40
No	60

Q15b. If yes, how easy do you think is it to get in touch with people in Sure Start and why?

Positive comments	Number
Getting in touch with people is generally easy	29
Staff are generally friendly, helpful and informative	25
Language support provided	5

Negative comments	Number
Contacting staff by telephone is difficult	10
Staff can be moody and unhelpful	4
Answering machine is often switched on	3

Q15c. Do you have any suggestions to make about contacting Sure Start?

Suggestion	Number
Separate lines for different members of staff	4
Friendly attitude from staff when answering the telephone	2
Answering machines should not be on as often	1
A separate line for enquiries	1

Q16. Have you in the past used services or activities provided by Sure Start but stopped using them? (%)

Yes	19
No	81

Q16b. If you have stopped using any of the Sure Start services, why is that?

Reasons	Number
Children are too old for Sure Start now	5
Time constraints	4
Family commitments	4
Lack of childcare places	4
Lack of awareness of courses / services	2
Unhappy with services	2
Work commitments	1

Q17. Which do you think are the best points of Sure Start?

Comments	Number
Staff are friendly, supportive and responsive to needs of the community	50
Good facilities / activities for children	41
Variety of courses	34
Good opportunities for families to meet and interact	32
General facilities and services are good	14
Good trips	13
Sure Start is local and easily accessible	11
Language support is offered	4

Q18. What do you think are the weakest points of Sure Start?

Comments	Number
Lack of crèche places	17
Lack of advertising	13
Lack of information about services	8
Waiting lists are too long	8
Lack of IT facilities	2
Staff are not always friendly	2

Q19. What do you think needs to be improved at Sure Start?

Comments	Number
More crèche places	19
More general information on services	8
More advertising of services available	7
Widening of Sure Start boundaries	6
More advanced, nationally recognised courses for educated parents	3
More support for children with physical and learning disabilities	2

Q20. What other services do you want Sure Start to provide in the area?

Services	Number
More childcare	22
More English courses	11
More activities and services for fathers	3
IT courses	2
Work experience to help parents get back to work	2
DIY courses	1

**Q21. Do you receive information from Sure Start as often as you wish?
(%)**

Yes	75
No	25

Comments	Number
More information should be sent through the post regularly	7
Nothing comes in the post	4
Newsletter comes very occasionally	3
Information is often given at very short notice / out of date	3

Q22. Which of the following are the best methods of Sure Start getting in touch with you? (%)

Method	
Leaflet or door to door	74
Telephone	50
Face to face	28
Email	1

Other methods mentioned are:

Methods	Number
Letters through the post	6
Home visits	3

Q23(1). Which statement best describes your opinion? Since Sure Start started operating, in the area there has been... (%)

(a) A change for the better	52
(b) No change either for better or worse	7
(c) A change for the worse	0
Don't know	41

Q23(2). (If (a), (b) or (c) ask why this is and write below)

Reasons	Number
Parents have the opportunity to improve their personal development	11
Sure Start allows families to socialise	10
Good facilities are provided for children	10
Parents are given the opportunity to enrol on courses	7
Parents are not always given information on services	5
Sure Start does not always meet the community's needs	2
Small things make a big difference to parents	1

Q24. Do you think that Sure Start has made a difference for your family? (%)

(a) Yes	35
(b) No	16
(c) Don't know	49

(If (a) or (b) ask why this is and write below)

Comments	Number
Courses help parents with their personal development	8
Children have developed their interpersonal skills	7
Families are given the opportunity to learn new things	7
I do not use the facilities	5
Families have improved their level of English	2
Sure Start only makes a difference to mothers and children under 4; the rest of the family is excluded	2
Families with disabled children are not helped as much	1

Q25. Are there any other suggestions or comments you want to make?

Comments	Number
More crèche facilities are needed	6
More advanced courses should be provided for educated parents	4
The Sure Start area should be widened to accommodate other families	3
More notice should be given to families on services / activities available	3
More places should be made available on courses to reduce waiting lists	3

Q26. In the future, we may undertake other research about Sure Start. Would you like your details to be kept on database for future consultations? (%)

Yes	61
No	39

PLEASE PROCEED WITH THE PROFILE SHEET

SECTION 2. NON-USERS ONLY

- This section represents a baseline of 40 respondents (Non Service Users)
- Numbers in tables, unless otherwise stated, indicate the frequency of the comment made and do not represent a percentage of the total baseline

Q27. Are you aware of the services or activities Sure Start provides? (%)

Yes	27
No	73

Q28. Would you be interested in receiving any information from Sure Start or registering with Sure Start? (%)

Yes, I would like to receive more information from Sure Start	73
Yes, I would like to register with Sure Start	3
No, I am not interested	3
No, I am already registered with Sure Start	21

Q29. Are there any specific reasons why you do not use Sure Start services or activities?

Reasons	Number
Family commitments	12
Lack of awareness /information on Sure Start services	8
Time constraints	5
Full-time / part-time work commitments	3
Language barriers	2
Applied for courses before but received no response from Sure Start	1
Not confident enough to go on own to Sure Start	1
New in area	1

Q30. What support, if any, do you require in terms of looking after the family and your children?

Support	Number
Childcare places	13
Information on services available	3
Home visits by Sure Start professionals	2

Q31. Do you know of any organisation that provides the help or support you need?

Organisations	Number
Beech Hill playgroup	3
St Augustine's	2
Calderdale College	1
Sure Start Elland	1
Queens Road Centre	1
Local medical centre	1
Mount Pelical	1
Nurse	1

Q32. What support do you personally need in terms of your own personal and professional development, not your caring responsibilities?

Support	Number
ESOL	4
Exercise classes	2
Childcare courses	1
IT courses	1
Sign language classes	1
Courses on illnesses, such as asthma	1

Q33. Do you access any other service providers which provide you with the support and help you require?

Provider	Number
Baby clinic	1
Counselling through work	1
Sure Start Elland	1
Health visitor	1
St Augustine's	1
Sign language at Parkinson Lane school	1
Maureen Bakehouse	1
Work Trade Union	1

Q34. What are these organisations?

(AS ABOVE)

Q35. Do you face any particular barriers in accessing any organisation or service provider you would want to?

Barriers	Number
Childcare constraints	4
Language barriers	3
Pregnant	3
Family commitments	1
Lack of awareness of services	1
Personal mobility problems	1

PROFILE SHEET (OPTIONAL) for both service users and non-users

- This section represents a baseline of 196 respondents, which includes service users and non-service users

P1. Please state your gender (%):

- (a) Female 97
(b) Male 3

P2. Do you feel that your gender may affect / limit your participation in any Sure Start services or activities? (%):

- (a) Yes 4
(b) No 96

- Easier for women at Sure Start
- Males feel threatened by large number of women at Sure Start
- Not easily accessible for women

P3. How would you describe your ethnic background? (%)

White British	8	Indian	1
White EU (European Union)	-	Bangladeshi	4
White other	1	Pakistani	86
Black African	-	Chinese	-
Black Caribbean	-	Dual heritage	-
Black other	-	Any other	1

P4. Do you feel that your ethnic background may affect / limit your participation in any Sure Start services or activities? (%)

- (a) Yes 6
(b) No 94

- Asian community is still regarded as lower class
- Elders don't see why women should go out
- Language barriers arise when English is spoken
- Religious / cultural barriers exist
- White people feel excluded and isolated
- Women only classes should be provided

P5. Do you require any additional language support? (%)

- (a) Yes 32
(b) No 68

P6. If you require language support, which language is this? (%)

Urdu	70	Bangla	3
Gujerati	-	Hienko	-
Punjabi	30	Pushto	-
Hindi	-	Other	-

Other languages mentioned are:

- Russian
- English
- Lithuanian
- Macedonian
- Mirpuri

P7. Do you have any illness or disability which may affect / limit your participation in any Sure Start services or activities? (%):

(a) Yes 7

(b) No 93

- Arthritis
- Asthma
- Depression
- Diabetes
- Manic depression
- Heart problems

P8. Please state your religion (%)

Atheist/non practising	1	Jewish	-
Buddhist	-	Muslim	91
Christian	6	Sikh	
Hindu	-	Decline answer	
Other (please state)			2

P9. Do you feel that your religion may affect / limit your participation in any Sure Start services or activities? (%):

(a) Yes 1

(b) No 99

- Religious barriers
- Cultural barriers

P10. Please state your employment status (%)

Full time employee	5	Freelance / independent contractor	-
Part time employee	8	Full-time student	2
Sessional worker	-	Unemployed	78
Employment training scheme	-	Decline answer	3
Other (please state)			5

- Carer
- Disabled
- Housewife
- Refugee
- Self-employed

P11. Do you feel that your employment status may affect / limit your participation in any Sure Start services or activities? (%)

- (a) Yes 11
(b) No 89

- Most activities take place during working hours
- Family commitments
- Study commitments

P12. Please identify to which age group you belong (%)

16-21 years	5
22-25 years	31
26-39 years	60
40-64 years	4
65+	1
Decline answer	-

P13. Do you feel that your age may affect / limit your participation in any Sure Start services or activities? (%)

- (a) Yes 2
(b) No 98

- Feel to old for parents' services
- Under 18s cannot always participate in activities
- Don't feel old enough to participate in certain activities

P14. Can you please state your marital status? (%)

Married / cohabiting	93
Lone or single parent	4
Separated or divorced	2
Other, please state	1

P15. Do you feel that your marital status may affect / limit your participation in any Sure Start services or activities? (%):

- (a) Yes 3
(b) No 97

- Family commitments
- Husband works at irregular times
- Solely involved with family responsibilities
- Unable to leave the house between 9am and 5pm

P16. Please state roughly how many hours a week you need to commit to child caring:

- Full-time; almost all of the time; 24 hours per day, 7 days per week
- All day when not in nursery
- Weekends and evenings

P17. Do any of the following people help you in your caring responsibilities? (%)

Spouse / partner	49
A relative (please specify)	56
A professional from Sure Start (e.g. family support worker)	4
Somebody else (please specify)	3
Nobody helps me	22

Relatives specified are:

- Aunt
- Grandparents
- In-laws
- Sister
- Whole family

Professionals specified are:

- Crèche staff / crèche workers

Other people specified are:

- Community nurse
- Health visitor
- School
- Nursery
- Homestart

P18. Does being a parent affect / limit your participation in any Sure Start services or activities? (%)

(a) Yes 10

(b) No 90

- Childcare commitments
- Babies too young
- Family commitments
- Lack of time
- Other children are too old to participate, even during school holidays

P19. Do you have any OTHER caring responsibilities? (%)

(a) Yes 14

(b) No 86

P20. Please state roughly how many hours a week you need to commit to caring:

- 24 hours per day, 7 days per week; full-time
- Most of the time
- All of the time apart from when working during the day

P21. Whom are you caring for?

- Father in-law
- Sister in-law
- Mother in-law
- Husband
- Nephews
- Nieces
- Neighbours

P22. Does caring affect / limit your participation in any Sure Start services or activities? (%)

(a) Yes 11

(b) No 89

- Not always able to go out due to caring commitments
- Lack of time owing to caring commitments

P23. How many people, including you and all other adults and children, live in this house?

Adults	(%)	
	(1)	5
	(2)	60
	(3)	8
	(4)	15
	(5)	5
	(6)	2
	(7)	4
Children between 5 and 16 years	(8)	1
	(0)	46
	(1)	26
	(2)	18
	(3)	7
Children up to 4 years of age	(4)	3
	(1)	63
	(2)	28
	(3)	6
TOTAL number of people	(2)	5
	(3)	18
	(4)	20
	(5)	23
	(6)	13
	(7)	10
	(8)	3
	(9)	3
	(10)	5
	(11)	1

(N): number of people

(%): percentage of respondents

	Minimum number recorded	Maximum number recorded	Mean number
Adults in house	1	8	2.9
5-16 years old	0	5	1.0
Children up to 4 years	0	3	1.4
Total number of people living in a household	2	11	5.1