

Sure Start South Westminster

Evaluation of the Big and Small sessions



Research

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Contents

1	Executive Summary	3
1.1	Monitoring data analysis.....	3
1.2	Interview with the Tate Britain Sure Start coordinator.....	3
1.3	Interview with Sure Start South Westminster Programme Director ..	4
1.4	Observation of the Big and Small sessions	5
1.5	Consultation with users	6
1.6	Consultation with non-users and non-regular users.....	7
1.7	Interviews with local service providers.....	8
1.8	Consultation with Tate Britain staff.....	9
2	Introduction.....	11
2.1	Background to Sure Start South Westminster	11
2.2	Background to the Big and Small sessions.....	12
2.3	The aims of the Big and Small sessions	13
2.4	Aims and objectives of the evaluation.....	13
3	Methods	15
3.1	Monitoring data analysis.....	15
3.2	Observation.....	15
3.3	Focus group with regular users	16
3.4	Informal consultation with parents and children attending the Big and Small sessions.....	16
3.5	Focus groups with SSSW Parent Forum members.....	17
3.6	Interviews with non-users and non-regular users	18
3.7	Interviews with local service providers.....	18
4	Key Findings	20
4.1	Monitoring data analysis.....	20
4.2	Interview with Tate Britain Sure Start coordinator	26
4.3	Interview with the Sure Start South Westminster Programme Director	30
4.4	Observation of the Big and Small sessions	34
4.5	Consultation with users	42
4.6	Consultation with non-users and non-regular users.....	53
4.7	Interviews with local service providers.....	62
4.8	Interviews with Tate Britain Staff	74
5	Conclusions and Recommendations	76
5.1	Awareness of Big and Small.....	76
5.2	Take up of the service.....	77
5.3	Effectiveness of Big and Small in meeting Sure Start objectives	79
5.4	Awareness of Sure Start provision and partnership working.....	80
	Appendix.....	82
	Appendix A: Partnership between Big and Small and KIDS	82
	Appendix B: Artwork from the Tate Britain collection used during the observed sessions.....	88
	Appendix C: Peer Research.....	89

1 Executive Summary

1.1 *Monitoring data analysis*

- In total, between October 2003 and January 2005, the Big and Small sessions have reached 41 SSSW families which include 54 SSSW children. They also attract a number of children and families from outside the Sure Start catchment area.
- In terms of regular use, the data suggests that the sessions have attracted 19 SSSW families with 28 children, including one child with special needs.
- Area of residency of regular users indicates that 11 of the regular users do not live on an estate while eight reside on one of three housing estates; Churchill Gardens, Tachbrook Estate and Grosvenor and Regency Estate.
- Where gender is known data indicates that nine of the adult regular users are female and that five are male.
- Where ethnicity is known data indicates that 13 of the regular users are White, one is Asian and one is Chinese.
- In terms of the number of children that regular users bring to the sessions; 12 bring one child, six bring two children and the data shows that one brought four children.

1.2 *Interview with the Tate Britain Sure Start coordinator*

- The coordinator identified that the key aims of the sessions were to provide an informal activity which is nourishing for parent and child, for Tate Britain to become an environment that SSSW families feel comfortable in and for children and parents to learn, value and enjoy art. It was noted that a specific target was to reach the families that they had not yet reached.
- The coordinator has adapted the staffing of the sessions since she came into post to ensure consistency for families. Furthermore, she has broadened the 'look and point' approach, which has conventionally been used by artist educators in gallery activities for pre-school aged children. Instead she has developed new methods for working with early years. Each week the children follow a theme, which they explore through a range of sensory experiences.
- In terms of take up of the service the coordinator identified that the sessions have not attracted many families from minority ethnic groups. However, it was identified that the 'unusual' setting has attracted a number of Dads.
- The coordinator discussed allowing families living in South Westminster, but outside the SSSW boundaries, to attend sessions if the number of families did not have an impact on the quality of the sessions.

- The coordinator discussed the important role that Sheila, in her work at the Pimlico Toy Library played in attracting families to sessions.
- Outreach work has been run in local groups to encourage families to access the sessions. The coordinator has also established partnerships with other members of the Sure Start team and a series of three sessions with KIDS.
- The interviewee discussed feeling that the relationship between Tate Britain and SSSW had been successful to date. It was discussed that the partnership was mutually beneficial; providing Tate Britain access to the community and offering Sure Start the environment as a resource. I
- The uniqueness of the project was noted and the coordinator discussed having received interest from other national galleries and museums about their running similar projects with Sure Start local programmes.
- The interviewee discussed facing challenges in her role, working for two organisations with very different ways of working.
- The interviewee discussed feeling that it had initially been difficult to fulfil all the obligations of her role within the allocated part time hours.
- The coordinator has already begun to consider how Big and Small could be sustained when Sure Start funding came to an end, alongside other Tate Britain colleagues.

1.3 Interview with Sure Start South Westminster Programme Director

- The programme director stated that the key aims of Big and Small sessions were to enable young children to develop and gain skills that will enable them to flourish when they move into the school system.
 - He said that White, middle class families were currently the key beneficiaries of the service but he felt that Big and Small had a lot to offer all families within the programme area, he particularly mentioned families with English as a second language.
 - The interviewee felt that Big and Small were meeting their objectives well, which he stated could be credited to the work of the coordinator.
 - The programme director discussed feeling that the sessions did not have adequate funding. He stated that the coordinator did a lot of work outside of her allocated part time hours which was adding value to the project. He commented that this was something he was currently looking to address.

- He discussed feeling that the partnership was working very well and a mark of this was that SSSW would be moving into temporary accommodation on the Tate Britain site when their Marsham Street offices were being refurbished.
- The interviewee said that the partnership was mutually beneficial offering SSSW 'credibility' and Tate Britain 'street credibility'.
- The programme director discussed feeling that the partnership was unusual and unique. The potential that similar partnerships offered other galleries and museums and local Sure Start programmes, particular in central London, was discussed.
- He stated that a key learning point of the partnership was that children and parents should be able to benefit from provision which is of the highest standard and that social stereotypes should not get in the way of this.

1.4 Observation of the Big and Small sessions

- Observations of the Big and Small sessions indicate that the sessions are providing a wide range of opportunities for creativity, learning and interaction between children and parents.
- The environment, the staff and their expertise, the planning, the high quality resources, the pace and structure of the sessions all contribute to providing creative opportunities and social and emotional development
- The sessions are based around a theme which is explored through all senses. The children are encouraged to link together experiences throughout the sessions. Furthermore, new skills are introduced along with the repetition of many skills at each session.
- Music and movement is also an important part of the sessions
- There is also a 'surprise' element to the sessions.
- The learning is encouraged through interaction between children and parents. Children and parents explore and engage in activities together.
- Regular parents and children appear to be more comfortable with the family learning scenario than newer families, and families with one child appear to find it easier.
- The structure of the sessions helps to maintain the children's attention, children were observed being interested and engaged throughout the sessions.

- The sessions provide opportunities for speech and language development and physical development
- The sessions encourage the children to learn how to behave in the gallery, children that are regular users seemed to be particularly strong on this.

1.5 Consultation with users

- The focus group attendees were aware of Sure Start and all had attended other Sure Start provision. All were dissatisfied with publicity of Sure Start groups and activities suggesting publicity should be kept up to date and distributed more in advance.
- All focus group attendees suggested that they attended groups and activities with their 0-4 year olds to allow them to socialise with other children.
- All focus group attendees had been aware of Big and Small prior to Sure Start.
- The focus group attendees stated that the reasons they attended Big and Small were to introduce their children to the museum and gallery environment and to develop their child's interest in art. The consultation with users during the sessions echoed this and they also mentioned the opportunities for their children to socialise and interact with others.
- All users stated a range of benefits that the sessions had brought to their children; in particular opportunities for engaging in 'messy play' activities that they would not take part in at home and learning how to behave in the environment were most commonly mentioned. Several discussed that their children commonly discussed Big and Small at other times in the week
- The parents stated that the benefits to themselves were the opportunities offered to interact with other parents and for their own learning. Users discussed the sessions helping them when they attended the gallery with their children and giving them ideas for activities they could do at home.
- All users highly praised the staff for their sensitivity, skills and support.
- Users compared the sessions very favourably with other activities that they attended with their children, mentioning the preparedness, the quality of resources and the level at which activities are pitched.
- Focus group members discussed feeling that the sessions had improved in the autumn term, because the sessions were theme based and there were more 'messy' activities.
- Parents suggested that that they would like clarification about whether the sessions were a drop in activity – they felt parents coming in at various stages could sometimes be disruptive.

- Points of improvement included ensuring that running times and dates are made available.
- Most users attended the gallery at other times and most indicated that they had been using the gallery anyway. Some indicated that the sessions had given them confidence to bring their children to the gallery. Focus group members compared Tate Britain favourably to other galleries and museums they had attended with their children.
- Consultation with four children attending sessions suggests that they had remembered previous sessions and particularly enjoyed 'making' activities

1.6 Consultation with non-users and non-regular users

- All non-users and non-regular users of Big and Small were aware of Sure Start, overall most were satisfied with the information that they received about Sure Start activities although some suggested that information could be sent more in advance and that more information should be produced about activities that were free.
- The main reasons that non-users and non-regular users gave for attending groups and activities with their 0-4 years olds were for their children to socialise with other children and for them to get out of the house and socialise with other mums.
- All focus group members were aware of Big and Small, more than half of the non-users at venues were aware of the sessions. Non-users and non-regular users had most commonly found out about the sessions through leaflets, Sure Start workers and family and friends.
- The non-users perceived Big and Small to be a structured activity where children and parents were toured around the gallery.
- The main reasons, non-users, that were aware of the sessions, gave for not attending were that they did not feel that a gallery would be an interesting place for children and that they were not interested in art., they suggested that there were activities that their children would enjoy attending more.
- The key reason that non-regular users gave for not re-attending the sessions was having more than one child – they discussed struggling with their younger child while trying to engage in activities with their older children.
- However, the non-regular users discussed feeling that their children had really enjoyed the sessions.
- The non-users and non-regular users suggested the following ways to attract families to Big and Small; being introduced to the sessions in a familiar environment, running the session in the gallery gardens, running sessions specifically for parents to introduce them to the gallery environment and splitting the sessions so that there were activities for younger children in an

alternative room, one participant suggested the sessions could be marketed to Dads and another felt the activities that were run should be in a room nearer the entrance.

- Some non-users and non-regular users had attended Tate Britain at other times, these generally had practical reasons why they had not attended Big and Small. They discussed feeling that their children really liked the 'space' at the gallery.
- Some non-users and non-regulars users had attended other galleries and museums, the Science Museums and the Natural History Museum were most popular.
- Some that had not attended other galleries and museums said that their children were too young to visit galleries and museums.

1.7 Interviews with local service providers

- Most interviewees felt aware of Sure Start services, to varying degrees. Two did not feel aware.
- Informal contact with the Sure Start team was a key way that providers had found out about services, the *South Westminster Under 4's Timetable* and other literature provided by Sure Start were also key sources of information.
- Most service providers felt that the programme was working hard to ensure they were fully aware of services, those with less knowledge of provision discussed feeling that regular email updates or meetings with the Sure Start team would be useful.
- Most service providers that were aware of services gave information about Sure Start provision to families. Some discussed making it a priority.
- The Sure Start boundary was discussed as being the greatest challenge when distributing information about Sure Start. One interviewee discussed the need for consistency in Sure Start provision when allowing non Sure Start families to access services.
- Many service providers discussed finding the Bangladeshi population difficult to engage in services, particular in group activities. The SSSW Parent Forum was noted as one service which had been successful in attracting a wide range of Minority Ethnic families. Some interviewees said that there was a group of families that just did not want to access services, families with more than one child were also discussed as being difficult to engage, one interviewee discussed young parents and another discussed dads.
- At some level most service providers were aware of ways that Tate Britain was trying to access the South Westminster community. Many had seen leaflets about Tate activities; some felt Tate Britain had links with the Toy

Library and some discussed the involvement the gallery had had with the South West Fest in the summer.

- A few interviewees had previously explored Tate Britain as a venue to take families with children aged 0-4 years.
- Most service providers felt the South Westminster community had contrasting views about Tate Britain, with some really loving it and others considering it to be place for adult tourists and not somewhere to take children.
- All but one interviewee were aware of Big and Small to varying degrees. Some had detailed knowledge of the sessions through partnership working and visiting the sessions while others had seen leaflets and passing emails about the sessions.
- The interviewees generally perceived the aims of the sessions to be to make the gallery more accessible to families.
- The perceived key benefit to children of Big and Small were the 'space' and the environment. Benefits to the parents were perceived to be the opportunities they provided to build confidence.
- Interviewees were able to discuss a number of factors which they felt might be barriers to families of accessing Big and Small: that their children would be told off or frowned upon if they made a noise was commonly mentioned, as was the fact that many families had not considered the benefits of Big and Small for their children. The signposting to the sessions was mentioned by one interviewee that had visited with families.
- About half of the service providers were aware of the role of the coordinator; some had seen her at Sure Start events or attending groups in the community.
- Sure Start workers discussed feeling that the coordinator offered an alternative perspective to the Sure Start team and her professional skills in art were beneficial. One mentioned the access that the coordinator gave Sure Start to, more affluent, families within the programme area that other Sure Start services were not reaching.

1.8 Consultation with Tate Britain staff

- The Head of Education and Interpretation stated that Big and Small was helping Tate Britain to achieve targets set by the Department of Culture, Media and Sport to engage with pre-school children and local communities. Furthermore, she stated that Tate Britain is a pioneer in working with a local Sure Start programme.
- The interviewee discussed feeling that benefit of the partnership to SSSW was the facilities it offered to families and the expertise of the coordinator.

- The gallery assistant stated that a benefit of the partnership to the gallery was that it made it accessible to families with small children.
- She felt that the Big and Small sessions create a nice atmosphere in the gallery and that other visitors are very interested in what the children and parents are doing.
- She said that the behaviour of children at the sessions compared favourably with children that attended at other times.

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2 Introduction

This report presents the findings of the evaluation of the Big and Small sessions undertaken for Sure Start South Westminster. The evaluation activity took place between November 2004 and January 2005.

2.1 *Background to Sure Start South Westminster*

Sure Start South Westminster [from here referred to as SSSW] is a wave six local Sure Start programme, approved in 2003¹. At the time of the delivery plan in 2003, the programme covered approximately 640 families with children aged 0-4² years and 816 children aged 0-4 years. The programme has recently widened its remit to incorporate families with children aged 0-5 years as it evolves into a children's centre.

As the delivery plan states the SSSW programme area is distinctive as there are interspersed areas of low and high income housing developments. This has meant that in the past the area has not benefited from regeneration funding, which the other areas have received. Sure Start was one of the first externally funded programmes in South Westminster, others including the Healthy Living Centre have since come into the area.

The catchment area for the programmes includes three electoral wards: 85% of the Tachbrook ward, approximately 50% of the Churchill ward and approximately 55% of the Vincent Square ward. Child Poverty is particularly prevalent in the Churchill ward where 45% of families are in receipt of means tested benefits³.

The programme area incorporates five housing estates: Millbank Estate, Grosvenor Estate, Longmoor and Lillington Gardens, Tachbrook Estate and Churchill Gardens. There is also housing outside of these estates.

Another feature of the area is the number of transitional families, the delivery plan identifies that dissected by Vauxhall Bridge Road the area is housing increasing numbers of migrant and asylum seeker and refugee families, living in temporary accommodation.

The delivery plan also identifies that there is a significant minority ethnic population in the area, with a particular numbers of Bengali, Arabic and Latin American families.

¹ See the Sure Start website for more details of the aims of local Sure Start programmes – www.surestart.gov.uk

² The report continues to talk about service provision for 0-4 year olds as this was the remit of the programme, as understood, at the beginning of the evaluation period.

³ Sure South Westminster Deliver Plan, pp 24-26

2.2 Background to the Big and Small sessions

The SSSW delivery plan states that when consultation was undertaken at the set-up stage of the programme in October 2002:

‘ . . . A number of parents highlighted a need for more exposure to the arts for their children. Parents suggested that under 4 year olds would benefit from opportunities around learning to paint and draw, outside of local daycare settings where this may have been introduced to them’

In November 2002, Tate Britain, a national institution within the area began running a drop in activity for families with children aged 0-4 years called Big and Small, accessible to families throughout London. The sessions were run monthly and facilitated through a team of freelance artist educators and local early years workers.

Sure Start Early Years Services Funding allowed the expansion of the Big and Small sessions to once a week from February 2003. The sessions were one of the first services that SSSW funded. Sure Start funding subsequently allowed the recruitment of a part-time Sure Start Tate Britain coordinator whose role is to coordinate and deliver ‘Big and Small’, to deliver outreach visits and to offer training possibilities to local early years workers. The Tate Britain Sure Start project came fully on stream when the coordinator came in to post in May 2004

The sessions currently run between 10 am – 12 pm every Friday morning at Tate Britain. They are specifically for families with children aged 2-4 years living in the SSSW programme area.

The sessions involve the facilitation of creative activities around a theme. During a session the workers build upon the theme through a real experience, a contextual experience and by creating something which is related to the theme.

The Tate Britain Sure Start coordinator and two, regular, freelance staff members plan and run the sessions.

2.3 The aims of the Big and Small sessions

The key aims of the Big and Small sessions, as set out in the project plan and the SSSW delivery plan are to:

- Provide opportunities for children's creative development and for interaction between children and parents in this development
- To build confidence in parents in accessing local cultural resources and in supporting their child's learning in museums and galleries.

Big and Small aims to help the programme meet the Sure Start objectives:

Objective 1: Improving social and emotional development

Objective 3: Improving the ability to learn

All children in the programme are to have access to good quality play and learning opportunities; helping progress towards early learning goals when they start school

2.4 Aims and objectives of the evaluation

The overall aim of the research project was to evaluate the Big and Small sessions with particular emphasis on the quality of the sessions, the extent to which families are accessing them and whether the service is meeting the needs of families in the area.

The evaluation steering group also identified that at this stage of the programme it would be useful to address local awareness of Sure Start provision and the issue of how service providers raise awareness of Sure Start provision.

Take up of Big and Small

- To what extent is Big and Small being accessed by SSSW families, as opposed to those outside the area?
- Are the SSSW families that attended, families that would have been using the gallery anyway?
- Do some SSSW families use the gallery at other times?
- What are the reasons for people not attending the Big and Small sessions?

Effectiveness of service in meeting Sure Start objectives

- What difference does experiencing Big and Small make with regard to children's development and the quality of interaction between parents and children?

Awareness of Sure Start Services by service providers

- To what extent are local service providers aware of Sure Start provision?
- Do other local service providers let families know about Sure Start provision?
- How do local service providers let families know about Sure Start provision?
- What are local service provider's perceptions of the Big and Small sessions?

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3 Methods

The methods for conducting this research were selected following discussion with members of the SSSW evaluation steering group. They were a combination of predominantly qualitative methods suggested by QA Research and by the evaluation steering group.

To meet the aims of the evaluation identified in section 1.4 the following methods were chosen:

- Analysis of Big and Small monitoring data
- Observation of three regular Big and Small sessions and one session with KIDS⁴
- Focus group with regular users of Big and Small
- Focus groups with the SSSW Parent Forum
- Interviews with non-users and non-regular users of Big and Small
- Informal consultation with parents and children attending Big and Small
- Interviews with key service providers

Research was conducted from November 2004 – January 2005. The following section outlines each of the methods:

3.1 *Monitoring data analysis*

The Big and Small monitoring data has been analysed to support the qualitative data about the take up of Big and Small.

The coordinator provides SSSW with monthly monitoring data about the users of the Big and Small sessions. QA were provided with Big and Small monitoring data, by the evaluation steering group. The data had been pre-coded to indicate regular users⁵ and families that have attended once or twice.

Regular users had been coded as families that have attended the sessions three or more times.

The data details the time period Oct 2003 – Jan 2005, although it is notable that there are some gaps in the data.

3.2 *Observation*

⁴ The findings of the observation of the session with KIDS, consultation with the KIDS coordinator and parents attending the session have been included in Appendix A.

⁵ It is noted by the evaluation steering group that this is a loose definition of 'regular'. It was stated that families tend to attend the session in waves, they will attend for a few months and then discontinue for various reasons. However it was noted that there are a number of families that have been faithful to the sessions from the beginning.

QA observed three Big and Small sessions to better understand the provision, to address the issue of quality and the extent to which the sessions are meeting the objectives.

Observations took place on the following dates:

Observation one: 15/11/04

Observation two: 19/11/04

Observation three: 13/12/04

The same observer conducted a narrative observation of the three sessions and observed to see if the activities were meeting the objectives that they were designed to meet. During the third observation a second observer also attended the sessions to ensure the data collected was robust. The observation notes have been analysed drawing out examples to illustrate where the sessions are meeting the objectives.

3.3 Focus group with regular users

A focus group was undertaken in order to gain in-depth data about the experiences of parents and children that regularly attend Big and Small. To recruit for the focus group the programme sent out letters to all the families (nine) that had registered with Sure Start and that were currently regularly attending the sessions. Three parents attended the group which was held at the Sure Start offices in Marsham Street and a crèche was available for their children. The group lasted one hour.

The focus group considered the following themes:

- Awareness of Sure Start
- Use of Sure Start groups/activities
- Awareness of Big and Small
- Reasons for attending Big and Small
- Enjoyment of Big and Small
- Benefits of Big and Small
- Suggestions for improvement
- Use of Tate Britain/galleries and museums generally

The focus group was tape recorded with the permission of respondents and fully transcribed. Analysis was undertaken by reviewing the transcript and identifying themes and issues raised by participants.

3.4 Informal consultation with parents and children attending the Big and Small sessions

To explore the views of parents and children attending Big and Small it was considered valuable to informally consult with families that considered themselves to be regular users while they were attending a session. This was done using a short informal interview script. Addressing:

- Reasons for attending Big and Small
- Enjoyment of Big and Small
- Benefits of Big and Small
- Suggestions for improvement

It was helpful to consult with children while they were in the familiar environment and while their parents were with them. Nine parents and four children were consulted at the sessions.

In addition to face to face consultation at the sessions, a one page self- completion evaluation form was also distributed to parents that were regular users, to supplement the face to face data. The evaluation forms were returned to QA. Five forms were completed in total.

The face to face consultation findings and the self-completion evaluation forms have been analysed together drawing out key points.

3.5 Focus groups with SSSW Parent Forum members

It was considered important to assess the views of SSSW Parent Forum members, some of whom had been taken on a tour of the gallery by the Tate Britain Sure Start coordinator. It was decided that a focus group would be the best way of gaining their views.

QA Research attended a Parent Forum meeting (03/12/04) to explain the focus group and encourage them to attend. A Sure Start worker also phoned members the day before the group to remind them about the event.

The group was held at the same time as the Friday morning Drop in at Marsham Street; parents were able to leave their children at the drop in while they attended the focus group. Three parents attended the group which lasted approximately 45 minutes.

The focus group considered the following themes:

- Awareness of Sure Start
- Use of Sure Start groups/activities
- Awareness of Big and Small
- Use of Big and Small
- Barriers to use
- Suggestions for encouraging involvement
- Use of Tate Britain/galleries and museums generally

As above, the focus group was tape recorded with the permission of respondents and fully transcribed. Analysis was undertaken by reviewing the transcript and identifying themes and issues raised by participants.

3.6 Interviews with non-users and non-regular users

To gain the views of non-users of the Big and Small sessions, a parent interviewer⁶ and an interviewer from QA Research attended four groups/activities in the programme area and conducted face to face surveys with parents. The groups attended were:

- Pimlico Toy Library
- Cardinal Hume Family Centre
- Fun and Play
- Sure Start Drop in

The questionnaire asked about the following issues:

- Awareness of Sure Start
- Use of Sure Start groups and activities
- Awareness and perceptions of Big and Small
- Barriers to use
- Use of Tate Britain and other galleries and museums

A total of 23 questionnaires were completed, 16 with non-users and seven with non-regular users. The findings have been analysed drawing out key points.

3.7 Interviews with local service providers

In order to explore some areas of partnership working and awareness of Big and Small and other Sure Start services, in-depth telephone interviews were undertaken with eleven local service providers and Sure Start workers.

Sure Start provided QA Research with a list of fifteen key contacts; interviewees were selected based on their availability and willingness to take part.

Key service provider interviews considered:

- Awareness of SSSW and services provided
- Promotion/sign posting of SSSW services
- Hard to reach groups
- Opinions of Tate Britain
- Awareness of Big and Small
- Perceived benefits of Big and Small
- Perceived barriers to accessing Big and Small

All interviews were fully transcribed. Analysis was undertaken through a process of reviewing the transcripts and identifying themes and issues.

⁶ QA Research delivered research training to three SSSW parents, this training is detailed in Appendix C.

In depth interviews were also undertaken with the Tate Britain Sure Start coordinator and the SSSW Programme Director, to gain context to the project. Two short face to face informal interviews took place with members of Tate Britain staff.

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4 Key Findings

4.1 Monitoring data analysis

An analysis of Big and Small monitoring data⁷ is presented below to build a profile of families that have accessed Big and Small and regular users of the sessions. All data had been provided to QA by the SSSW evaluation steering group.

All Big and Small users

The following table details the number of families⁸ and children aged 0-4 years that have accessed the Big and Small sessions during the time period October 2003 – January 2005.

As can be seen in the table below the sessions have been successful in reaching 41 SSSW families and a number of families residing outside the area.

Table 1: The number of families that have accessed Big and Small

	Number of families
Living within the SSSW catchment area	41
Living outside the SSSW catchment area	7
Total	48

The chart below details the numbers of children that have accessed Big and Small. As can be seen 54 children living within the Sure Start programme area have attended the sessions.

Table 2: The number of children that have access Big and Small

	Number of children
Living within the Sure Start catchment area	54
Living outside the SSSW catchment area	7
Total	61

⁷ It is important to note that some anomalies in the data suggest that the monitoring data analysis should be treated tentatively

⁸ Families have been defined as children and adults that attend the sessions together.

Profile of all Sure Start attendees

Working with the data concerning the families living with the Sure Start catchment, area of residency, ethnicity, gender of parent and number of children in group have been considered.

Number of children

The majority of SSSW families (30) have brought one child to Big and Small, ten brought two and the data shows that one family brought four children.

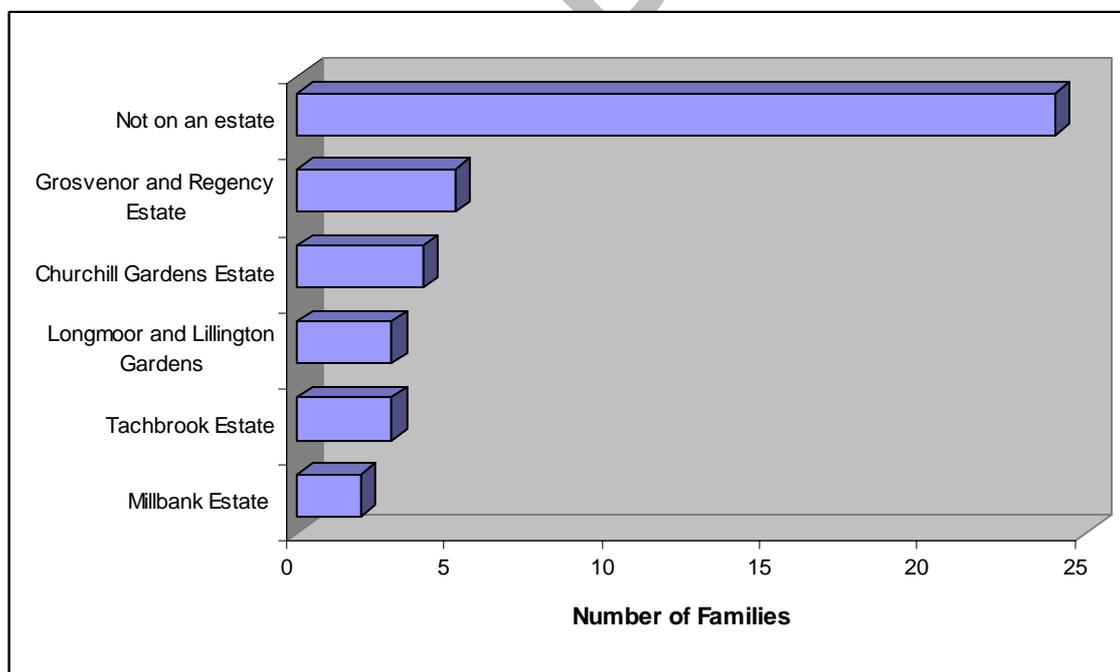
Gender

Gender was not always recorded in the monitoring data however, available data indicates that of the adults in the families, nine were male and 25 were female.

Area of residency

As can be seen in the chart below the majority (24) of SSSW families that have accessed Big and Small do not live on a housing estate, although 17 do come from the five housing estates.

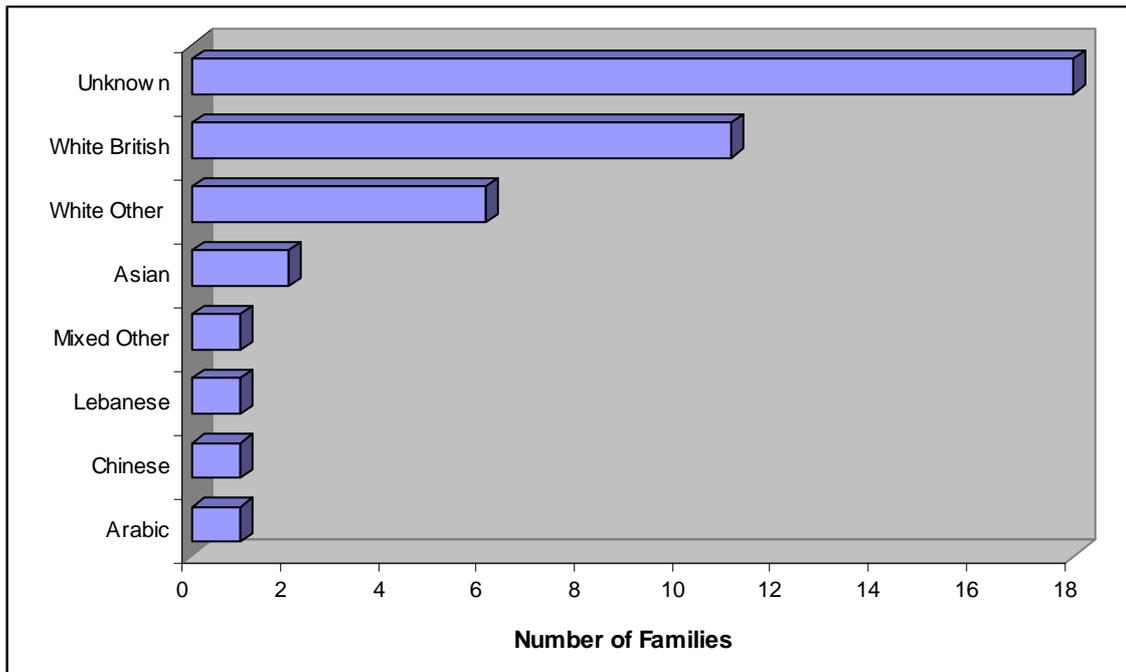
Figure 1: A table to show the area of residency of all Sure Start families that have attended the Big and Small sessions



Ethnicity of families

Similarly to data about gender, ethnicity data has not always been recorded; however, available data suggests that the majority of attendees are White. The sessions have been successful in attracting a smaller number of families from minority ethnic groups.

Figure 2: A table to show the ethnicity of all Sure Start families that have attended the Big and Small sessions

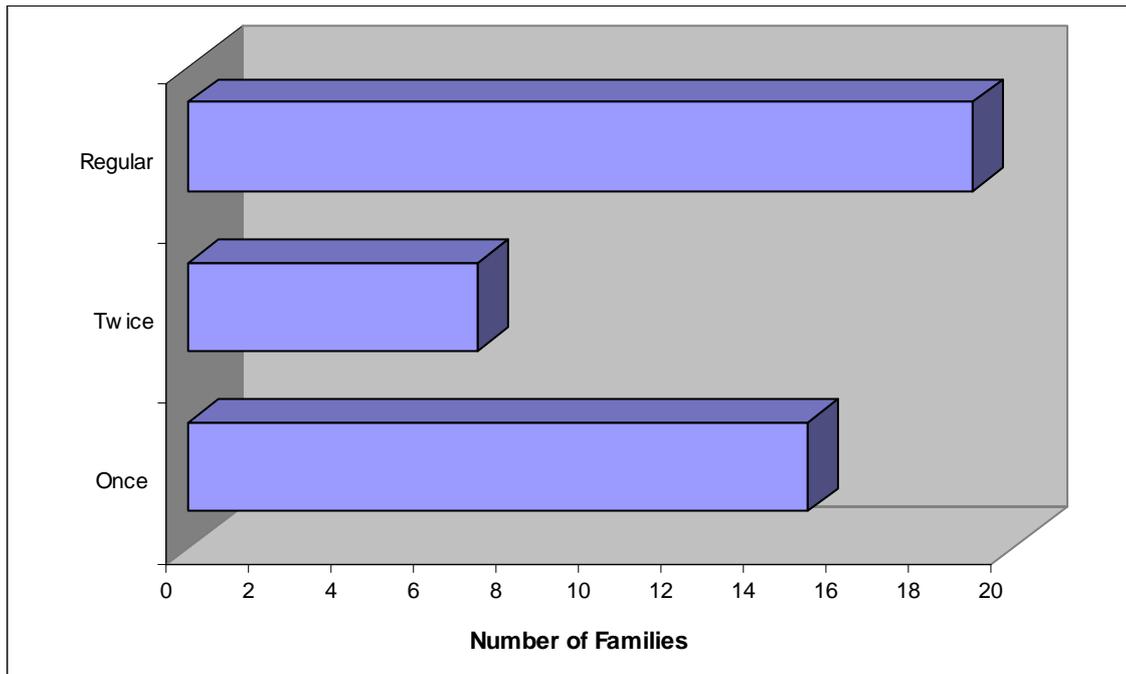


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Attendance

The following graph shows the number of times that the Sure Start families have attended Big and Small. As can be seen 15 have attended once, seven have attended twice and 19 are regular attendees

Table 3: A table to show the attendance of all Sure Start families that have attended the Big and Small sessions



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Profile of Regular Big and Small users

The analysis below presents information about the **19 SSSW families** that have been identified from the monitoring data as regular users of the sessions. This includes **28 children** which have become regular users of the sessions, including one child with special needs.

Number of children accompanied by regular adult Sure Start users

Twelve regular users have brought one child to the sessions, six have brought two children and the data shows that one brought four children.

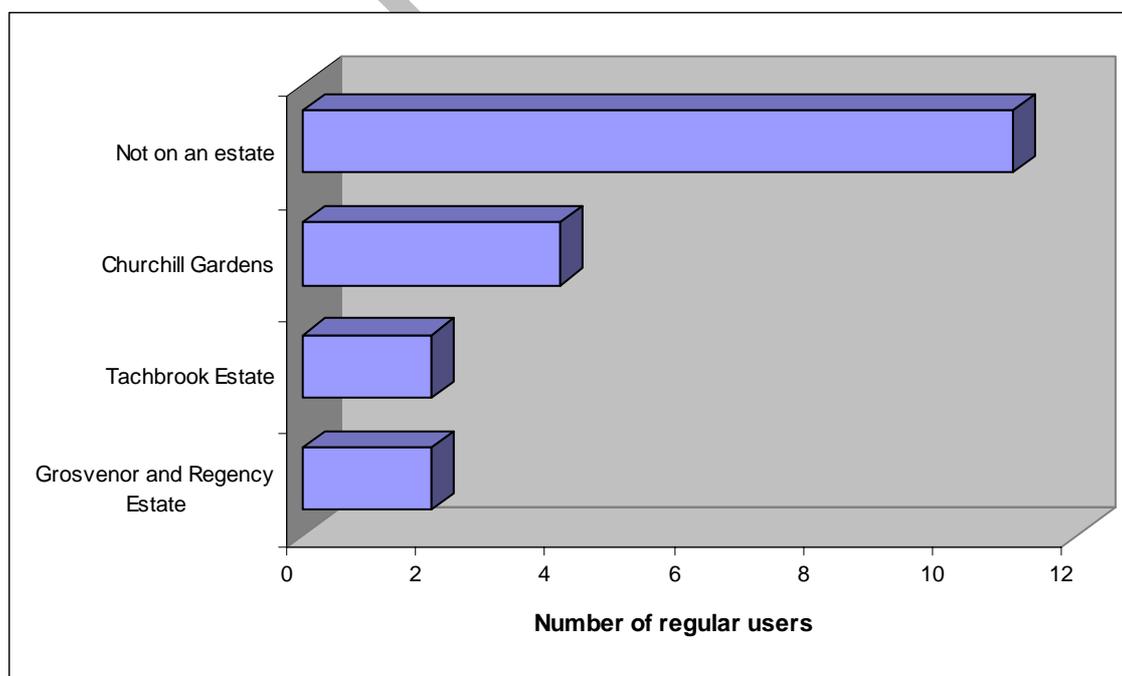
Gender of regular adult Sure Start users

The monitoring data indicates that nine of the adult regular users are female, five are male (five are unknown).

Area of residency regular users

As can be seen in the graph below the greatest proportion of regular users of Big and Small do not live on a housing estate, although it is notable that eight families do come from one of three estates. It is also notable that the four families that have attended Big and Small from Churchill Gardens have become regular attendees.

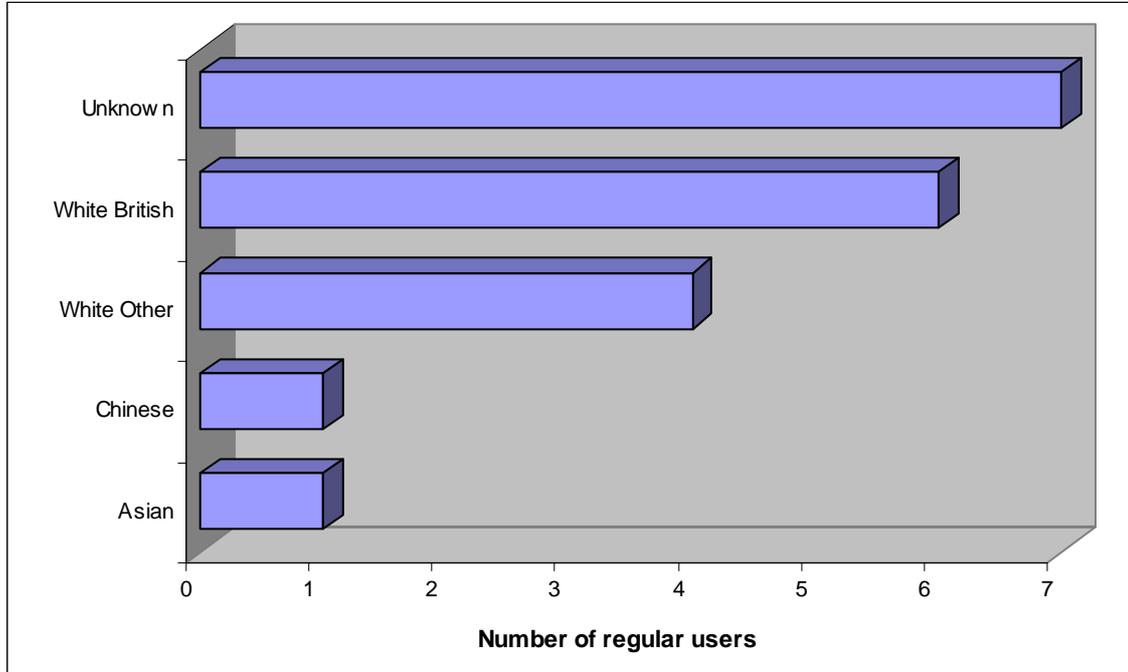
Figure 4: A table to show the area of residency of regular users



Ethnicity of regular users

The table below indicates that the majority of regular adult users are White.

Table 5: A table to show the ethnicity of regular adult users



NB: It is difficult to reflect meaningfully, on the reach of Big and Small without a point of comparison, it would be useful to compare the data against the reach of other SSSW activities.

4.2 Interview with Tate Britain Sure Start coordinator

It was felt useful to gain context to the Big and Small service from the Tate Britain Sure Start coordinator and to gain her perceptions on key issues being addressed within the evaluation:

Aims of Big and Small

The interviewee stated that she considers the following to be the key aims of the Big and Small sessions:

- To provide an informal activity which is nourishing for parent and child, based on a family learning scenario, which is unlike any experience they could have at home
- To build a network of regular users
- For children to be able to learn from their peers
- For the children and parents to learn from, value and enjoy art
- For Tate Britain to become an environment that the families feel comfortable in

The coordinator explained that a specific target for the Big and Small sessions is to reach the families that they have not yet reached.

Operation of Big and Small

The coordinator discussed having changed two key operational elements of Big and Small since coming into post.

She stated that whereas previously the sessions had been run by a team of freelancers, she felt it was important to ensure there were a team of **'familiar faces'** that **complimented each others skills**. She explained the role of the two regular workers, Sheila and Lesley:

She said that Sheila had been working at Pimlico Toy Library for over 15 years, so in addition to having a lot of valuable professional expertise and being known to many families, they are also able to access resources from the Toy Library as and when needed.

"She's a real figurehead in the community . . . she was there way before Sure Start, there are generations of parents in the community who trust her"

She discussed that Lesley comes from an artistic background, and having a young child of her own is helpful in gauging the level of activities, it was also discussed that Lesley plays an important supportive role.

"We don't want it to be the case where mums are cutting out elaborate things and the kids are just sitting there . . . she's a really big help there"

Furthermore, the coordinator explained that prior to her coming into post **families from outside the SSSW programme area** were able to access the sessions on the first Friday of the month. However she had not wanted this to be the case, as she felt the popularity of this session fundamentally changed the quality of the experience. She made the following comment:

"It was no longer a qualitative session . . . I felt that one my target group was elsewhere and two it wasn't so enriching for the parent and child"

Although not advertising to non Sure Start families, the coordinator discussed allowing families from outside the SSSW boundary to access Big and Small if the sessions weren't full.

"I have kept the looseness, encouraging all children who live in SW1 even if they are one digit out in their postcode, unless we get to the point where we are at full capacity and there are no spaces left I am very happy to welcome local children and families"

Raising awareness of Big and Small

The interviewee felt that that Sheila in her role at the **Pimlico Toy Library** had been very important in encouraging families to access the sessions.

"Sheila's link to the Toy Library has been really helpful, she will say to parents why don't you come to the Tate and if they know she's going to be there that gives them confidence"

She also said that families find out about the sessions through **word of mouth** and other **Sure Start team members**. She discussed that as the Sure Start team grows she hoped families would increasing find out about the sessions through the team. She also discussed the importance of establishing links with local service provides.

"I feel that it is through a community network that people are going to come and join these sessions - it needs to be recommended by other services"

Take up of Big and Small

The coordinator said that the sessions attracted **a number of families that love the sessions** and access them regularly. She discussed feeling that Big and Small had been successful in attracting a number of **dads** which is a group which is traditionally considered to be hard to reach in early years settings. She felt that the gallery setting was less stereotypically female and more stimulating for them. She also discussed that although the Big and Small team talk to dads and engage with them dads don't feel pressured to join in.

". . . the children and dads are able to do things together they probably wouldn't do in a traditional church hall playgroup"

The coordinator expressed concern that the sessions were not attracting families from the programme's **minority ethnic population**, particularly Bangladeshi families. She discussed that this was an area that she would like to address.

The coordinator explained that she had done work to attract families from hard to reach groups to the sessions. She discussed **visiting groups and activities** to introduce herself to families, doing **outreach work** in the community at established groups (e.g. the Cardinal Hume Family Centre), and taking the SSSW parent's forum and showing them around where the sessions are held at the gallery. She also discussed the partnership that had been **formed with KIDS** to run a series of three one off sessions specifically for families with children with disabilities and special needs.⁹

Encouraging use of the gallery

The interviewee was aware that a number of families had been **seen attending the gallery after the Big and Small sessions**. She felt that they had gained an appreciation of the art gallery and its exhibits.

"After we've tidied up, they will have their lunch here or go to the park and then they may go round the gallery on their own"

Partnership working

The coordinator stated that from her point of view the **relationship between SSSW and Tate Britain** had been good. She felt that this was reflected in the fact that SSSW would be moving into temporary accommodation on the gallery site while their Marsham Street offices were being refurbished.

She discussed the benefits that the partnership offered to both Sure Start and Tate Britain, stating that Tate Britain benefited from gaining access to the local community and working with 0-5 year olds – both **on the agenda for museums and galleries**. While to Sure Start, Tate Britain offered the use of a **unique, unrivalled, environment** for parents and children, Sure Start staff and local service providers.

"For children living in an area of very high density housing, being able to explore the space of Tate Britain, being able to linger and wander in a safe environment is a very positive experience. Children and parents become familiar with the building, yet its scale allows for new experiences, beside the fact that changing displays define the building in new ways"

It was felt that **the partnership was unique**; the only partnership between a local Sure Start programme and national institution. She discussed feeling that this type of partnership offered **real potential and opportunity** for Sure Start programmes and had received interest from a national museum and another national gallery, about the possibility of working with Sure Start.

⁹ It is noted that these sessions have continued because of the demand and enthusiasm for them.

Sure Start

The interviewee observed having found it relatively easy to work within the Sure Start remit.

She discussed having worked to **build relationships and partnerships with various members of the team** in different ways including, the outreach coordinator, the KIDS worker, the speech and language therapist and the literacy worker. She felt that the staff were aware of the sessions and said that a number had visited the gallery and welcomed people in the past.

Challenges of the role

The interviewee said that one of the main challenges regarding weekly sessions had been moving beyond the '**look and see, look and point approach**', to enrich and broaden the range of experience. The format of early Big and Small sessions focused on parents and children looking at particular works accompanied by a basic making activity, either colouring or cut and stick. The format relates to that used with nursery and primary children.

She discussed that while she was aware that some children could engage with this approach other children have an experience that goes unmeasured or unnoticed in this format. She explained that her challenge has been to facilitate sessions which are meaningful to these children too.

"There are certain children that can tell you it's red, blue and yellow and there are certain children that can count to three . . . but there are lots of other children. I've been trying to experiment outside of that form to find ways of looking which aren't just linear on that level . . . I'm trying to come at it from the bottom upwards. To unpack it and make it happen for them, to create a slow burn effect that works beside spoken language"

The interviewee discussed feeling that the traditional format used in galleries with under 5's, where children sit in front of paintings and point at objects/colours, can give the children the same experience with each painting, while the approach she adopts gives the children a very different experience at each session.

The interviewee stated that a further challenge had been fitting the **planning and coordination of sessions into two and a half days a week**. She commented '*I've had to come to terms myself with what's possible and what I can achieve at each stage*'. While still having very high expectations '*I have to get the programme to a point where I feel the programme is a really rich valuable resource*'.

The interviewee explained that she had already begun to consider how Big and Small could be **sustained** when Sure Start funding came to an end. She is working with her Head of Department and other colleagues to integrate the programme into the core work of Tate Britain's Interpretation and Education Department, with a view to attract income against the programme.

"We are looking at a range of options and discussing this further with Westminster"

4.3 Interview with the Sure Start South Westminster Programme Director

It was also felt useful to gain the views of the SSSW programme director about his perceptions of Big and Small, how the sessions fit into the overall SSSW service provision and the partnership with Tate Britain.

Sure Start

The programme director was asked about the aims of the SSSW. He explained that in addition to the four Sure Start objectives, a key aim of the programme was to **build relationships and partnerships** with other service providers in the area:

“Primarily it’s about relationships . . . ensuring that the many organisations whether they are statutory, local authority or voluntary work together to provide the best possible service for people living in the Sure Start area”

The interviewee was also asked if there were any area specific needs within the programme area, he explained that as the programme was still in the **early stages** the team were still getting to grips with the needs of the community. However, he stated that there is a large **ethnic minority population**, in particular Bangladeshi, Arabic and Portuguese families. He also explained that there are families that fall through the system, including those with housing needs and parents with mental health problems.

In addition, the programme director explained that the programme area is diverse, with **wealth and poverty side by side**:

“It is hard to throw a line around any group and not discover that you have people that find it difficult to access services and whose financial situation is not particularly good, but you also find financial security and great advantage”

Aims of Big and Small

The programme director was asked what he perceived to be the aims of Big and Small he stated:

“[The aims of the sessions are] to enable young children to develop and gain skills that will enable them to flourish when they move into the school system”

He also explained that the coordinator is working alongside other partnership organisations to see what Tate Britain can offer to their work.

Take up of Big and Small

The interviewee discussed feeling that **white middle class participants** were benefiting the most from Tate programmes rather than representatives from other communities, he discussed that he was keen to have BME groups represented at Tate programmes.

“One of the aims I have is to make the Tate accessible to members of the community whatever their ethnicity. When you recognise that English as a language spoken at home is a minority language within the community; it is important that we try to make our services accessible to the whole community”

Outcomes

The programme director said that from his point of view the Big and Small sessions were **meeting their objectives very well**. He stated the way the project coordinator chose to present her work was clearly enjoyable for the children:

“[The project coordinator] came to one of our events and the way she chose to present her session was to build a tower which the children obviously very much enjoyed”

He explained that he had observed the children and parents working well together in the sessions and felt it could be very beneficial to families with English as a second language:

“Children from different backgrounds are working together, some of whom may not speak English at home; the children will gain a lot out of that programme”

Project coordinator

The programme director explained that the project coordinator’s role is *‘a valued and important cog in the programme.’*

He also discussed that the role can be used to **facilitate the delivery of other programmes**, for example speech and language therapy can be delivered through a Big and Small session.

Funding

The programme director was asked about the funding of the Big and Small sessions, he stated that this is similar to the way that the programme works with some other partner organisations.

“We provide a level of funding which allows [the sessions] to go ahead . . . Tate Britain would provide the facilities and the venue, our funding would allow them to bring someone in and pay for the materials”

The programme director stated that the **funding available for the project was not adequate**. He discussed that when Service Level Agreements were being negotiated they have to approximate the cost but often this is underestimated. He stated that this is particularly true when a partnership is successful such as the SSSW/ Tate Britain Partnership and will become increasingly so as the programme grows:

“Inevitably, when you negotiate a contract it has to be a judgement in terms of whether it’s going to be enough. With limited funding, the more successful a project is the harder that judgement gets”

The interviewee explained that the project coordinator often attends meetings and other events **outside of her working hours** which she is not paid for.

“As I understand it [the project coordinator] is putting her own time into the project and that is a huge credit to [her] . . . if it was just a matter of her doing more it would be different but she’s doing more that is adding value and I think that we need to recognise that”

He explained that he was currently in the process of securing additional funding, up to the end of the year, to account for the extra time that the project coordinator was giving to the project.

Partnership working

The programme director was asked how the partnership with Tate Britain developed he stated that he was unsure of the exact details, as he was not in post at the time, but was aware that in the early days of the programme, Sure Start workers had identified many potential partners in the area and taken initiative in approaching them.

“One of my predecessors and [another worker] walked the streets of the area with a map, pencil and pad making lists of potential partners. The Tate is hard to miss, my guess is someone walked in there and asked what are you doing [with under fours]”

He felt that the partnership had probably been seen as mutually beneficial.

He was also asked how effectively he felt SSSW and Tate Britain worked together He stated that SSSW and Tate Britain have worked **‘very well together’** and he does not feel that there have been any major problems.

He discussed that he has a **good relationship** with the project coordinator and her line manager at Tate Britain. Furthermore, he discussed that Tate Britain have been **good at providing the monitoring data** that Sure Start requires.

The interviewee also explained that Sure Start would be moving into **temporary accommodation** on the Tate Britain site while their building was being refurbished, which he stated was a reflection of the relationship that existed between the programme and the gallery.

“One measure of that relationship [between Tate Britain and SSSW] is the fact that Tate Britain will allow us to move into Portakabins in their car park when this particular building is being refurbished next year . . . I think that that is quite unique”

He commented that Tate Britain had been very receptive to the idea of the move, which was very much valued by Sure Start.

“When we asked the Tate if that was possible . . . we were actually pushing at an open door, I think they recognise that the Sure Start programme brings as much to them as the relationship brings to us”

The interviewee stated that the relationship with Tate Britain gives SSSW credibility, as it is not a typical Sure Start partnership.

“It is not so clear that a Sure Start programme could develop links with a national institution – we gain the credibility that that link can give”

He also discussed that he feels that the partnership gives Tate Britain **‘street credibility’**, as one of their aims is to get more members of the community to visit and the relationship with Sure Start delivers that.

“When Sure Start talks about Tate it is not a massive monolithic institution, it is a great fun place to be – we give them the street credibility that goes with that”

The programme director discussed the **uniqueness of the partnership** he stated that he was not aware of any similar partnerships between national attractions and Sure Start programmes. He stated that there was the **potential** particularly in London for partnerships to develop.

‘We are lucky in London that we are surrounded by resources that in other localities are not going to be available.’

He commented that he had been approached by a national museum, who are interested in the partnership that SSSW have with Tate Britain.

“I’m going to visit a contact at [museum] which is a direct result of the work that we are doing at the Tate”

The programme director was asked what he felt the programme had learnt about working in partnership with arts based organisations through the Big and Small sessions. He discussed the importance of ensuring that children and parents benefit from provision which is of the highest standard and that social stereotypes do not get in the way of this. He feels the partnership with the Tate had provided a way of offering this opportunity to families.

“You need to provide opportunity which isn’t limited in vision, there are a number of activities in this country that for one reason or another are not seen as accessible for a particular group . . . one of my ideals is that if you introduce a young child to music or painting or craft work, perhaps that child is going to be a significant player in that activity 20-25 years down the line”

4.4 Observation of the Big and Small sessions

Three Big and Small sessions were observed during November and December 2004, to address the quality of the sessions with a particular focus upon:

- The extent to which Big and Small provides opportunities for children's creative development
- The opportunities that the sessions provide for interaction between children and parents
- The extent to which Big and Small provides opportunity for other areas of children's development

The following section sets out observations and examples under these aims. Please see Appendix B for examples of paintings mentioned in this section.

Creative development

Tate Britain provides a **unique and stimulating environment**, which is a light bright and airy space. The sessions do not restrict access to any aspects of the gallery.

An element of each session took place in Studio 2, which is a well equipped small but bright room with natural light from a domed ceiling. During each session the parents and children and workers go into the galleries, walk freely around and take part in activities on the gallery floor amongst the art work, they provide a visually stimulating space for the children to walk or run independently.

During the first observation an art studio was also used. This was extremely well equipped, with child sized tables and chairs with the opportunity for children to engage in messy play activities and space for those that are less keen to become involved.

Parents and children sat together on the gallery floor filling a quarter of the gallery space. Some children walk and run around looking at the paintings and engaging in role play activities. Some parents stand looking at the paintings with their children

The session began in Studio 2, where fresh flowers were on display in front of a poster of John Singer Sargent's 'Carnation, lily, lily rose. Around the room on a low table of child height were trays containing herbs and plants with scented play dough. The smell of flowers and eucalyptus filled the room and natural light came in through the ceiling

The coordinator of the sessions is a **trained artist**, with experience of community work, offering the children the unique access to her skills and experience. She also has a good knowledge of the Tate Britain collection.

Sheila has experience of creative activities and plays a key part in leading the sessions. Lesley plays an organisational and supportive role distributing resources to

parents and children and helping them with activities. The three workers compliment each other and facilitate the smooth running of the sessions.

The coordinator spoke to the parents about the Joseph Wright of Derby's 'Versuvius in Eruption: with a View over the Islands in the Bay of Naples' Lesley handed out black card (wobble boards) to the children and then Sheila encouraged parents and children to wobble the boards

The sessions have been **meticulously planned and prepared**. During each session there was a prepared activity which the children and parents could work on together. The coordinator was not present at observation three but the session seemed to have been planned to an equally high standard.

At the end of the session, based on a volcano theme – the coordinator brought out a volcano shaped out of clay

A kit had been prepared, which included card, string and wooden rod for children and parents to make a cello

Torches, enough for each child, had been taken into the gallery along with the art materials to allow the children to shine light through the lanterns they had made

The mix and range of **resources** whether it be music, books, toys, art materials provided at the sessions **are of extremely high quality**.

The activities at each of the sessions generally allowed children to **work at their own pace** and there are opportunities for variation within the themes.

Children were given black paper and a range of resources including different coloured paint, sand, glitter and glue to create their own picture of a volcano, children that were not ready were left to continue, with the previous activity

During each session **new skills are introduced** and **repetition of skills** takes place. For example children were given scissors during observation three which were also observed during observation two, the use of torches was introduced in observation three.

Messy activities take place at the sessions, activities which it would be difficult for some parents to take part in at home, which offer them new skills and the opportunity to explore.

The coordinator squeezed tubs of paint directly onto the table, the children were encouraged to put paper onto the paint and rub their hand over the paper and in the paint

Each of the sessions offers a **range of sensory stimulus**: visual, auditory, touch and smell and a key focus of the sessions is that children are encouraged to **describe and make links** between the activities. Sheila in particular plays a key role in encouraging the children to say what they see in the books and what they see in the art and what they associate with the sound that they hear. Many instances were observed.

Children stood in front of a volcano painting and were encouraged to use the black card to make a boom, which is the noise which the coordinator had explained that a volcano makes when it is erupting. Starting quietly the coordinator encourages the children and parents to wobble the card getting louder and louder describing what they see in the picture

Sheila shook a tray of beans and asks the children "Does this sound like anything you hear by the seaside?"

Looking at the cellist who is dressed like John OM Augustus's 'Madame Suggia' and is playing a cello, Sheila asks the children "Do you think [the cellist] looks like the lady in the painting?"

Upon seeing the cellist one child is observed saying "it's this", standing in front of the cellist and holding into his cello while the cellist plays

Lesley turned half of the lights off in Studio 2 and Sheila encouraged the children to associate the light with the light in the painting they had been looking at during the session "It's a bit like polly and dolly"

Having just been lying on the floor in Studio 2 making fireflies with torches on the ceiling, children are able to recognise fireflies in a book which is read to them later

Children were asked to smell fresh lilies in Studio 2, were given a lily to hold while walking through the gallery and then stood in front of 'Carnation, lily, lily rose'

All three observed sessions involved a **music and movement element**, observation two was based around a musical theme. Both familiar childhood songs and non-familiar more adult music are played within the sessions and children are encouraged to learn these new songs and remember old songs.

Each session involves the singing of the 'gallery' song which involves walking around Studio 2. Many families appear to know the song from memory, those that don't are helped to learn it as words are held up by a worker and it is sung to the tune of a familiar song.

The cellist played a range of songs – some familiar and some unfamiliar to the children, Sheila encouraged the children and parent to learn and perform the actions to the unfamiliar songs. One child is observed lying on the floor on cushions, watching everyone and clapping at the end of songs, his mum and dad join in with him¹⁰

¹⁰ This child also attended the session with KIDS

In observation three children and parents play with lanterns that they have made shining torches into them, with gentle classical music playing

Resources are provided to allow the children to use their **imagination** in art, music, movement and stories and to communicate their ideas using a wide range of resources

While making the cello, two boys are observed using the canes that are being used to make the cello and pretend to be soldiers

One child uses the string to skip with and is observed saying "This is my skipping rope"

Interaction between parents and children

Interaction between children and parents is made central to the sessions, and **children interact mainly with parents** throughout the sessions. Most parents attend the sessions alone with their child/children and not as groups of friends. Those parents that attend alone with their children were observed spending more time engaged with their child than those that attended with friends.

While most parents are engaging in the making activity, two parents are chatting to each other and their children play together away from the group

Parents that were observed at more than one session were very **familiar** with engaging their children with the art work, while workers were observed encouraging first time users to step forward and engage their children with the paintings.

One mother (a regular user) was observed encouraging her child to look at a poster on the wall, lifting her son up to look at the picture she said "have a look at the picture"

The beginning of the sessions provides opportunities for **informal interaction** between children and parents; the workers stand back while the children and parents settle in. At the beginning of each of the three sessions parents and children were observed sitting quietly with their own child engaged in activities available. The workers often go over to the parent and child groups individually and discuss with them. Parents generally ask the children questions and encourage them to look at activities.

Parents and children were observed looking at hot water bottles together and talking to each other about them

The sessions are split into sections and travelling from one section to another involves children and parents **walking together between the activities** – during

this section parents were observed talking to their children about elements of the gallery.

For parents with more than one child, additional support is sometimes required. Workers often **help parents with more than one child** with buggies and support them during the sessions.

In the gallery the coordinator takes the older child to look at a painting, while the parent looks after the younger child

One mum with two children was observed helping her older child to stick coloured paper onto the lantern, while the younger child plays with the coloured paper Lesley talks to the younger child about the glue

Making activities took place in all three sessions which are an opportunity for the **children and parents to work together**, to **talk about** what they are doing and to produce something which they have both made. Making activities in observations two and three were pitched at quite a high level meaning that the child and parent have to work together.

Parents were observed helping their child to hold scissors while they cut out bits to put on their cello

Making volcano pictures, one parent is observed talking to her child about fireworks and what they will be doing that evening

Some parents held the opposite side of the black card to their child helping them to make the wobble board

Sometimes younger children were unable to engage in activities and parents were left to make alone while their children explore.

One child was observed walking around and around her mum as her mum made the cello

During music and movement and activities, which were run at the end of observation two and three, many children sat in their parents' laps or in front of their parents. Some parents and children sit within the group other parent and children groups sit outside The older children that seem more familiar with sessions sometimes move away from the their parents at this stage.

Social and emotional development

The unique environment, offers children the opportunity to build confidence.

The **workers** at Big and Small are extremely good at making the parents and children **feel comfortable** during the sessions. The children and parents that attend regularly have built up relationship with the workers and they know them by name. It was noticeable during observation three when the coordinator was not present that the session still functioned smoothly and that children continued to engage fully with Sheila and Lesley.

Although different activities are planned for each session **the structure of the sessions is similar** – the sessions always begin in Studio 2 and move into the gallery. Two of the sessions also ended in Studio 2. All three sessions were theme based building on the theme throughout the session.

This structure is also extremely good at engaging and maintaining the **attention** of the children. Most children seem to be **extremely interested, excited and motivated** to learn throughout the sessions. It is noticeable that older children seem to be able to engage right to the end although parents with younger children are sometimes observed leaving before this point. Some families were also observed leaving earlier during session three when the session got quite crowded.

Workers often question the children to talk about their **emotional responses** to activities.

Children are asked such questions of paintings as “what time of day do you think it is?” and “who are these children?”

Sheila asks the children “Has anyone got a favourite song”?

Although the focus is on parent and child interaction many children were observed taking the initiative to **engage with other children** and watching each other. Children also sit and listen to each other quietly during the sessions and are given the freedom to do this. The workers encourage children to **appreciate responses of other children**.

One sibling was observed smiling and looking at another child as the other child lay on cushions on the gallery floor

The speech and language therapist encouraged the children to sing good bye to each other

Children sing each others favourite songs

It is noticeable that **older children** that were observed at more than one session seem very keen to answer questions and to move away from their parent/ carer during the sessions and engage with the workers and other children.

Observations one and two both incorporated a 'surprise' element, which engages the children and generates an emotional response.

Having brought out a clay model volcano, the coordinator engaged the children in a 'mini science lesson'. The group discussed the ingredients that were going to be used to create the eruption.

Coordinator: "what's this?" (holding vinegar)

Child: "I put it on my chips"

As the volcano erupts children and parents watch in awe

Standing in front of 'Madame Suggia', then hearing cello music playing, children were surprised to see 'Madame Suggia' [the cellist dressed as her] inside the room

Other key areas of development observed

The session provides many opportunities for **speech and language development**. As has already been mentioned above **signing and music** is an important part of the sessions as is linking **sounds and experiences**.

Worker: "What noise does a volcano make?"

Children: "Boom"

Furthermore as has also been mentioned above the children are encouraged to **speak openly** in the wider groups and to talk about what they are doing. The children are also encouraged to **learn new**, often **complex words** and repeat them.

Sheila read to the children, children are encouraged to link the mention of eucalyptus in the book to eucalyptus scented play dough in trays around the room. They are encouraged to say "eucalyptus" in the wider group

During the sessions children are offered opportunities for **physical development**. The sessions take place in more than one area of the gallery and the parents and children walk through the gallery – often for quite long distance, including up and down stairs.

Children are often observed running independently up and down the gallery floor

As has already been mentioned above, music and movement is also important and children engage in **energetic music and movement sessions**.

In Studio 2 the worker encouraged the children to sing 'hop little bunnies' which involves jumping up and down on the spot - this song was repeated several times

The group stood in a circle on the gallery floor and sung ring a ring a roses – falling onto the gallery floor

In addition to gaining an understanding of art children are also encouraged to learn **how to behave in a gallery environment** during the sessions. Before the group move into the gallery at the start of each session Sheila leads the children and parents to sing **the 'around the gallery' song** at the beginning of the sessions helps the children to remember how to behave. This song is sung to the familiar tune of 'twinkle twinkle little star'.

Some children are obviously familiar with the way that they are expected to behave and this seems to impact on other children as the children often **sit in front of the paintings relatively quietly** and most children stay behind the line of the painting.

One child was observed accidentally loosing something behind the line, the child did not go beyond the line even though it was within easy reach – he walked over to father to see if he would get it – worker came over and praised the child for waiting

FINAL DRAFT

4.5 Consultation with users

This section details the findings deriving from the consultation with users of Big and Small: presenting focus group findings and the findings of consultation undertaken with parents and children [please note that this has not yet been added] while attending Big and Small.

4.5.1 Focus group with regular users

Three mothers attended a focus group for regular users of the Big and Small sessions. All the parents lived in the SSSW catchment area, one participant had one daughter aged 3 years and 5 months, the second had one son aged 3 years and 6 months and the third participant had two sons aged 2 years and 9 months and 1 year.

Sure Start

Awareness of Sure Start

The participants were asked how they had first found out about Sure Start. Two participants had found out about Sure Start through the **Toy Library**, one of these also discussed having received information through the post at a similar time.

"The Toy Library is very good at giving information about various things"

The other participant had found out about Sure Start through the Sure Start information worker at a group they were attending, which was about the same time that they had found out about Big and Small.

Publicity of Sure Start

The participants felt that publicity about Sure Start groups/activities was inadequate; finding out about groups accidentally through friends and bumping into other mothers on the street.

"At the moment you only find out when you bump into another mum on the street . . . there needs to be a notice board somewhere which you can look at when you are passing"

They also discussed that information they received was sometimes **out of date**, or they received it with no notice.

"There was a day when you could sign up for courses and I only received the information on the day"

They felt it would be useful if there was a notice board with up to date information at popular venues, such as the supermarket, outside the Marsham Street offices or Bessborough Street Clinic.

The interviewees had all **attended other Sure Start services** including training courses, activities at the library, the Toy Library and one off events.

General benefits of groups/activities

The participants were asked what general benefits they hope their children will get when they attend groups/activities. All the interviewees suggested that they hoped that their children would be given the opportunity to **socialise and interact** with other children. The participants also discussed the importance for the children of getting out of the house, and seeing things on the way there.

One interviewee specifically commented that as her two children do not go to nursery they have the opportunity to interact with other children, learn through play, and learn to share with other children. She also said that **a benefit for herself was that she could make friends.**

“They learn to play and share and so on”

One interviewee contrasted the formal setting of a nursery and more informal Sure Start activities such as Big and Small she said that when her daughter attended nursery she was given opportunities for learning and sharing, but at other groups she attends there are opportunities for activities such as messy play.

“There are other things that I don’t do . . . like making play-dough”

Big and Small

Awareness of Big and Small¹¹

All three participants had found out about Big and Small about 18 months ago; they all knew about Big and Small **before it was funded by Sure Start.**

One interviewee had found out about Big and Small through a leaflet that they had picked up at the library, another explained that they regularly visited the gallery anyway and had seen information there, the other had found out about Big and Small through the Toy Library.

Expectations of Big and Small

Participants were asked what they expected Big and Small to be like before they attended for the first time. One participant discussed that they had not expected the children to be taken into the gallery rather they had expected the paintings to be displayed on screens in a resources room. Another discussed that they had expected the children to have the opportunity to do creative activities.

“I hadn’t expected the children to go into the gallery; I thought they’d just go into a resource room with slides or something like that. I was knocked over when they got to visit the gallery”

Reasons for attending

All the participants discussed that their reasons for attending Big and Small were for the children **to get used to being in a gallery/museum environment.**

¹¹ Since this focus group took place a new leaflet publicising Big and Small has been produced by Tate Britain.

"I was quite keen to give them the chance to experience getting used to galleries . . . as we like to go round museums at the weekend . . . I thought it would be nice to get them used to how to behave"

"They learn discipline about being in an area where they are meant to be quiet and not run and they could all do it"

Further, they discussed that as **art was something they were interested in** they also wanted to encourage their children to be interested in it too. Furthermore, after they had attended, they realised that it also offered an opportunity for themselves to learn more about art too.

Benefits to children

The participants discussed a range of benefits to their children from attending the sessions. They all felt that their children had learnt **how to behave in a museum/gallery through attending the sessions**.

"She knows there are places where she can be noisy and quiet"

"It will be with them for life . . . they know not to touch everything that might be tempting"

One participant discussed that they had taken their daughter to a smaller art exhibition and through coming to Big and Small she knew how to behave.

"[My daughter] knew what to do, when you're at exhibitions"

The also felt it had benefited their child's learning as they explored different **fairly complicated themes each week in a fun way**. One participant said she had noticed the benefits since her son had started pre-school.

"It's still fun . . . you don't feel like you are being lectured at but they are learning a lot at the same time"

"[My son] has just gone to pre-school now and he's already understanding so much mainly because of that kind of thing"

One parent said it had given her son confidence, especially as it was the **same workers every week** they felt confident asking questions. This participant also said her son had made friends through attending the sessions regularly.

"It's really good for confidence, and I notice the ones that have been there for a while are the first ones to answer the questions, after they've been going for a while they feel confident"

"He looks forward to seeing his friends . . . they are getting to the age where they are starting to interact more"

All three participants discussed that their children seemed to **remember activities** that they had done at the sessions and recount them later.

“I’ve still got one thing that we did which was sticking big circles, like suns . . . and he still talks about that and it was a long time ago”

“Yesterday [my son] said dolly and polly it’s amazing how they take it in”

“She found a piece of ginger and said it was like a Henry Moore”

“He mentioned the sculpture and now when he sees anyone with wings, he’ll say it’s like the sculpture”

Benefits to parents

All the participants felt that they were **learning** through coming to the sessions. One in particular commented that she was not particularly knowledgeable about art but was becoming more so through attending the Big and Small.

“It’s nice to have the chance to be in the gallery . . . you learn things yourself”

“The idea of going to look at a particular piece . . . and as an adult you learn something as well”

Comparison to other groups/activities for 0-4’s

The participants were asked to compare Big and Small to other activities that they attend with their children. They all agreed that it was unlike any activity that they attended.

“There’s nothing else like it . . . definitely nothing else that’s free”

They felt that sessions offered opportunities beyond those at other sessions they would attend with their children.

They discussed the **preparation** that had clearly been put into the sessions and **quality of the activities** which their children were engaging in.

“It feels like a very educational activity . . . also something to do with the nature of the toys that are available . . . it seems nice and cared for and that someone has taken the effort”

“It feels so nice to be given a kit . . . rather than just being given paper and a pencil”

They also felt that the **level** at which the sessions were pitched was more educational than at other groups they attended. For example, they discussed that staff treated the children more like adults and discussed different educational concepts each week.

“They [the staff] talk to children in a non-patronising way about quite serious things like light and shade . . . it makes them think”

Furthermore, they also mentioned **music** which had been played at two recent sessions, and felt whereas other settings would have played children’s music, at Big and Small ‘adult’ music was played.

“So often in these groups it's up and jolly, but it's nice for them to listen to something peacefully”

“When you go to the music group it's just the same old songs . . . it's good to listen to proper music”

The Staff

The participants praised the coordinator and the two key staff at the sessions for their **rapprochement with the children** and for their **non-patronising** approach; two participants discussed being familiar with the worker from the Toy Library, this relationship was clearly valued.

“They're great...he absolutely adores Shelia, they like the fact that it's the same people there every week”

One participant with two children noted that staff were good at being able to tell when **parents with more than one child needed help**.

“They're brilliant at seeing when a mother or child needs help . . . they're very good at just going round and making sure everyone is ok”

The participants also praised the staff for their ability to keep the children **engaged** for the whole session and for being able to adapt to the needs of different children.

“They manage to keep the kids interested for over an hour”

The participants enjoyed having **visitors to the sessions** but commented that they would like more information about who the visitors were.

“I'm not sure who the visitors are, whether they're Tate staff or just other people working on similar projects elsewhere”

The Tate Britain Sure Start Coordinator

The participants were asked about the Tate Britain Sure Start coordinator in particular. As was discussed above, they felt that the coordinator's approach was different to staff at other groups that they attend in that she treats **the children like adults**. One interviewee explained the way the coordinator planned the sessions around a theme was interesting as it was not always the obvious approach.

“She doesn't think you're children so I'll say it like this . . . she says it how it is”

“Her way of getting to an end is quite interesting”

One participant had seen the coordinator at other events, she discussed that the coordinator had attended the Toy Library to raise awareness of Big and Small.

“When she first started she came along to the Toy Library, she came along to story time I've seen her there as well . . .it was useful when you turned up at the gallery to see someone that you knew”

Changes

As all the participants had attended Big and Small before it was funded by Sure Start, they were asked how the sessions had changed. There was a general feeling that they had **improved particularly in the last autumn/winter term** and that the sessions being **theme based** had been very beneficial.

"The theme applied to everything, the books and the puzzles, I think that's great"

They also discussed that messy play had been introduced more recently.

"They also have this mucky thing which I think is new, the painting and playdough thing I can't remember it from before"

"It was much more pencil's and paper, we did have collages but it was less of the messy stuff . . . it's nice to have the chance to do more like the volcano with the glitter"

The parents explained that where previously the group had been split, they felt it was beneficial that there was now one group.

Nonetheless, there were two recent changes to the sessions which the participants felt they needed **clarification** about. They discussed that whereas the group had previously been run as a **drop in** it now seemed to be run as a group but they had not been told this, and some parents that attended still seemed to think it was a drop in.

"There were some weeks when we seemed to be waiting around for ages for people to turn up . . . but now it gets to about quarter past ten and we get started and that's much better"

"It needs to be made clear . . . whether it's a drop in or not"

Furthermore the interviewees discussed being unclear about whether the sessions were primarily for **Sure Start families**.

"Before it was Sure Start it was open to people outside Westminster once a month and I used to avoid it as it was busy . . .there seems to be a problem now that nobody knows whether they can come or not but it doesn't appear to be overly busy on one Friday"

At home

All the participants said that they had used the idea from the sessions at home and sometimes they had adapted the ideas from the sessions at home.

"We've made masks based on the lion mask, for Halloween"

"He plays his cello regularly . . . actually he's made it into a double base"

"He likes having something to take home to show his dad"

Suggestions for improvements

The participants were asked if there were any particular improvement that they would like to see to the sessions. They discussed the sessions being closed during the summer which they felt was common to all activities. However, they felt that they would like more clarity about the dates that the sessions were running.

"I have turned up once when it seemed like people were going back to school and it wasn't on"

Similarly, the participants also felt that it would be beneficial if they were given information in advance about what the sessions were going to be about.

"If I wanted to say to my husband will you take him to that it would be useful to know what they had planned"

Tate Britain and other galleries and museums

Parent friendliness

The parents said that they found the gallery 'parent friendly' and in particular discussed the **good facilities for buggies**. One participant said that they found the warders in the gallery friendly.

"There are two different entrances; it's easy to get into the gallery with your buggies"

"There's two really good toilets as well for buggies"

"The people that look after the rooms are quite tolerant"

However, they all discussed that they had experienced **animosity from some staff and other visitors in the restaurant**. They felt it would be useful if there was a room where children and parents could eat a packed lunch or if there was part of the restaurant set aside for children.

"The sessions end at twelve thirty it would be nice to have somewhere you could eat your lunch in winter"

Other visits to the Tate Britain

All the participants had taken their children to Tate Britain at other times; two mentioned that they tended to take the children more frequently in the winter.

"In the winter quite often . . . if my husbands around it's the kind of thing he and [my son] will do together . . . if it's sunny we will go to the park"

One interviewee discussed that she would not generally take her daughter to the gallery at other times, as they go to the gallery once a week they do other activities at other times.

Other galleries and museums

All the participants had visited other museums and galleries with their children, including the Science Museum, Tate Modern and the Natural History Museum. They had differing opinions about other museums they had attended with their children,

for example one praised the Science Museum while another said they did not enjoy it. However, all compared Tate Britain positively to the other galleries, Tate Modern in particular.

They all felt they benefited from living close to Tate Britain and they were familiar with it.

"Because I live near the Tate Britain, I know the art work because I've been here so often, I know where to look round"

"Tate Britain is easy it's a nice size, it's easy to get to its accessible you don't have to get in a lift"

FINAL DRAFT

4.5.2 Consultation with regular users during the sessions

The findings from the face consultation with nine parents, during the sessions and the findings from the five returned evaluation forms are presented below.

The parents gave the following reasons for why they attend the sessions:

- To give their children the opportunity to socialise and interact with other children
- To familiarise their children with galleries and art, and to make it 'fun' for them
- To engage in creative activities 'messy play'
- To meet and socialise with other parents

One parent stated that they liked the sessions because they were an opportunity for casual interaction without the pressure of commitment.

The parents suggested a range of benefits that they felt their children had gained from attending the sessions:

- Interaction with staff, several parents mentioned Sheila in particular although all were clearly valued
- Increased confidence, with adults and other children
- The opportunity for creative messy play, which they might not do at home
- The opportunity to learn how to behave in the environment
- The opportunity to interact with other children
- The unique environment
- The opportunity to develop speech
- The overall quality of the activities offered

Several parents mentioned that their children really looked forward to the sessions and that they often spoke about Big and Small at other times during the week. Or that after the session that they would go home and tell their other parent or siblings about what they had done at the session.

Furthermore, the parents were asked what they felt they themselves had gained from attending the sessions:

- The opportunity to get out the house and meet and interact with other parents
- A learning experience for themselves
- The unique environment
- Ideas about activities to do at home
- The support from the staff, particularly for parents with more than one child

Several parents stated that they enjoyed 'learning about each picture' then making something related to it.

One Dad said that as he spends a lot of time alone with his son where he is 'in charge' he feels the activities in the sessions take the pressure off him.

The parents were asked what they thought about the way the sessions were set up:

They valued the fact that the sessions were split into sections and that there were a range of activities throughout the sessions.

A number of parents also mentioned that they appreciated the fact that the sessions felt relaxed and informal and you felt comfortable about leaving if you needed to. One parent stated:

'Sessions are educational but in a fun way, and flexible enough to be able to cope with the age range and abilities of children, also you don't feel awkward if you arrive late or have to leave due to tantrums!'

Some also discussed the preparedness of the sessions and that they valued the way that the activities were linked by a theme throughout the session.

Several parents appreciated the fact that the sessions were free.

The parents that responded to the self-completion form were asked how the sessions compared to other activities they undertake with their 0-4's and all stated that they were better.

'It's the best for really learning through play'

'By far the best and most organised sessions I have attended . . .'

The parents were asked whether they had attended Tate Britain at other times.

Most parents had attended the gallery at other times. Some mentioned that they had attended the gallery before they had attended Big and Small and had been unsure what to do with their child while they were there. They said that since attending Big and Small they felt more confident about bringing their children to the gallery and being able to engage them while they were there.

'The Tate have been so great at welcoming children into the galleries it's fantastic'

'We like the fact that there is a relaxed atmosphere and no obvious jumpiness from the curators/ gallery staff'

Some parents that had not attended the gallery before said that they would now consider bringing their child/children. One parent said:

'I would have been cautious about coming to the gallery before, but [the coordinator] has given me a way of talking to him about the gallery'

4.5.3 Consultation with children during the sessions

During the course of the observations it was possible to consult with four children that were attending the sessions all aged 3-4 years. The children were asked what they liked about attending the sessions:

- One boy, aged 4 years, attending with his Dad said that he really liked the sessions as his two friends regularly came along. He said that his favourite part of the sessions was the art and making elements, he explained how he enjoyed making the dinosaurs and volcanoes which were done at a previous session.
- One boy, aged 3 years, attending with his younger brother and his mum said that he enjoyed making the volcano¹².
- One girl aged 3 years, attending with her Mum said that that she really liked '*making things*'.
- Another girls aged 3 years attending with her Mum said that she enjoyed '*instruments*'.

¹² It is notable that the consultation with children was undertaken during observation three and the children remembered the volcano from observation one, which was a month previously.

4.6 Consultation with non-users and non-regular users

This section details the findings deriving from the consultation with non-users and non-regular users of Big and Small: presenting focus group findings and the findings of consultation with parents attending other Sure Start activities.

4.6.1 Focus group with SSSW Parent Forum members

Three mothers attended a focus group for SSSW Parent Forum members. All the parents lived in the SSSW catchment area, one participant had three children aged 5 years, 4 years and 18 months, the second had two children aged 5 years and 2 ½ years and the third participant had two children aged 2 ½ years and 10 months.

Sure Start

Awareness of Sure Start

All participants had found out about SSSW in different ways: one had seen a poster on the street, another had been involved in the development of Sure Start and the other had heard through her health visitor.

"I've used Sure Start in my other area, so I was asking about Sure Start . . . if they could have one in the area"

"My health visitor told me that Sure Start did quite a lot of activities that you could go to; play groups and drop in sessions"

All three participants were members of the SSSW Parent Forum.

Publicity of Sure Start

All the participants felt that Sure Start was **very good at advertising groups and activities**. They all discussed receiving **regular information through the post**, they also said that they were told about activities at groups they attended and they also sometimes received phone calls from the Sure Start team.

"They [Sure Start team] are very good at sending out information through the mail, not just things they have here but what's going on in the community"

All the participants attended other Sure Start activities; in particular all attended the Friday morning Sure Start Drop in at Marsham Street, which runs at the same time as the Big and Small sessions.

General benefits of groups/activities

The participants were asked what general benefits they hope their children will get when they attend groups/activities with their children aged 0-4 years.

They all felt that attending groups and activities offered their children opportunities to interact and **socialise with other children**. They also discussed that they hoped

their children would **learn through playing** and exploring at activities that they were attending.

“To develop his learning and for his interaction with other children . . . and so he can go and explore things”

“It’s to at least go out and for my children to interact with other children”

They also felt that the groups generally offered benefits to themselves, as they were able to **chat to other parents** and they also felt they were able to **find out about other activities** that were going on.

“To get some time out and information from Sure Start about events and things going on”

Big and Small

Awareness of Big and Small

All the participants were aware of Big and Small. Two had found out about it through **information they were sent by Sure Start** and the other said she had heard about it through the **Pimlico Toy Library** before the sessions were funded by Sure Start.

One participant had attended Big and Small once.

Perception of Big and Small sessions

The two non-attendees said that they thought that at Big and Small, the children would be taken around the gallery to **look at the paintings**.

“I’m thinking maybe they just take the children round and show them the exhibition”

“They show you around the gallery . . . just walk you round and show you everything”

The participant that had attended Big and Small once was asked what she had thought it was like before she attended. She said she had been **pleasantly surprised** that there were creative activities taking place.

“At first I thought it was going to be quite boring . . . they’re not really interested in looking at pictures . . . but when I did go there were art trolleys to do their own work . . . it was more fun”

Benefits to attendees

The participants were asked what they perceived to be the benefits to parents of attending Big and Small. The participant that had attended once said that she felt it would benefit people with one child or those that were familiar with the gallery environment.

“I think people with one child would take them there, or if they were used to going to galleries”

Another said they felt it would benefit parents that wanted their children to be an artist, but this was not something that they particularly wanted for their child.

"The reason we come to Sure Start is . . . we find this beneficial for us to come . . . but we don't want our children to be artists"

Barriers to attendance

The participants discussed a number of reasons for not attending Big and Small:

Having more than one child was seen as a particular barrier by two participants. The parent that had attended Big and Small once has three children; she explained her two older children (aged 3 and 4 years at the time) had really enjoyed the session as they like taking part in creative activities, but that her youngest child (aged 1 year) had misbehaved. She said that she wanted to be able to attend activities where all her children could attend and she felt her youngest child was too young to attend.

"[My youngest son] started chewing things, the crayon and the paper . . . but my other children they love it . . . it's me its not them . . . they love colouring and sticking things on"

The other participant discussed the general difficulties of attending activities with more than one child; they felt it was easier for parents with one child.

All three parents were concerned that their **children would misbehave** in the gallery and distract other visitors. They felt that other visitors and parents would look down on them and make them feel uncomfortable.

"Even when I take my child to the supermarket, when my kids touch and throw tantrums I feel like people are looking at me saying what are you going to do about it"

None of the participants perceived going to the gallery to be 'fun', they all felt that **there were more suitable activities** that they could be doing with their children. All participants said they would rather take their children to a park or a venue where they felt they would be able to run around freely and explore.

"He wouldn't be interested in just walking round and having a look, he's 2 and a half he's more interested in playing and colouring"

"To me a gallery or museum doesn't sound something that will be interesting for younger children . . . being indoors [in the house] almost all day ... when they go out they just want to go mad"

Suggestions for encouraging attendance

The participants were asked if anything could be done to encourage them to attend Big and Small, they made several suggestions:

All three participants felt it would be useful if they could be **introduced to the Big and Small activities** in an environment that was familiar to them. They felt it would be useful if a member of staff could come to groups, like the drop in, and

show them the types of activities that took place at Big and Small. One participant commented that a library worker had come to the drop in and this had encouraged her to take her children to the story sessions.

“Someone [from the library] came and they were reading stories, the children were actually sitting down and listening to a story which my child doesn’t normally do, I was surprised – I have taken him to story time a couple of times”

The participants also felt that they were more likely to attend activities that were run outside. They suggested holding the **sessions in the gallery gardens**, because they felt that they would be less afraid that their children would behave inappropriately

Another suggestion was that Sure Start should run **sessions specifically for parents** at the gallery. They felt that if they were familiarised with the gallery or encouraged to be more interested in art that this might encourage them to take their children to the sessions.

“If they had something for the parents like teaching them to paint or be creative . . . that would start us going, because you have to be interested in art to go to a gallery right!”

“Maybe teaching us to paint and about the skills they use, if we went maybe we would take the kids as well”

Two participants also suggested **splitting the children at the sessions** so that there were activities for younger children in a separate room where they could do messy play activities while the four year olds could be shown round the gallery in a separate group. They felt this would encourage them to go as they would be less likely to worry about their younger children being bored.

“They could have a baby session something for the little ones where they can just make a mess and have fun”

“If the younger ones were in the messy playroom and the older children had some activities looking around”

The interviewee that had attended Big and Small once, said it might encourage her to go if she knew that there would be someone that would help her **look after all her children**.

“Some one to help us while we are there, otherwise those that are interested loses out”

This participant also discussed that Big and Small would be a good activity to market to **Dads** as they were often looking for activities to do with children outside the home.

Tate Britain Sure Start Coordinator

The participant that had attended Big and Small was aware of the role of the coordinator. She said that the coordinator had attended other groups when she had first started in her role and had encouraged other parents to attend Big and Small.

"[the coordinator] used to come to the drop-ins and parents group and escort people there"

This participant also discussed a trip to Hyde Park where the coordinator had run activities; she felt these had been very good.

"They did some kite making it was really good, she helped us design kites . . . it was much better in the park because they were outside"

Tate Britain and other galleries and museums

Visiting Tate Britain

The participants were asked if they had ever visited Tate Britain. The participant that had attended Big and Small, had visited the gallery before she had children, the other **two had never visited**. All three participants said that art was not something that they have been interested in.

"When you hear gallery you think it's going to be boring"

"They [galleries and museums] don't really interest me no"

The participants felt that people that attend galleries and museums tended to be **'intelligent', older and to not have children**.

"When you go there it's full of adults and elderly people . . . you see people with glasses, more intelligent and more mature people go in there"

"You see all the people coming from the Tate and they are not people with kids"

Other galleries and museums

Two participants said they did not take their children to any other galleries or museums. One participant had taken her children to the Science Museum and the Imperial War Museum. She felt the Science Museum was good because it had an area which was specifically for children.

There was a general feeling that children under 4 were too young to go to galleries and museums they felt they were more for school aged children.

"It's more for older children, 6 or 7 year old child, if they want to have a look not babies"

4.6.2 Consultation with non-users and non-regular users at other Sure Start activities

During the course of the evaluation face to face questionnaires (with flexibility for informal discussion) were conducted with 23 parents/carers of children aged 0-4 years at other groups and activities taking place in South Westminster.

This included 16 non-users and seven non-regular users. The findings from both groups have been presented together and comparisons have been made where differences occur between the two groups.

Profile

The interviewees lived in a range of areas within the SSSW catchment area

Of the 16 non-users 12 parents cared for one child aged 0-4 years although, four cared for two. In terms of ethnicity, ten were White British or White other, three were Bangladeshi, one was Black African, one was mixed other and one did not state their ethnicity.

Of the seven non-regular users five parents cared for one child aged 0-4 years, one cared for two children and one cared for three. In terms of ethnicity, six were White or White other, one was Bangladeshi.

Awareness of Sure Start provision

All interviewees were aware of Sure Start; this should of course be expected as interviews took place at Sure Start activities. The most common way interviewees had found out about Sure Start was through their **health visitor or midwife**, many had also found out about it through **workers and leaflets at groups**, Pimlico Toy Library and Bessborough Street Clinic were commonly mentioned as venues for gaining information. Others had found out about Sure Start through **friends and relatives**.

Interviewees generally received information about Sure Start groups and activities through the **post or in leaflets or posters they saw a picked up at venues**, Sure Start workers at other groups and workers at other groups were also mentioned as were friends and relatives.

Contrastingly, the parents were more likely to find out about nonSure Start activities through **friends and relatives**. One interviewee described this as the 'mums network'. Leaflets and publications such as the *Under 14's directory* and the *South Westminster Under 4's Timetable* were also mentioned.

There appeared to be no differences in the way non-users and non-regular users found out about activities. It was notable that most interviewees received information about groups and activities through more than one method.

All but three interviewees said that they were satisfied with the way they received information about groups and activities for their under 4's. Most said they were satisfied because they received a lot of information through the post.

However, although they were satisfied, many echoed suggestions for improvement made by the three that were dissatisfied. They would like information **more in advance** of events and activities taking place, ensuring it is **up to date**. Another issue raised was that although there is a lot of information about activities that are expensive they would like more information about events that were **free**. One interviewee suggested making the times and dates of activities more visible on leaflets, another interviewee suggested that a notice board with information would be useful and some suggested displaying information in schools.

Some non-users and non-regular users seem to be attending a lot of activities while others were just attending one key service. Notably, non-regular users appear to be more likely to be attending a greater range of activities.

Benefits of attending groups and activities

All interviewees said that they attend groups and activities for their child to socialise and interact with other children. A number also mentioned the opportunity to play with other toys and resources. Some also said groups and activities gave their children opportunity to run around and be energetic. The opportunity for particular areas of development such as speech and confidence were also commonly mentioned.

Many parents said that they attended groups and activities to socialise with other parents, to have time to themselves and to know their children were being well looked after while they sat back and have a break. One mother said *'for my sanity'*.

There were no differences in the reasons that non-users and no regular users attend activities with their 0-4 year olds.

Big and Small

Non-users awareness of Big and Small and reasons for non-attendance

Nine of the sixteen non-users were aware of Big and Small. One interviewee that had not heard of it said they did not take notice of activities if their child was too young to attend and one said that they did not take notice of activities that take place on Fridays because they have other engagements on that day. Non-users had found out about Big and Small through leaflets, Sure Start workers and friends and relatives.

In terms of non-users **perceptions of Big and Small**, two parents said they perceived it to be activities that take place between **parents and children** and for parents and children to interact together, one interviewee said they thought it would be messy play and art fun, another said two felt there would be **structured activities** for children. Two of the interviewees were unsure about what happened at the sessions.

Some non-users said that they had **other commitments** on the days that the sessions took place; one interviewee had a child that was **too young** to attend the sessions. However one interviewee said they perceived it to be **'boring' and for art lovers** and another said they perceived the sessions to be **structured** and they preferred to go to sessions that were more flexible, she said that she goes to sessions to relax and did not feel she would be able to relax there.

Most interviewees felt unable to comment on what would encourage them to attend the sessions. Although one interviewee felt that if it was an unstructured environment where they could just pop in they would be more likely to attend.

Non-regular users awareness and reasons for non-attendance

Non-regular users had found out about Big and Small through **a similar range of methods** to non-users, additionally, one discussed that the Cardinal Hume Family Centre had visited Big and Small as a group and one said that a worker from Big and Small had attended the Cardinal Hume Centre and encouraged them to go.

Three of the non-regular users had attended **as part of a group** of these one had attended with the SSSW Parent Forum and the other two had attended with the Cardinal Hume Centre.

One non-regular user discussed wanting to visit because it is so close to where they live and not knowing that their child was too young to attend – they felt it should have been more clearly displayed on the leaflet the age group for Big and Small.

Most had attended once although two interviewees had attended two or three times.

When asked why they had not re-attend, three interviewees that had more than one child said they had found it **difficult to manage more than one child** at the sessions. Two interviewees felt that their child had found the activities **too difficult** and that they had had to do them themselves, they said that they did not feel that their child was ready for the sessions. Two interviewees said that there were **activities that they preferred** to attend such as Sure Start Drop In and Cardinal Hume Family Centre because they were part of their routine and they felt more **comfortable and relaxed** at them. One interviewee said that they found the **venue intimidating**.

In terms of what would encourage them to re-attend, a couple of interviewees felt that they would be more likely to attend if the activities were **easier**. One interviewee that said they had felt intimidated in the gallery suggested that **a room near the entrance** would make it more accessible to them.

Most non-regular attendees said that **their children had really enjoyed the session**, in particular interacting with the other children, looking at the art work and the space were mentioned

Use of Tate Britain and other galleries and museums

A third of the non-users of Big and Small had visited Tate Britain at other times; four had visited with their child aged 0-4 years. Two of these were aware of Big and Small and could not attend Big and Small because they had other commitments on Friday. They praised the gallery for being spacious and a good place to run around, two of these had used the art trolley and the resources available. One said *'there's lots on for children'*

One interviewee that visited Tate Britain, but had not visited with her 0-4 year old said that she regularly attended with her nine year old for home work. She also discussed that it was good place for doing something together and having a chat. She discussed feeling that whether she took her younger child would depend on whether he had an interest in art.

Three of the seven non-regular users of Big and Small had visited Tate Britain at other times; two had visited with their child aged 0-4 years. Three of the non-regular users had visited other galleries and museums.

Half of the non-users had not visited other galleries and museums, the key reason given being that they considered their child to be too young, one said that their child was not interested in galleries and art. One also discussed feeling afraid that their child would run around and touch everything, and that their child would be bored.

Interviewees had most commonly visited the Science Museum and the Natural History Museum. They valued these because they were interactive and had child friendly picnic areas and ramps.

FINAL DRAFT

4.7 Interviews with local service providers

In-depth telephone interviews were undertaken with 11 key service providers in South Westminster, including three members of the SSSW team, three workers from outsourced Sure Start services and five workers from other services which work with families with children aged 0-4 years in the programme area

The key findings of these interviews are detailed below.

Provider's awareness of Sure Start services

Most interviewees felt aware of Sure Start services, although a couple said that they did not feel very aware. The interviewees that felt less aware expressed a desire to know more and said that they sometimes felt isolated from the programme.

"I would like more information in order to feel I was more connected"

Informal contact with the Sure Start team was the most common way that interviewees had found out about services. For some, this had been through dropping into the Sure Start office, while for others it had been through bumping into Sure Start workers or through Sure Start workers visiting their provision. Several interviewees discussed feeling it had been left up to them to become informed about services, while for some this was seen as satisfactory others said that they could not prioritise seeking out information about Sure Start services.

"They rely on me ringing them . . . I don't feel part of it"

"I know who to talk to if I need information . . . there are no gates in the way"

Some interviewees discussed receiving a lot of information about Sure Start provision through the post. The **South Westminster Under 4's Timetable** is valued by many as a source of information about the services that SSSW provides; some interviewees said that they received the timetable weekly while others saw it at venues they worked in/ visited. **Email updates** were also received by some interviewees and others gained information when attending **meetings**.

Some interviewees said that they had found out about services through parents involved with the programme, through flyers for parents and photographs of Sure Start events.

For example, one interviewee said that a member of the SSSW Parent Forum that also used their service kept them up to date with what was happening at the programme. Another discussed finding out about a dad's event when they saw photographs in the Sure Start office.

One interviewee said that the South West Fest had been an important way of helping to raise their awareness of Sure Start provision and other service providers in the area.

Improving awareness of Sure Start provision

Interviewees were asked if anything could be done to raise their awareness of Sure Start provision. A number of interviewees felt it was up to themselves to raise their own awareness of Sure Start provision, they felt Sure Start had done all they could and it was up to them to digest the information.

"Sure Start have tried as hard as they can, it's for the individual to take forward"

However, **regular email updates and regular meetings** were suggested by some interviewees to raise their awareness.

One interviewee stressed the importance of setting time aside, as the programme grows, to raise local awareness of services otherwise it was felt that families could be missed. Another interviewee stressed the importance of raising awareness of services to ensure that there were not overlaps.

One interviewee commented on the difficulties of **ensuring consistency of knowledge** about Sure Start in a large team. They suggested that there should be a formalised way that workers in their service were informed about Sure Start – to ensure consistency in information given. This interviewee suggested that all staff should have been briefed about Sure Start in the beginning by a member of the Sure Start team.

"A briefing to all staff at beginning would have been useful, as the knowledge base of staff will vary enormously and this will mean parents will be given different information"

Promoting Sure Start provision

Most interviewees said that they informed families about Sure Start provision though to varying degree. Several interviewees had **literature from Sure Start** which they distributed to families or posters which they displayed; others discussed giving the **Under 14's Directory** to families which included information about Sure Start. Interviewees also told families about services. Two interviewees, non Sure Start workers, discussed setting time aside during their sessions to raise awareness of Sure Start.

"[Sure Start] sent us a wad of things and we give it to families that we think might use it"

Some interviewees said they got in touch with Sure Start and asked them to contact individual families. Some also said that it had been beneficial to have different **Sure Start workers visiting their service** which had helped to raise awareness of services amongst families and the workers.

Some interviewees discussed the importance of raising awareness of Sure Start:

"I see Sure Start as a government initiative which needs to be pushed forward"

"We proactively ensure that we are making people aware that they are entitled to Sure Start"

Two interviewees said that they do not currently do anything to raise awareness of Sure Start provision, because they were not fully aware of provision.

A difficulty raised by some interviewees when giving out information was the **SSSW boundary**. A couple said that they did not feel fully aware of the boundaries or had not been made aware until recently. One interviewee said that they would give Sure Start information to families in the programme and ask them to contact Sure Start to see if they were entitled.

"I suggest to families that they contact Sure Start and see whether they are in the area"

Some providers that worked with families in and out of the area said that they could not display Sure Start information openly as it would cause confusion; another said that they would always check postcodes of families before giving them Sure Start information.

Some services providers discussed allowing families out of the Sure Start programme area to Sure Start funded projects, as they said there was still great need outside of the Sure Start boundaries and felt it was important to be inclusive. One interviewee stressed the importance of consistency amongst Sure Start service providers when allowing families from outside the Sure Start boundary into groups or activities.

'Hard to reach' families in South Westminster

Most interviewees said that the Bangladeshi population were the group that they found most difficult to attract to their services. Interviewees suggested several reasons why Bengali families had not accessed their groups/activities, although all seemed unable to pinpoint exactly why these families did not access their services. Several interviewees mentioned the language barrier and said that even if information was translated some families were unable to read in their own language. Also discussed was the closeness of the Bangladeshi population, it was suggested that some members were reluctant to mix with the wider community or attend groups at all. One interviewee said that Sure Start is stigmatising to Bangladeshi families as it is associated with disadvantage.

"We don't reach the Bengali population very well"

"Sure Start in these communities is stigmatising because it is associated with the not very well off"

The Arabic population, and other BME groups who have English as a second language, were considered hard to reach by some interviewees.

Most interviewees said that there were always exceptions and more educated parents from these groups did access their services.

Others commented on difficulties attracting families with more than one child, as they don't always feel that they need the support that Sure Start or other service provider's offer, or they experience more barriers to getting out the house.

"Families with more than one child think they know the ropes"

"Families that have a couple of very young children find it difficult to attend services . . . one might settle down but the other might not"

Several interviewees said that there were a group of families that were just unwilling to leave home and access services. Families living on the Churchill Gardens Estate and the Tachbrook Estate were mentioned by some as they experience particular poverty.

Each of the following were also mentioned as being difficult to attract to services by one respondent: young parents and dads.

The interviewees were asked what they had done to encourage 'hard to reach' groups to access their services. With regards to the Bangladeshi population some interviewees said that they visited families in their homes and tried to encourage families to access services. One interviewee discussed how successful that they felt SSSW had been at encouraging Bengali families to attend the Parent Forum. She compared this to the mix at other family centres she had attended in the area which were predominantly White. She felt that Sure Start had managed to attract these families because they had visited them in their homes.

"I really admire the SSSW Parent Forum . . . they have got a good mix of families, they have shown sensitivity and accessed people in their homes"

Others said that they had set up groups that were specifically for Bangladeshi families or in areas where they lived. They discussed that this seemed to attract more families than other mainstream services. However one interviewee discussed their reluctance to set up a group especially for Bangladeshi families as they wanted to encourage them into their general groups.

Several interviews discussed the importance of consulting with these families to find out what they want from services. One respondent explained that she had been running a service in a venue which Bangladeshi families would not attend for religious reasons and they had not told her this themselves, she had had to find out from another parent and when they changed the venue families began to attend.

One interviewee discussed how they would soon be advertising on a radio station which Bangladeshi families listen to.

"A lot of families that can't read English, or read in their own language listen to Bengali radio"

Some interviewees discussed producing translated promotional material and regularly mailing out information to families.

Some interviewees discussed the importance of health professionals and social workers in encouraging families who were reluctant to access services, to access services. One interviewee stressed the importance of encouraging people to tell their friends about services.

"We tell people to tell their friends about us"

One interviewee discussed that a Bengali fun day had been a very successful and very well attended event.

Tate Britain and the South Westminster community

Interviewees were asked if they were aware of any ways that Tate Britain was accessing the South Westminster community other than Big and Small. Some interviewees discussed seeing leaflets about **gallery events** in local community venues; **the art trolley** was commonly mentioned.

'I have seen literature about the Tate in every school and nursery I have visited'

Many also mentioned that Sure Start held their **launch** at Tate Britain and some spoke about the involvement that the gallery had had with the South West Fest. A couple also said they felt the gallery had links with **Pimlico Toy Library**.

One interviewee said that she had recently attended an employability event in South Westminster, during which a director of Tate Britain had spoke about the gallery trying to recruit from within the local community.

Some interviewees were unaware of ways the Tate Britain was currently accessing the local community.

Some interviewees had **previously considered Tate Britain as a venue to take families with 0-5 year olds** to. One interviewee had visited the gallery about 18 months ago during a staff training day, workers had had lunch at the gallery and done a tour of it. The aim of this was to encourage the staff to do something with the children around art and maybe get the workers to take the children to the gallery. The interviewee discussed that although the staff enjoyed the visit it did not take off, and they were unsure why.

Another said that they were aware that PCT nursery nurses sometimes accompanied families to the gallery and said that a nursery she had previously worked at used to take the children on regular trips to the gallery.

Interviewees were asked how they felt Tate Britain was perceived by families in South Westminster. Most said that they felt that there was a split between those members of the community that really loved it and felt it was *'fantastic'* and others that perceived it as a place for tourists and would not consider a gallery as a place to take young children. Some interviewees compared the perception of the gallery to libraries and churches.

"Like me, they think of it as a place for tourists"

"They have not made assumptions about the benefits of the Tate"

"A lot of people would feel that it is a place that adults go where you have to be very quiet"

One interviewee said that some families, particularly those living on the Churchill Gardens Estate, considered Tate Britain to be too far away from where they live and thus not part of their community.

Another interviewee discussed that they felt it was perceived positively as they had only heard positive things from the families they worked with about the quality of art sessions run at the gallery.

Awareness of Big and Small

There were **varying levels of awareness** of Big and Small amongst interviewees, some interviewees discussed feeling very aware of Big and Small through working with and talking with the coordinator and the other workers. Some had been made aware of the sessions through leaflets or team meetings or 'passing emails', others said that they were aware that art sessions were held at Tate Britain and had heard of Big and Small, but had not known they were one thing.

"If I'd seen the poster for Big and Small, I'd have known it was something to do with art"

Only one interviewee had been completely unaware of Big and Small prior to the interview.

Four interviewees had attended a Big and Small session, two members of the Sure Start team discussed attending the sessions to make themselves more aware of the sessions when they told families about them.

"[I attended] so I can have first hand knowledge to let parents know what is going on in there"

One interviewee said she also regularly attended Big and Small to offer support to the Tate Britain Sure Start coordinator and to help raise awareness of Sure Start.

Three of the service providers that had attended had also **accompanied families to sessions**.

The perceived aims of Big and Small

The services providers perceived the aims of Big and Small to be **to make Tate Britain more accessible** and familiar to SSSW families.

"To make the gallery a welcoming space, not where children are expected to be seen and not heard"

Some suggested the aim was to encourage children to develop an interest in art. Other interviewees also said that the aims of the sessions were to offer children the opportunity to engage in activities they wouldn't do at home.

The perceived benefits to children

Most interviewees perceived a key benefit of the Big and Small session to be the opportunity they offer to access a **venue and environment** that they would not have otherwise experienced. It is perceived that the sessions make it a venue and environment that children can become comfortable in

"It opens doors".

Another key benefit mentioned by interviewees was the **space** that the gallery provides. Several interviewees discussed the cramped housing condition experienced by many families in the programmes area.

"The environment is wonderful . . . it's an opportunity for the children to be in a large space, as a lot of them live in small flats"

One interviewee that had attended a session made the following comment:

"The children love the space . . . one child was just running up and down the gallery"

Also mentioned was the opportunity that the sessions are perceived to provide for **specialist learning** about art.

"The children learn to have an in-depth experience of art through a range of senses"

Other perceived benefits were the opportunities for interacting with other children, learning to behave, speech and language development and opportunities to be creative. One interviewee that had attended a session discussed the benefits of the expertise of the workers.

The perceived benefits to parents

A number of interviewees perceived a benefit of Big and Small to be the **confidence** that it offers to parents of being in a renowned national gallery with their children.

"Parents get a confidence boost because it's 'the Tate'"

Similarly some discussed that it makes this type of environment more **accessible and familiar to parents**.

Others felt that a benefit was parents were able to socialise with other parents. Some interviewees that had attended the sessions discussed the learning opportunities that they offer to parents themselves.

Also discussed were the opportunity it affords for parents to learn the value of play.

Two interviewees discussed it being *'a proper day out'*

Perceptions of Big and Small attendees

The perception of most interviewees was that **White British families, more educated families and those with more confidence** would be most likely to access the sessions.

There was a general feeling that a gallery would be a venue that these types of families would be more **familiar** with and thus they would be more likely to access it.

"They will be from European backgrounds . . . used to seeing this kind of building and not perceive them as something different"

A number of interviewees said that families with an **interest in art** would be most likely to attend.

Some also mentioned that families that are most likely to attend are those that have been **encouraged to go by someone that they trust**.

"People that have been encouraged to use the facility by other people that they trust"

Some interviewees felt that families with only one child would be more likely to attend.

Conversely, families from **minority ethnic groups** that were **less familiar** with a gallery setting were perceived to be less likely to attend the sessions. As not only would they not consider the gallery as a place to take children they are also generally less likely to attend group sessions.

"For [some minority ethnic groups] it's like walking into a church or a cathedral . . . because they are not aware of the buildings or the structure"

Other interviewees felt that **families that required a lot of support** would be less likely to attend as the venue would prove overwhelming.

"To go to the Tate gallery, if they can't even come into a drop in, would be an ordeal"

"It is there for the child it isn't there to support the parents . . . some parents might just want to have a chat"

Some interviewees also discussed that **families that did not consider themselves to be artistic** might be less likely to attend.

"Some parents don't see the benefit of art, their priorities are something else"

Perceived barriers to accessing Big and Small

Interviewees were asked if they felt there were any other barriers preventing families accessing Big and Small.

The overall perception of a gallery as a place like a 'church' or a 'library' where children would be **told off or frowned upon if they made a noise** was considered to be a key barrier. Similarly a further perceived barrier was that parents

don't consider a gallery to be beneficial to young children, it is **perceived as a venue for adults**.

"You imagine it to be somewhere worse than a library . . . where you have to speak very quietly"

"They might be worried that their child would be noisy a bit like a library and distract other visitors"

Some interviewees that had attended the sessions felt that more **signposting** was needed to find Studio 2; they felt that families might be put off if they could not find the room.

One interviewee that had attended with families commented *"We had to ask for help to find the room two or three times"*

Some interviewees felt that parents needed **more information about the content** of the sessions; they might feel that they would not be able to engage with the sessions if they were not artistic.

"Families might be concerned that they were not artistic themselves"

Some interviewees discussed the gallery being perceived as **a long way from where they live** by a number of interviewees and having to cross a main road to get to it – might be seen as a barrier.

"It's not the easiest place to get to, families on the big estates maybe think it's too far . . . I'd be interested to know if more families from Millbank go because it's only a stones throw"

Some interviewees also said that some parents might be put off as they did not realise they could use the side **entrance**.¹³

"My memory of the entrance is that it's overwhelming"

One interviewee discussed that there was a perception amongst some of their clients that the families that attend Big and Small are cliquy and unwelcoming.

"Their perception is that the regular attendees are unfriendly and unwelcoming"

¹³ The 'side entrance' or the Manton Entrance is accessed by a ramp and has been built relatively recently, a second entrance the 'Millbank Entrance' is accessed by steps.

Tate Britain coordinator

About half of the interviewees were aware of the role of Tate Britain Sure Start coordinator. Several discussed having seen the coordinator **attending other groups**. E.g. the Toy Library and the SSSW Parent Forum and many were aware of the event which occurred in the gardens of Tate Britain in the summer.

Interviewees were asked what they felt could be done to encourage families to access the Big and Small sessions, many felt understandably reluctant to comment as they were not fully aware of the work that was being done. However, **outreach work to familiarise families with the Big and Small workers** and with the content of the sessions was considered to be very important. Similarly it was considered important to build up the trust of families.

“Bring [Big and Small] to their doorsteps”

Similarly **encouraging families to tell their friends** about the sessions was considered important. Some interviewees discussed that although leaflets can encourage some families it isn't always useful as a way of persuading all families to attend.

“Certain families will pick up a leaflet but a lot won't”

One interviewee said that families should be **encouraged to attend the sessions together**.

One interviewee that had regularly taken families to the sessions discussed how families had been willing to attend with a familiar group of parents and workers that they knew from another setting but they were still reluctant to go alone.

Members of the Sure Start team were asked what they felt the skills of the role of Tate Britain Sure Start coordinator offered to the Sure Start team.

All mentioned the **expertise in art and alternative insight into child development**. One interviewee discussed how the coordinator had been able to link up with other members of the team and offer the venue as a place that they could work in.

One interviewee identified that the Tate Britain Sure Start coordinator may be able to access **a group of families** resident in the Sure Start programme area that would not usually consider themselves to be in need of support from Sure Start groups and activities. She discussed how the sessions had helped them to reach these families.

“Sometimes [the coordinator] may be able to access people that [the rest of the team] find difficult to access . . . there are parents who live within the catchment area that may not access all of our services but would think of going to the Tate”

One interviewee suggested that many families would consider visiting the gallery as a 'day out' or special event. The interviewee felt that the sessions should be marketed as a treat for families.

"It's not a priority, it's the icing on the cake . . . it might lose its magic if you went every week"

Partnership working

Interviewees were asked what they perceived to be **the benefits to Tate Britain of working in partnership with Sure Start**. The key benefit discussed was that it makes the gallery seem more accessible to the local community and encourages parents and children to visit the gallery at other times and in the future.

"The gallery will come to be seen as less stuffy and elitist"

"If Tate can impress these parents [parents in the Sure Start catchment area] they might access it as a normal visitor"

Several interviewees were aware that it was part of a wider agenda to engage local communities in galleries and museums.

One interviewee described her perception of the learning opportunities that the partnership provided to all involved.

Equally, interviewees were asked what they felt **the benefits were to Sure Start of working in partnership with Tate Britain**. Many discussed the kudos a unique partnership with a revered national institution offered the programme.

"They have the prestige of working with the Tate"

Also discussed was the opportunity to access **a high quality venue** – with a range of resources which could be used to aid children's development. Some discussed the lack of venues for activities in the programme area and access to the gallery could help fill the gap.

"We don't have many places around here, but Tate is a good way of getting [families] out of their houses"

Similarly it was felt that the partnership makes that gallery more 'visible' to families and offers them another place to visit.

To conclude, the interviewees were asked if they felt that there was anything that could be done to improve the way that Sure Start works with partner organisations.

Several interviewees felt that Sure Start were doing all they could to facilitate good partnership working. One interviewee made the following comment

"Sure Start have been a good link up between services and they've helped to create a greater sense of community"

Several discussed the importance of the **South West Fest** in building links between service providers in South Westminster and helping to create a greater sense of community.

A small number of interviewees expressed concern about **the cost of Sure Start activities**, questioning how the need had been identified and whether they were reaching those families that needed it most.

One interviewee that worked within a number of service providers discussed the difficulties experienced by service providers that had been in the area a long time and did not have access to funding that Sure Start had. She discussed how they had to continue running similar services to Sure Start to keep going.

"They are trying to maintain themselves by running similar services"

One interviewee discussed the importance of managers as well as Sure Start workers working with partnership organisation to ensure that services weren't duplicated.

Two interviewees that felt uninformed about Sure Start provision stressed the importance of Sure Start providing them with information about activities that were taking place. An issue raised by these interviewees and others was the importance of giving partner information well in advance of events taking place.

One interviewee discussed the importance of ensuring that Sure Start was considered in the wider context and that all service providers were aware of what Sure Start was trying to achieve.

Highlighted by one person was the feeling that some professionals in the area were not fully aware of the remit of Sure Start, as they had referred someone to them that was older than the Sure Start age.

"[Another service provider] asked me to contact a family, when I phoned them their child was 14 years old"

4.8 Interviews with Tate Britain Staff

It was felt useful to gain the perception of the Big and Small sessions from members of Tate Britain staff. In the time available it was possible to informally interview two members of staff; the Head of Interpretation and Education and a gallery assistant.

4.8.1 Head of Education and Interpretation

Benefits to Tate Britain

The Head of Interpretation and Education stated that the **Department of Culture, Media and Sport** are keen for galleries and museums to work with pre-school aged children and, particularly, the Sure Start programme. The interviewee stated that Big and Small is **helping to achieve the target** for Tate Britain, and that Tate Britain is a **pioneer** in working with Sure Start. Furthermore she discussed that Big and Small is an important way into the community for Tate Britain as it introduces new local families into the Gallery through whom further links can be made into the local communities.

She praised the Tate Britain Sure Start coordinator and explained that the coordinator was an *'articulate advocate for the gallery'* within the community. Furthermore, she stated that the coordinator had worked closely with the Curator of Informal Activities at Tate Britain to ensure that children/ parents/ families can still be involved with the gallery after the age of 4 years and can extend their visits to weekends and school holidays. Together with the Curator: Sure Start are planning a series of Family Days over the summer.

Benefits to Sure Start

When asked what she felt the benefits of the partnership were to SSSW the interviewee stated that the gallery has **fantastic facilities**, where children can learn how to behave in a public place, and gain a sense of identification with and ownership of public cultural institutions. Furthermore she felt that the coordinator and her expertise were beneficial to the programme, **experimenting with new ways of working** with art and play with pre-school children.

"The coordinator has a very intense expertise in thinking and making which other Sure Start staff might not have"

The interviewee also stated that Big and Small facilitated cultural inclusion.

Awareness of Big and Small within Tate Britain

When asked about awareness of Big and Small amongst Tate Britain staff the interviewee stated that she feels that the programme is well known certainly by the local authority people that she works with and the interviewee stated that she had informed directors of the gallery about the sessions.

4.8.2 Gallery Assistant

Awareness of Big and Small

The gallery assistant discussed having been made aware of the Big and Small sessions, when they first started work at Tate Britain. The interviewee stated that they would be made aware that a Big and Small session was taking place if they were working in the gallery on Friday morning. They were then able to inform visitors about what was taking place and direct families to the sessions.

Perception of Big and small

The interviewee discussed feeling that the Big and Small sessions created a *'nice atmosphere'* in the gallery. They stated that visitors generally enjoyed seeing the parents and children and that they would be very curious about the activities that were taking place.

"Sometimes visitors are more amused by what the children are doing than by the paintings"

The interviewee stated that occasionally visitors had initially expressed negative comments when observing Big and Small sessions, but the interviewee discussed that when they explained to these visitors that children were the future visitors to the gallery the visitors became more receptive.

Benefits to Tate Britain

The interviewee stated that they perceived a key benefit of the Big and Small sessions to be that they made children aware that galleries were accessible to everyone. Furthermore, the interviewee explained that the sessions introduce the children to artwork.

The interviewee stated that children at Big and Small were more well behaved than pre-school aged children that visited at other times.

5 Conclusions and Recommendations

In the relatively short time that the Big and Small sessions have been running in their present format, in partnership with SSSW, an exceptionally high quality service has been developed and a lot of work has clearly been done to try to create a service which is meeting the needs of the SSSW families and making it accessible to them. The following presents a discussion of the findings of the evaluation; addressing each of the evaluation questions and presenting recommendations where appropriate.

5.1 Awareness of Big and Small

Findings indicate that families are generally aware of the Big and Small sessions and that awareness has been raised through a range of channels. Some were aware of the sessions prior to the involvement of Sure Start. The importance of the links with the Pimlico Toy Library, in raising awareness has been raised throughout the consultation with families, service providers and the coordinator.

There were generally no differences in the ways that that users and non-users had found out about the sessions. However, non-regular users had been encouraged to attend when having been made aware of the sessions at the SSSW Parent Forum and the Cardinal Hume Family Centre, suggesting the outreach work that the coordinator has done have helped raise awareness and encouraged initial attendance.

The perceptions of Big and Small by some non-users are inconsistent with the actual format of the sessions. Some perceive Big and Small to be a structured activity where parents and children are 'shown around the gallery' and take part in structured activities, although many seem to be aware that it is an activity which takes place for parents and children. A number of users and non-regular users spoke about their surprise when attending the sessions for the first time and realising the creative nature of the sessions.

It is noted that a structured format is one Big and Small has moved away from and a perception which is not held by local service providers or displayed on the leaflet as the new leaflet clearly shows activities. It is tentatively suggested that parents compare the 'unstructured' drop in sessions such as the Sure Start Drop In and the Cardinal Hume Family Centre with the 'structured' family focused activities at Big and Small.

It is significant that some service providers and parents were unaware that the sessions are aimed at children aged 2-4 years. It was noted on one occasion that a service provider that has an important role in disseminating information to families was not aware of this. Two non-regular users discussed attending the sessions unaware that their child was too young, suggesting this had made the experience difficult.

Most service providers are aware of Big and Small to varying degrees. Service provider's awareness of Big and Small echoed their awareness of Sure Start provision

more generally. As would be expected, visiting Big and Small greatly enhanced providers understanding of the sessions and their awareness of the activities that take place there. Some service providers had proactively attended Big and Small so that they could share their understanding with families. This has led to them encouraging take up of the service and accompanying families to sessions.

Recommendations:

- Ensure any literature about Big and Small fully documents the actual nature of the sessions so families come to see it as an 'informal activity', where children engage in creative activities, perhaps stressing the sessions are split into sections.
- Take time to speak to service providers about Big and Small and ensure that they are fully aware of the activities that take place. Furthermore, encourage all members of the Sure Start team, time permitting, to attend the sessions to build up a greater understanding of the sessions, so they can give first hand information to the families they work with.
- Ensure families and service providers are fully aware that sessions are aimed at children aged 2-4 years

5.2 Take up of the service

Consultation findings suggest that there are a number of families that value and greatly benefit from attending Big and Small. It was noted that some users stated that the sessions had encouraged them to attend the gallery at other times, but most were using the gallery anyway. However, all discussed that the sessions had shown them how to make the gallery 'fun' for their children and has given them a way of talking to their children about the gallery.

The sessions have been successful in appealing to two groups which Sure Start programmes often struggle to reach. One service provider noted that more affluent families within the programme area have been less willing to take up Sure Start services, but attend Big and Small, thus providing the programme with access to these families. Furthermore, the monitoring data, consultation with the coordinator and families suggested that Big and Small is an activity which would be likely to appeal to Dads. Dads involved in the consultation said that the sessions had aided their relationship with their child and given them something for themselves.

The lack of take up of the service by minority ethnic families was an issue which the evaluation aimed to address. The monitoring data and observation of sessions suggests that regular users were predominantly White. However, attracting families from minority ethnic families is clearly an issue for most service providers in South Westminster, indeed our experience suggests that it is an issue for many Sure Start local programmes. The large Bangladeshi population in particular had proved a particular issue to engage, both to Big and Small and to other local service providers. Many providers have attempted to engage this group using various methods, but none were able to suggest a particular solution to engagement. The Sure Start Parent Forum which seemed to have been most successful at engaging Bangladeshi

families, had gained familiarity and built trust with families though a Sure Start funded outing and the families that have attended this outing have raised awareness amongst other members of the community. A crèche is also available at the Parent Forum .

Comparison between the stated barriers to attending Big and Small, by minority ethnic families and White families does not show any differences. Although service providers that had spoken with minority ethnic families suggested an added barrier to attending might be that they find a gallery is an unfamiliar environment, associated with churches and therefore not part of their culture. The under representation of minority ethnic groups as visitors to museums and galleries is well documented.¹⁴

The consultation has identified a number of reasons that families have for not attending Big and Small. The perception of Tate Britain, as somewhere for adults that will not be beneficial to children is the most common, some perceive it to be boring as they state that they are not interested in art they feel that Big and Small is for parents and children that are 'artistic' – they do not perceive Big and Small to be something that they or their children would enjoy. Some are concerned that their children will misbehave in the gallery and that they will be told off or made to feel uncomfortable, parents stated that there were places that they would rather take their children where they can be energetic. The perception of Big and Small as an activity which is structured also seems to put some families off, parents discussed that they prefer to take their children to informal sessions where they can relax. Therefore, in addition to the traditional barriers that service providers face when encouraging families to access to their services, Sure Start also have the added challenge of breaking down firmly held perceptions of families.

Having more than one child was raised as an issue, which may be affecting take up of service. Some non-regular users had not re-attended because they had found it difficult with more than one child, although some regular users did not perceive it to be a problem.

The evaluation has indicated that the coordinator and the team are already doing a lot to reach non-users of Big and Small and to introduce the sessions to them. The coordinator has worked closely to form partnership with the wider Sure Start team and other service providers in the area to raise awareness of the sessions. These partnerships have led to Big and Small being highly regarded by those the coordinator have worked with – all these workers discussed the perceived benefits of the gallery to their clients. Outreach work and accompanying families to the gallery has clearly helped encouraged them to attend, but families that have attended as part of groups have often not re-attended alone – this was also noted by a service provider that had taken groups of families to the sessions.

Recommendations:

¹⁴ For example see, <http://www.gem.org.uk/culture.html> – This study reported that Bangladeshi women commenting on their visiting experiences to galleries and museums stated how uncomfortable and out of place they had felt in museums

- The coordinator has already conducted outreach work, visiting services and building partnerships; this work should continue as it has been effective in changing perceptions of the gallery by service providers. However it is recognised that families that attend with groups, do not re-attend alone. Perhaps families should be encouraged to re-attend together, it might also be useful to make personal contact with families through phone calls to establish if they will be re-attending. Service providers that have attended with groups should be encouraged to support families to re-attend alone.
- Having more than one child is a key reason that families have not re-attended, it can also hinder the opportunities for parent and child interaction between some family groups. Consider offering a crèche or alternative activities so parents and 2-4 year olds can interact more easily or consider taking on further members of staff to support families during sessions.
- A reason some parents gave for attending groups and activities was to gain stimulation for themselves this was particular discussed during the parent forum focus group, Tate could give thought to running activities specifically for parents to introduce them to the gallery.
- To reach minority ethnic families, consider conducting outreach work at the Bengali women's groups. Further, the sessions often make links to other cultures, the sessions consider promoting this.
- Build on the opportunities for engagement the sessions already offer to dads; consider running special sessions for dads and children on the weekends or during the school holidays.

5.3 Effectiveness of Big and Small in meeting Sure Start objectives

The findings of the evaluation confirm that Big and Small is meeting the Sure Start objectives it was designed to meet:

Objective 1: Improving social and emotional development

The observations of the sessions indicate that the sessions provide extensive opportunities for interaction and exploration between children and parents. This is particularly the case for parents with one child.

In addition to interaction between parents and children at the sessions, Big and Small offers parents ideas which they can use at home with their child and ways of speaking to their child about the gallery when they attend at other times. Regular users discussed how Big and Small had made family trips to Tate Britain easier.

Although the sessions are planned to facilitate interaction between children and parents, during the sessions children learn through group discussions with other children and a number of parents commented that they felt a benefit of the sessions was the opportunity that the children were given to interact with other children at the sessions.

Objective 3: Improving the ability to learn.

The observations of the sessions indicated that the sessions provide broad opportunities for creative development, speech and language development and physical development and knowledge and understanding in particular. The interaction between parents and children is made central to the learning experience. Any child that attended the sessions would be offered opportunities for learning and regular attendees were noticeably benefiting during the observed sessions.

Both regular users and non-regular users commented on their children's enjoyment of the sessions and regular users discussed seeing improvements in their child's learning and speech. Many discussed the extent to which their children seemed excited, stimulated and motivated to learn. In fact regular users discussed how their children would discuss activities that they had taken part at Big and Small at different times of the week. Two focus group attendees discussed how the sessions had aided their child's transition into nursery. Consultation with four children attending the sessions indicated that they had remembered activities from previous sessions and that they particularly enjoyed 'making things'.

The observation of the session with KIDS indicated the benefits that the sessions can offer families with children with disabilities and special needs.

Recommendations:

- A number of visitors often attend the sessions, ensure families are aware of who the visitors are to enable them to feel fully comfortable and relaxed. It might also be useful for the coordinator and the workers to introduce themselves to the group at beginning of the sessions to ensure they are recognisable to first time attendees.
- As the benefits of the space and the environment are often mentioned, ensure families are fully aware of the opportunities for physical play during the sessions. Consider holding sessions outside the galley in the summer months and promoting this.

5.4 Awareness of Sure Start provision and partnership working

Overall, the evaluation findings suggest that SSSW have been relatively successful in making families and service providers aware of their services.

Most parents were satisfied with the ways that they received information about Sure Start activities; feeling receiving information through the post was very convenient. An issue raised by both those that were satisfied and dissatisfied was the timeliness of the information sent, some discussed receiving information at short notice or finding it was out of date when they received it. Notably, regular Big and Small users expressed more dissatisfaction with the information they received than the non-users.

For service providers, personal contact with the Sure Start team and gaining information through the post seemed to be a key way that service providers develop

knowledge of Sure Start provision. Most service providers provide or display information about Sure Start and the consultation with parents supports this suggesting that information is made available to families at a range of venues. A few providers discussed making the dissemination of information about Sure Start a priority.

In the main the service provider interviews suggested that Sure Start had been good at facilitating partnership working. Key events such as the South West Fest seemed to have aided this, some service providers suggested that Sure Start had been good for linking up services.

Recommendations

- Work to ensure that information about Sure Start provision is sent out to both families and Sure Start providers well in advance and that leaflets in the area are up to date. For example ensure service providers have the new Big and Small leaflets with up to date information and that the old ones are not still in circulation.
- The consultation indicated that regular users of Big and Small were less satisfied with Sure Start information, consider doing more at the Big and Small sessions to raise awareness of Sure Start, consider displaying Sure Start leaflets or the coordinator could consider putting Sure Start information in the bags which families take home at the end of sessions.
- Personal contact with Sure Start team, for gaining knowledge of Sure Start is important; consider making one team member responsible for contacting all Sure Start team members, outsourced services and other partners to ensure that they know about any events that are taking place. Ensure all service providers receive the email updates and ensure databases are up to date.
- Sure Start need to establish consistency amongst service providers about the inclusion of non Sure Start families in activities. Ensure that all service providers are fully briefed on the Sure Start boundaries.
- Consideration should be given to the suggestion raised by non-users for encouraging families to attend Big and Small and those made by users for improving the service.
- Ensure monitoring data of the sessions is complete.

Appendix

Appendix A: Partnership between Big and Small and KIDS

Background

KIDS is a national charity dedicated to helping children and young people with disabilities and special needs and their families develop their skills and abilities to realise their potential. During the evaluation period three Big and Small sessions were run in partnership with KIDS specifically for children and parents that KIDS are working with in South Westminster.

There are already well established links between Sure Start and KIDS; a Director of KIDS sits on the Sure Start South Westminster management board and a member of the KIDS team is funded by Sure Start.

This section of the report presents the key observation notes and the perceptions of key stakeholders involved with the partnership. The informal and opportunistic method of the data collected from key stakeholders is noted.

Key findings from observation

Three children attended the session. Two attended with their mum and one attended with their mum and dad.

Four workers were in attendance for most of the session: the Tate Britain Sure Start coordinator, Lesley, the KIDS worker and the KIDS coordinator. The number of workers offered **support to the families** and each worker offered **specialist skills**. For first time attendees having the KIDS coordinator present was obviously very important and helpful in making them feel comfortable as she was familiar with the needs of the children and able to discuss them with the Tate Britain Sure Start coordinator and Lesley.

It was observed that a lot of work was done to make the families feel **comfortable and at ease** when they first came into the session and throughout the session. The Tate Britain Sure Start coordinator and the KIDS worker went down to meet the parents. When arriving at studio 2, the workers then helped the parents to bring the children into the room and get settled in. Staff made the families feel comfortable by giving them big cushions to support their children. When moving into the gallery the staff took cushions with them ensuring the children were settled and safe.

The session took the **same format observed at the Friday morning sessions**; splitting the session into **sections**, but maintaining and building a **theme** throughout. In this session an animal theme was built throughout the session using **different sensory stimulus**; sight, touch and sound. The activities also took place in Studio 2 and on the gallery floor.

The coordinator leads the group in singing "What's in the bag", in turn the children and parents were encouraged to reach into the bag and take out a farm yard animal toy and make the noise associated with the animal

Jason¹⁵ is helped by his mum to reach into the bag and pull out a dog. He then holds onto it gripping with his hand and makes vowel sounds¹⁶

In the gallery, the group stop in front of a painting with animals, Lesley plays animal sound to the group and the children are given the farm yard animal toys to hold that they were playing with at the beginning of the session

The interaction between **children and parents** was again an important feature of the sessions. Parents are encouraged to join in with the activities with their children and to support their children with the activities.

Jason's dad helped Jason to press the button on the interactive book which makes pig noises, Jason does and his dad then said "well done" and clapped. Jason then clapped his hands and made sounds associated with a pig

Ben's mum makes the dog mask, encouraging Ben to touch the materials, which include fur, while she is making it. She then put the dog mask on Ben, encouraging the other children to look at Ben in his mask by saying "Where's Ben gone?"

The opportunity for **children to interact** with other children was observed at the sessions.

Walking though the gallery Jason and Ben are being carried by their parents and are both looking up into the ceiling of the gallery. As they walk the mums hold the boys near to each other and they smile at each other

James walks round smiling at the other children and parents while they make the masks

Interaction between parents was noted at the sessions, more than at the regular Big and Small sessions. The parents introduced their children and themselves at the beginning of the session. When the third family arrived a few minutes into the session the group stopped to introduce themselves again. While in the gallery the parents talked to each other about their children. Although the parents appeared to initially not know each other, two parents were observed discussing having been at the same school.

One child that can walk seemed to particularly benefit from the **space¹⁷** of the gallery.

James runs through the gallery followed by his mum, he stops and looks for a while at the projected images on the wall and then continues

The coordinator encourages the children and parents to engage with the art in a way which makes it most **meaningful to them**.

¹⁵ Pseudonyms have been used.

¹⁶ The KIDS coordinator noted the significance of Jason holding the dog, as he has a dog. She also noted that Jason would not usually grip onto an object.

¹⁷ The KIDS coordinators stated that James had not been walking very long.

The coordinator held James, talking to him about Richard Wilson's 'Westminster Bridge under Construction' she says "That is near where you live", James mum joins them encouraging James to see the bridge in association to where he lives in the painting.

Sounds of dogs are played in front of a painting of dogs

Perceptions of Key Stakeholders

Sure Start Tate Britain Sure Start coordinator

The coordinator stated that the purpose of the partnership between herself and KIDS was:

- To introduce families with disabilities and special needs to the Friday Big and Small sessions and encourage them to attend
- To give families with children with disabilities and special needs and workers a place to meet up
- An opportunity for herself to learn from the KIDS workers and parents about how she could meet the needs of other parents with children with disabilities and special needs

She said that several families with children with mild special needs had attended regular sessions but they would like to encourage more to attend. She made the following comment:

"We're piloting a series of sessions in the Big and Small remit, in the gallery on a different day, in the hope that we could build a network of families and familiarise the parents with the gallery so that they can access the weekly sessions – which we'd like to be all inclusive"

The coordinator stated that the KIDS workers had responded positively to the sessions, as they had been surprised at the opportunities Tate Britain offered. She made the following comment about the partnership:

"It was a learning experience for everyone . . . when the [KIDS] workers came to visit they were so enthusiastic because they hadn't thought of a gallery as a place to visit with the children"

The coordinator stated that the sessions have given her added confidence that Tate Britain has a lot to offer families with children with disabilities and special needs and this was an area that she would like to explore and develop in the future.

KIDS coordinator

Following the session QA were able to speak informally to the KIDS coordinator about her perception of the partnership:

She said that she felt it had been a successful partnership and that the Tate Britain coordinator and her team had been very open to suggestions that the KIDS workers had made.

She stated that before her involvement with Big and Small she would not have considered the gallery as a place to take children. She described being amazed and surprised when she observed the first session.

"[Tate Britain] would never have occurred to me as a place to take the children"

She said that it had been a real achievement for the families to attend the sessions, as they have difficulties accessing venues.

She said she had felt it was particularly beneficial if both parents were able to bring their child together

The KIDS coordinator stated that the sessions had encouraged families that had attended the sessions to attend the regular Friday morning Big and Small sessions, she made the following comment:

"It has definitely encouraged people to come and there were two families here today that will definitely be coming tomorrow"

She also felt that the session had been beneficial to herself, she said they had given her ideas about group activities she could do at some art sessions that she runs.

Parents

At the end of the observed session a short group discussion was held with the four parents in attendance:

For two families it was the first session they had attended, for the other it was the third. One parent, who was attending for the first time explained that she had not attended before because she had asked the KIDS coordinator to find out if the sessions were suitable before she would bring her son along.

How parents had found out about Big and Small:

- All the parents had found out about the sessions through their KIDS worker

The main reasons why the parents attended were

- An opportunity for their child to interact with others
- The group was specifically suited to children with special needs

The things that the parents felt their child had gained from attending the session:

- That the sessions were flexible and there were a range of activities during the session
- The opportunity to meet other children with disabilities/ special needs

- The multi-sensory experience e.g. the sounds played to the group

One parent stated the benefit of having more than one activity:

"If there is only one activity available, which [my child] can't participate in, I just have to sit with [my child] in a corner"

Another parent said:

"I can see from his face that he's enjoyed it".

The things that parents felt they had personally gained from attending the session:

- The support offered by staff allowed them time to themselves in the gallery
- Seeing their child with other children with disabilities or special needs

One parents said:

"It gives you something . . . it's time for yourself too"

The parents were asked whether they had visited Tate Britain with their child before:

- One family had been to a family day in the summer
- One had not been to Tate Britain but had visited other galleries with their child
- One said she had been to the gallery with her husband and child, but had not been able to look at the paintings because she was looking after her child while her husband looked round

The family that had been to the family day in the summer said that they had found it a bit too busy for their child and that they preferred the Big and Small session.

To conclude, the parents were asked if they would be attending Big and Small on Friday mornings with their child:

- One said they would and they would be bringing a friend with them
- Another said they would like to but attended another group with their child on Fridays
- One was going to come along to the next session accompanied by the KIDS coordinator

Discussion

Working within the established Big and Small format, the observation findings suggest that the sessions provided an extremely qualitative session for families with children with special needs and disabilities. The use of a range of sensory stimulus and the structure of the sessions seem to be particularly beneficial in making the sessions accessible to these families.

The small number of families at the sessions and the support offered by KIDS workers also aided the accessibility.

The partnership has been beneficial to the two coordinators allowing the Tate Britain Sure Start coordinator and Lesley to gain knowledge of working with families with children with disabilities and special needs and providing the KIDS coordinator with the knowledge about the benefits of the gallery as a venue and offering her ideas of activities, taking place.

The sessions have benefited parents offering them interaction with other parents and opportunities for learning. The structure of the Big and Small sessions, split into sections, was felt to be particularly beneficial for these families.

The sessions encouraged two families to regular Friday sessions. The observation notes suggest that the children were able to benefit from these sessions and engage with them.

FINAL DRAFT

Appendix B: Artwork from the Tate Britain collection used during the observed sessions

Augustus John OM
Madame Suggia 1920-3

FINAL DRAFT

John Singar Sargent
Carnation, Lily, Lily, Rose 1885-6

FINAL DRAFT

Appendix C: Peer Research

The evaluation steering group identified that as part of the evaluation they would like to offer SSSW parents the opportunity to be trained in research methods and to undertake research with non-users of the Big and Small sessions (peer research).

Peer Research is a method which has been successfully used in many Sure Start local programme evaluations. It is a way of up-skilling the parents who take part in the training, increasing numbers of completed surveys and providing greater access to local parents.

Introductory research training, delivered by QA Research, was offered by SSSW to all parents and three parents attended the one day training session held on 12th January 2005. The training, designed specifically with the Big and Small project in mind covered the following areas:

- Introduction to quantitative and qualitative research methods
- The market research society code of conduct
- Ethical issues
- Researcher safety
- Questioning and probing techniques
- A briefing on the questionnaire

Some noteworthy changes to the non-user questionnaire were made in light of the comments made by the parents.

One parent¹⁸, accompanied by a Senior Research Executive from QA research, then undertook questionnaires with non-users of Big and Small attending the Sure Start Drop in. The questionnaires were then analysed by QA Research.

¹⁸ Unfortunately, two parents had other commitments which meant that they were unable to be involved in the fieldwork.