SUPPORTING CHILDREN AND FAMILIES TO FLOURISH

What more have we learned?

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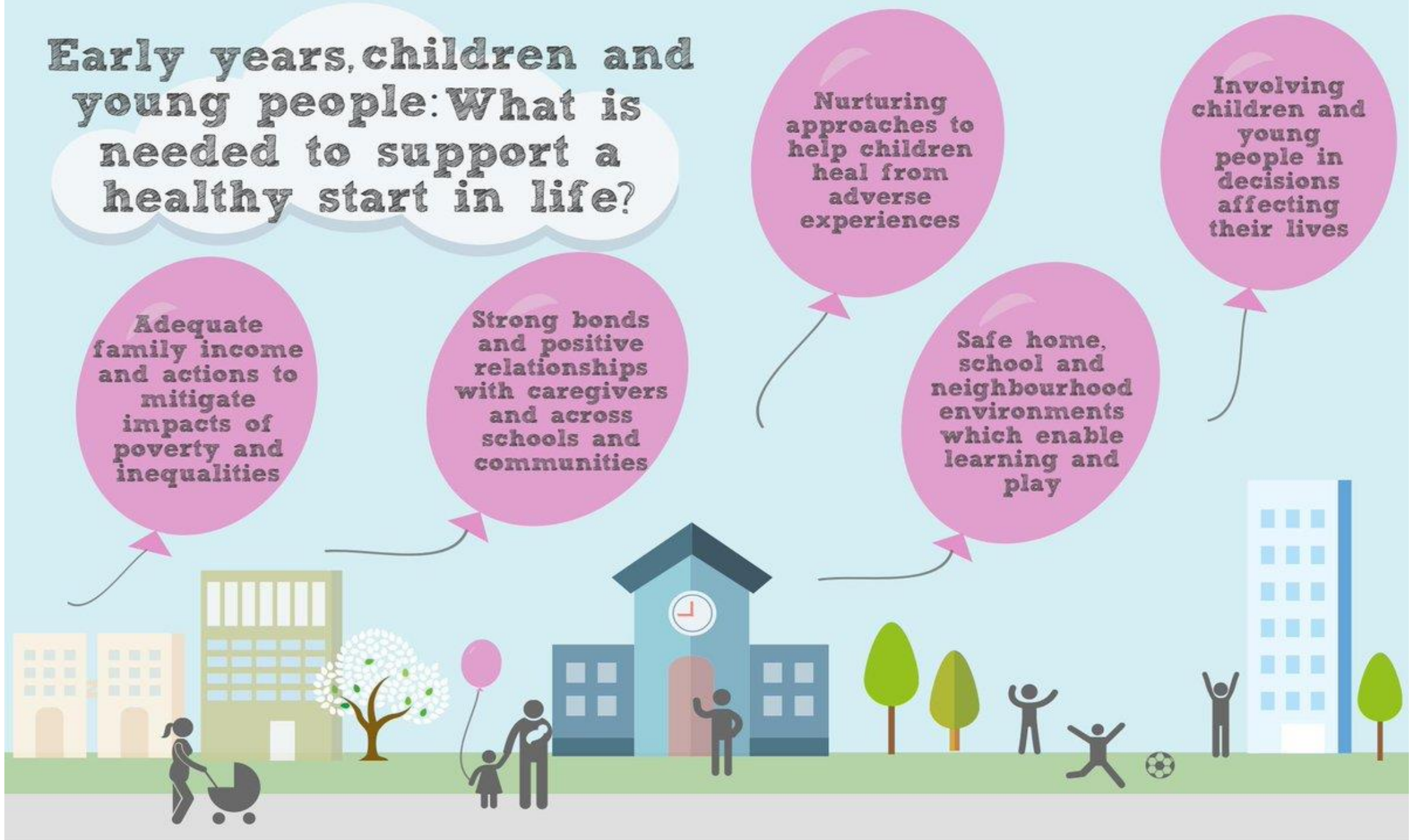
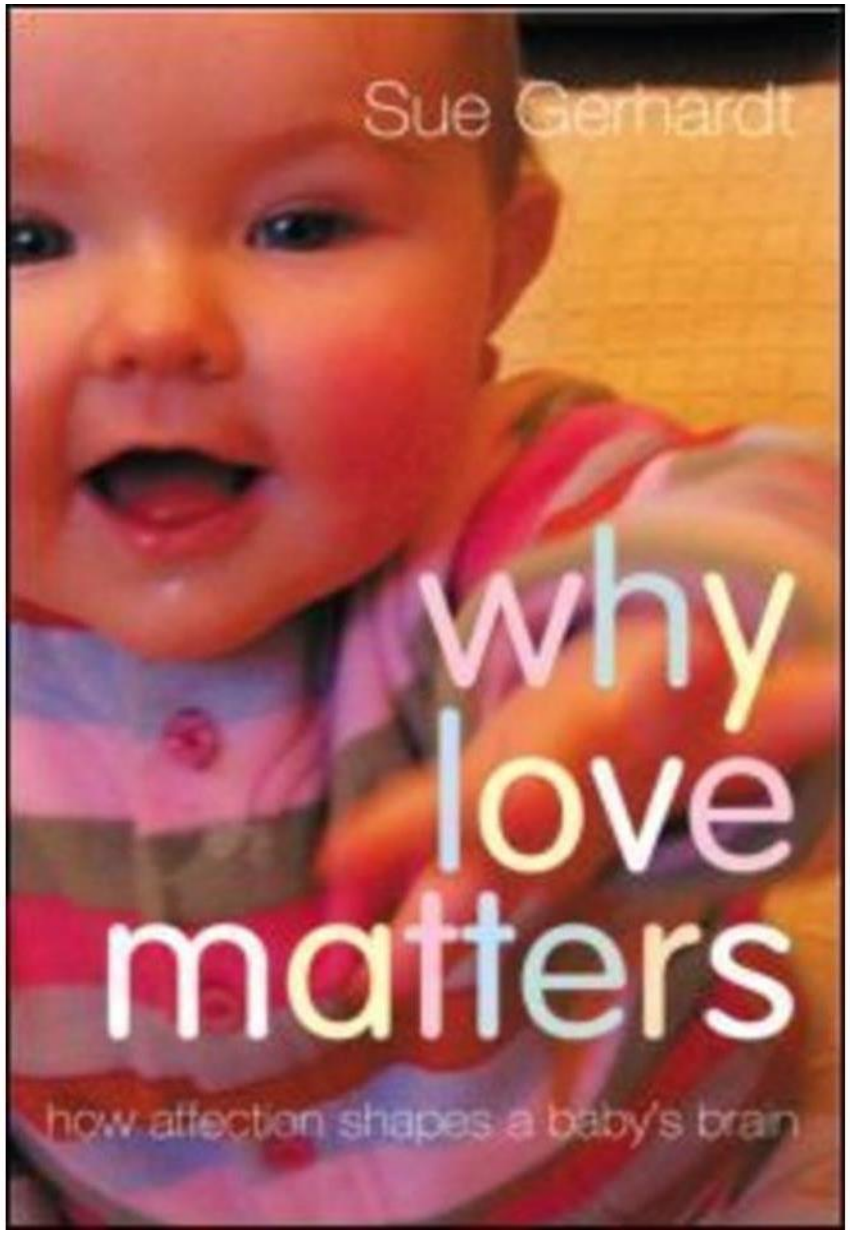
Early years, children and young people: What is needed to support a healthy start in life?



Find out more about this research on our website:
www.gcph.co.uk/publications/658_health_and_early_years_children_and_young_people_a_gcph_synthesis



My wider world

School
From pre-school and nursery onwards, the school environment plays a key role. What are the experiences of school and peer networks and relationships? What aspects of the learning environment and opportunities for learning are important to the child or young person? Availability of study support, out of school learning and special interests. Can the school provide what is needed to meet the particular educational and social needs of the child?

Support from family, friends and other people
Networks of family and social support. Relationships with grandparents, aunts and uncles, extended family and friends. What supports can they provide? Are there tensions involved in or negative aspects of the family's social networks? Are there problems of lost contact or isolation? Are there reliable, long term networks of support which the child or family can reliably draw on? Who are the significant people in the child or young person's wider environment?

Enough money
Has the family or young person adequate income to meet the day to day needs and any special needs? Have problems of poverty and disadvantage affected opportunities? Is household income managed for the benefit of all? Are there problems of debts? Do benefit entitlements need to be explored? Is income adequate to ensure the child can take part in school and leisure activities and pursue special interests and skills?

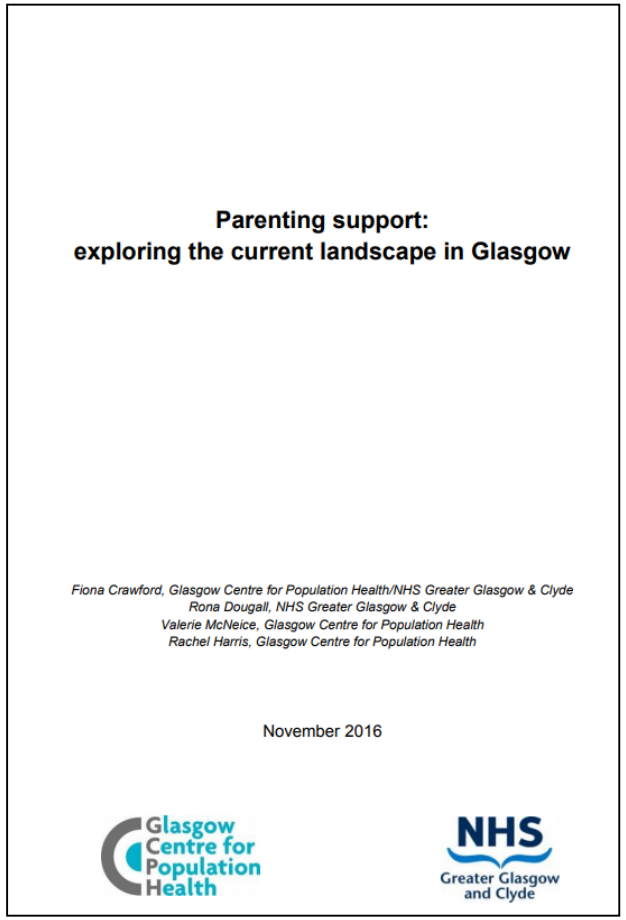
Comfortable and safe housing
Is the accommodation suitable for the needs of the child and family - including adaptations needed to meet special needs? Is it in a safe, well maintained and resourced, and child friendly neighbourhood? Have there been frequent moves?

Work oportunities for my family
Are there local opportunties for training and rewarding work? Cultural and family expectations of work and employment. Supports for the young person's career aspirations and opportunities.

Belonging
Being accepted in the community, feeling included and valued. What are the opportunities for taking part in activities which support social contact and inclusion - e.g. playgroups, after school clubs, youth clubs, environmental improvements, parents and residents' groups, faith groups? Are there local prejudices and tensions affecting the child or young person's ability to fit in?

Local resources
Resources which the child or young person, and family, can access for leisure, faith, sport, active lifestyle. Projects offering support and guidance at times of stress or transition. Access to and local information about health, childcare, care in the community, specialist services.

PREVIOUS RESEARCH



"…there's no point in even looking at what's happening for the child until you've looked at what's happening for the parent."

".....we got a referral, you need to work on parenting strategies like bedtime routines, so we thought, right, okay, we'll go in and speak about what are the things that are getting in the way of bedtime routines, and there were no beds, because the family had no money for beds. Carpets, beds, curtains or anything. So we're going, right, okay."

"You'll notice my language has kind of drifted from parenting to family support and that just happens naturally for me. I actually think that's where we need to be."

WE WILL COVER…

Stepping Stones for Families
Sustaining Positive Change

Evaluation of Stepping Stones for Families' Family Wellbeing Service

Impacts of CHANGE (Childcare and Nurture Glasgow East) - a community approach to creating better childcare for families living in the east of Glasgow

The influence of ACES and child poverty

Reflections and implications for action

CHANGE
childcare & nurture
glasgow east

STEPPING STONES EVALUATION

What impact has the Family Wellbeing Service had on

- the parenting skills, resilience, parent/ child and family relationships of parents of pre-school children and families who engage with the Service?
- parental, physical, mental and emotional health and wellbeing?
- the confidence and capacity to learn amongst children of the parents who have engaged with the Service?

Are there particular aspects of the Family Wellbeing Service model or approach that are important to the planned outcomes, and how do they add value?

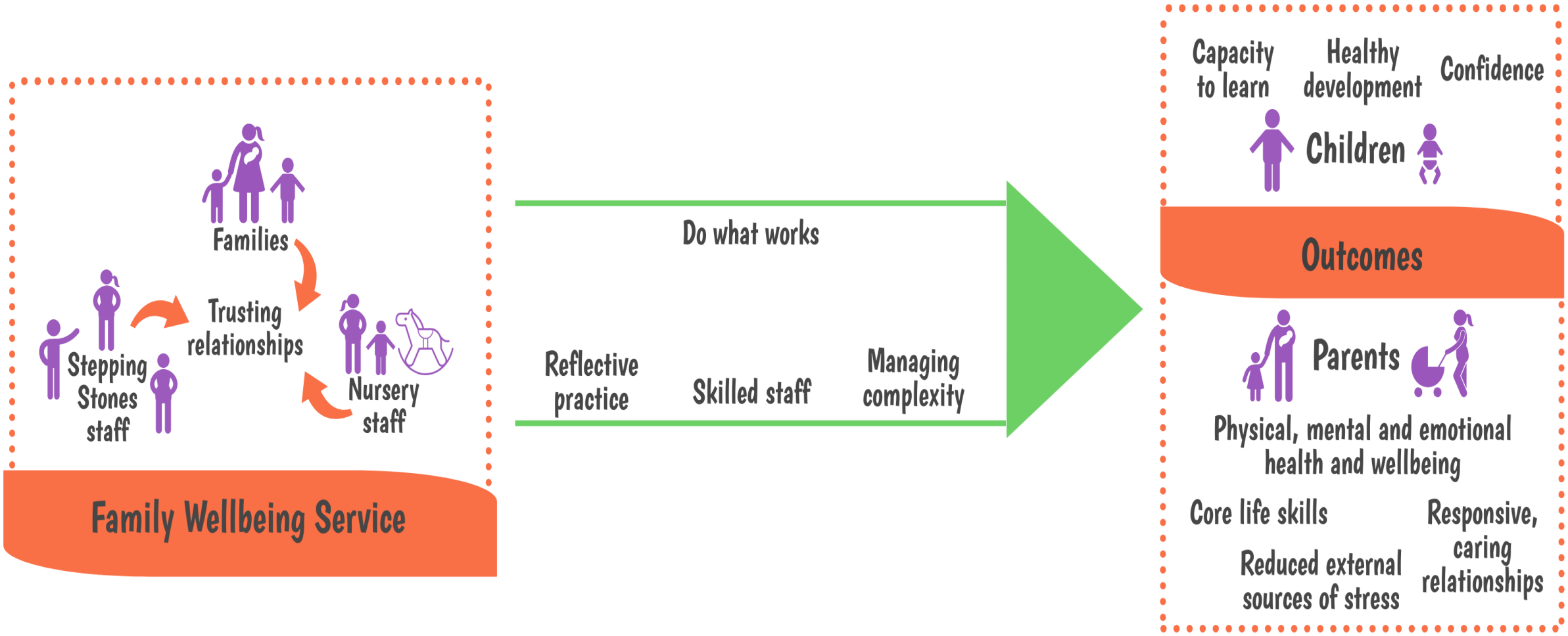
For families who have not taken up the offer of engagement with the Family Wellbeing Service, what are their main reasons?

How has the Family Wellbeing Service involved families in decisions that affect them?

STEPPING STONES EVALUATION

Flexible, responsive approach by FWS workers resulted in:

- Clear positive impacts on parenting skills, resilience, parent/child and family relationships
- Healthier, happier, less stressed/anxious parents
- Improved parental confidence and socialisation
- Reduced risks of child protection measures being employed
- Parents feeling more in control of their lives
- Happier, calmer, healthier children who are more engaged in nursery and in learning


Families
Trusting relationships
Stepping Stones staff
Nursery staff
Family Wellbeing Service
Do what works
Reflective practice
Skilled staff
Managing complexity
Capacity to learn
Healthy development
Confidence
Children
Outcomes
Parents
Physical, mental and emotional health and wellbeing
Core life skills
Responsive, caring relationships
Reduced external sources of stress

CH

CHANGE is a project working to create better childcare for communities in the East of Glasgow

Understanding the local context

- Adequately investing time listening to representatives from every stakeholder area
- Childcare is part of the wider offer for children and families, it cannot be considered in isolation
- Working with credible partners at an operational and strategic level

Community

- Taking the local context and identifying key influencers
- Equal time allocation to beneficiaries, implementers and decision makers
- Finding and listening to seldom heard voices
- Accurate analysis of data on availability of childcare and services

Engagement

- Experienced practitioners to facilitate participation of children
- Understanding and acting on the practical barriers to parental engagement
- Support for services working with families
- Honesty in aims and outcomes with primary intended beneficiaries

Configuring the existing offer is essential, this model allows this perspective

Challenging the gap between strategic planning and improving outcomes for families

Children in Scotland

CHANGE childcare & nurture glasgow east

COMMUNITY FUND

Critical elements

Relationships
Based on support and empowerment with transparency in values

Growth
Brave plan for expanding childcare services based on evidence of need

Outcomes
Determined by thorough analysis of other critical elements, results in community based solutions

Collaboration
Honest partnership with agreed commitment from outset, cross sectoral and utilising shared methodology

Evaluation
Co-designed theory of change, partner with extensive relevant research experience

Flexibility
Able to accommodate and adjust based on findings from the community engagement process

CHANGE EVALUATION: YEAR ONE

Affordable, flexible, formal childcare

Increase in number of establishments and staff

Clear and accessible information

Drop-off centres for short-term care

CHANGE EVALUATION: YEAR THREE

- Holistic family support
- Long-term monitoring and evaluation of ELC expansion
- Share key learning – early adopters and community engagement
- Sustainable HUB
- Continue to communicate

LEARNING FROM CHANGE?

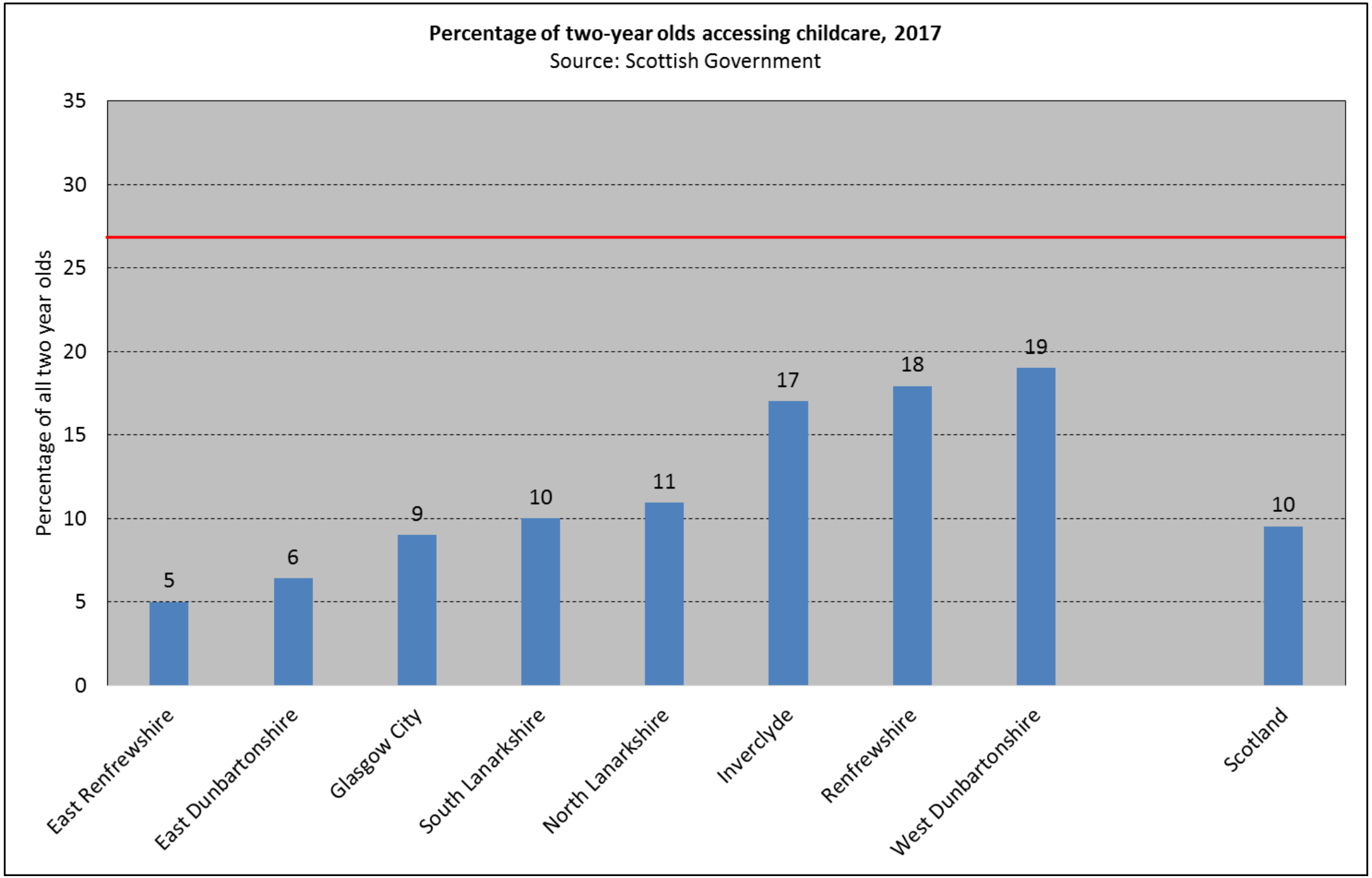
Parents/carers welcomed extended hours

"We've gelled more as a family; nursery has given us structure. Before, our life was a mad rush, messy, chaotic. But we've now got time to sit with the older two and help with their homework, we talk to each other about what we've all been doing, its great". (Parent/Carer)

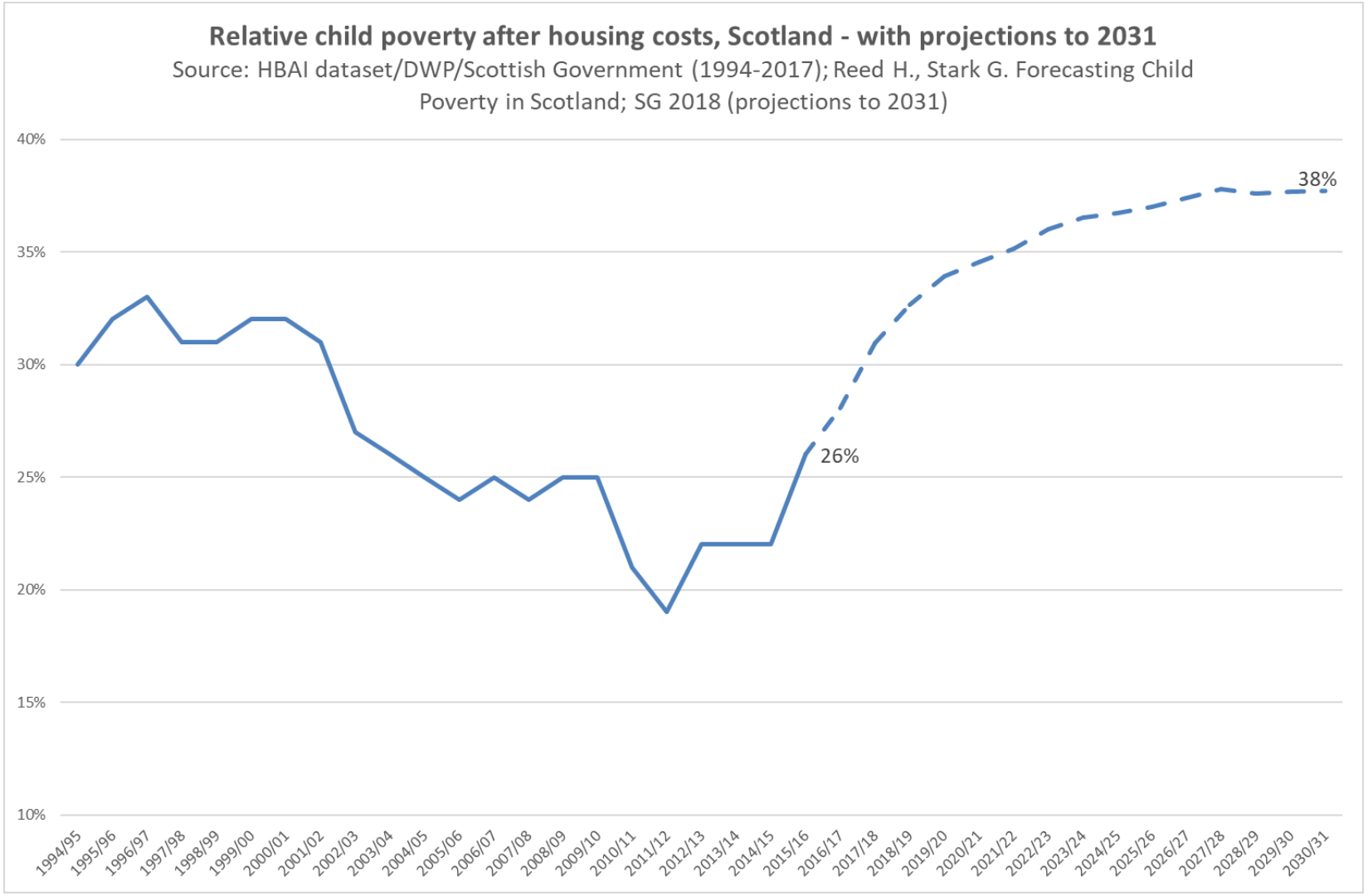
Cost continues to be an issue

The expansion of ELC may be necessary - but it is not sufficient

"You can't just remove the child from it [home environment] and then send them back to the same situation after nursery without doing anything to improve it". (Staff)


Percentage of two-year olds accessing childcare, 2017
Source: Scottish Government
Percentage of all two year olds
35
30
25
20
15
10
5
0
5
6
9
10
11
17
18
19
10
East Renfrewshire
East Dunbartonshire
Glasgow City
South Lanarkshire
North Lanarkshire
Inverclyde
Renfrewshire
West Dunbartonshire
Scotland

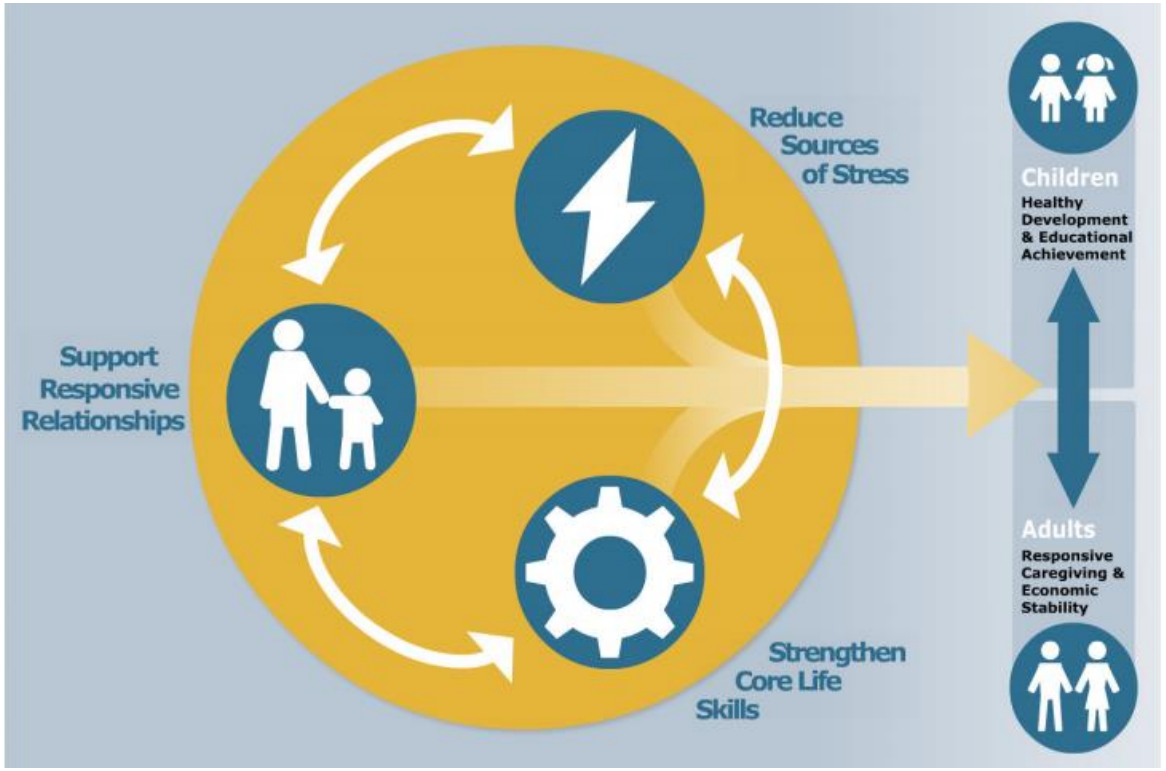
CHILD POVERTY TREND AND PROJECTION



Sources:

- HBAI data set/DWP/Scottish Government.
- Reed H., Stark G. Forecasting Child Poverty in Scotland. Edinburgh: Scottish Government; 2018

REFLECTIONS



Applying the principles in practice….

Offer services through trusted organisations and individuals that have strong local relationships

Routinely ask about and respond to major stressors affecting families

Focus on small incremental steps with frequent feedback

https://developingchild.harvard.edu/resources/three-early-childhood-development-principles-improve-child-family-outcomes/

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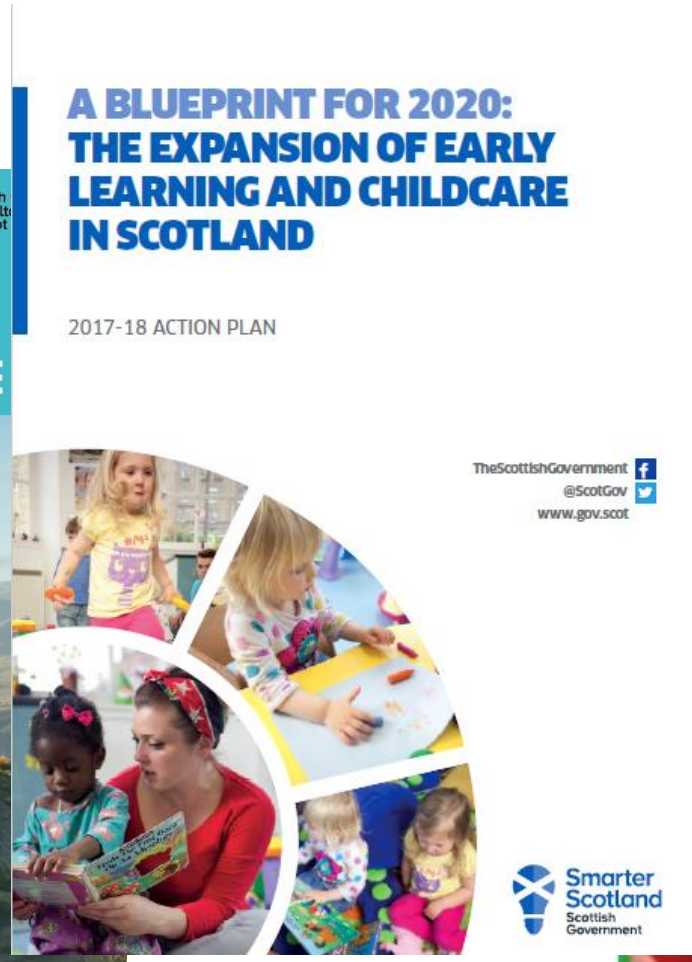

IMPLICATIONS FOR ACTION?

The argument is won……

Normalising family support – assets rather than deficits

Flexibility/responsiveness in equitably resourced services

Policies across the life-course – tackling ‘rotten life syndrome’

Culture and values – organisational, societal…..

ACKNOWLEDGEMENTS & FURTHER INFORMATION

A BIG thankyou to…….

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Parents/carers, staff and stakeholders who gave their time and their views so generously

CHANGE - Childcare and Nurture Glasgow East

Stepping Stones for Families' Family Wellbeing Service: evaluation

Walsh D., McCartney G., Smith M., Armour G. The relationship between childhood socio-economic position and Adverse Childhood Experiences (ACEs): a systematic review. Journal of Epidemiology & Community Health 2019 (in press)