

Flying Start programme annual summary report 2013-14

The Caerphilly Flying Start programme offers the 4 core entitlements in all areas:

- Enhanced Health Visiting provision
- Parenting programmes and individual family support
- Early Language Development
- Funded Childcare place for 2-3 year olds

Flying Start original areas pre-expansion (Wave 1) are:

- Upper Rhymney
- Lower Rhymney
- Abertysswg
- Fochriw
- Phillipstown
- Part of Bargoed
- Hengoed
- Lansbury / St James
- Graig y Rhacca
- Pantside

Wave 2 expansion areas are:

- Penyrheol 4 - Trecennydd
- Penyrheol 8 - Penyrheol
- Argoed 1 - Markham
- Crumlin 3 - Trinant
- Risca East 2 - Ty Sign
- Bedwas Trethomas Machen 2 – Trethomas
- Aber Valley 3 – part of Sengennydd / Abertridwr area
- Pengam 2 – Fairview
- Cefn Forest 2 – part of Cefn Forest

There is a further planned expansion in 2015/16 (Wave 3):

- St Cattwg 1 – Gelligaer
- St Cattwg 5 – Penybryn / Gelligaer
- Pontllanfraith 5 – part of the Bryn
- Aber Valley 3 – Sengennydd
- Blackwood 2 – part of Blackwood Primary areas (Apollo / Chartist Way area)
- Pontllanfraith 2 – Penllwyn
- Morgan Jones 2 – Churchill Park

CHILDCARE

In Caerphilly County Borough we have a mixture of settings from maintained CCBC and non-maintained settings in both Welsh medium Cylchoedd and English medium playgroups. In Autumn 2012 the tender process was completed to develop a framework for childcare places in the non-maintained sector and to establish gaps in provision needing development of additional CCBC Flying Start childcare provision. There are sufficient childcare places in existing areas in both Welsh and English medium provision to meet current demands. During 2013-14 a further 4 non-maintained settings are offering Flying Start childcare places, taking the total up to 8 English and Welsh medium non-maintained settings across 6 of the expansion areas during 2013-14.

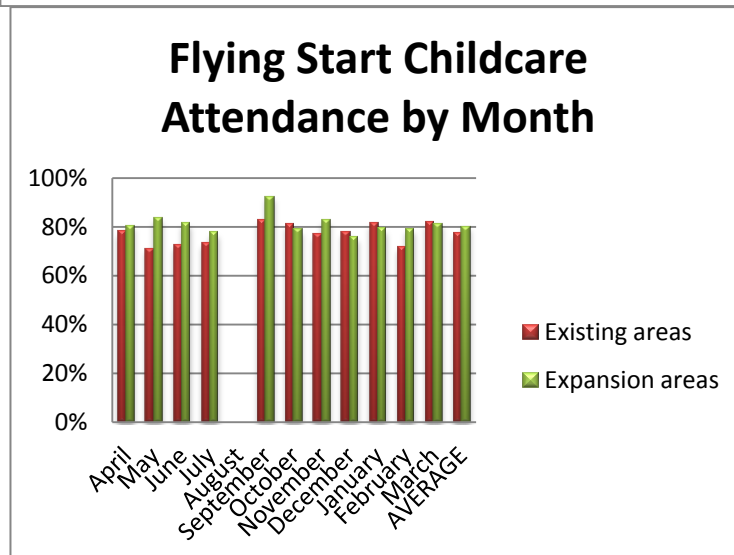
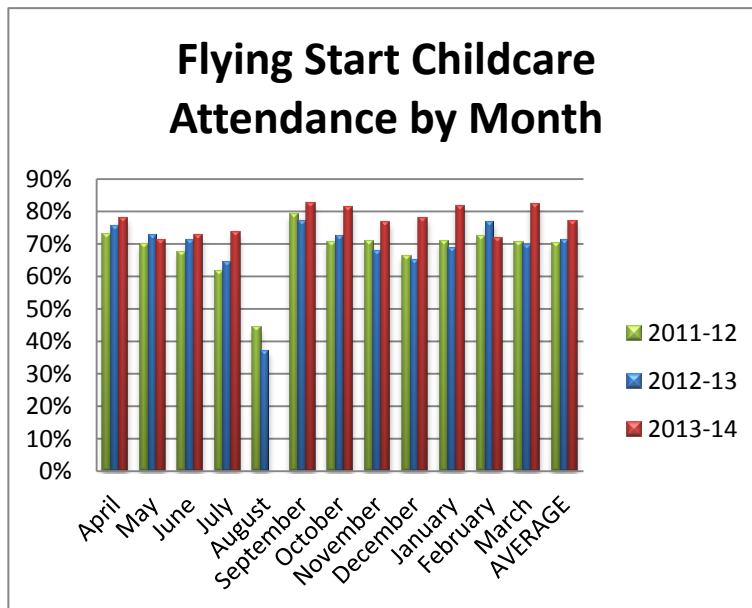
32% of our Flying Start setting leaders, across the maintained CCBC and non-maintained settings, in existing and expansion areas are qualified to level 5, the remaining 13 are working towards Level 5 with the intention of completing by the end of 2014/15. This has reduced from previous years due to expansion and more than doubling the number of settings involved in delivery of childcare (12 increased to 28) as well as qualified staff gaining promotions and needing to train new staff Leaders in the existing settings.

Attendance

The average attendance for Flying Start Childcare in the existing areas is 77%, a 6% increase on last year's results. The attendance in the expansion areas is 80%.

During 2013-14, 70% of children entitled to Flying Start attended 75% or more of sessions offered.

The childcare attendance in our existing areas has increased gradually over the past 3 years. The average attendance (excluding August) in 2011-12 was 70%, it increased by 1% during 2012-13 and increased again this year to 77%. We believe this is a result of our childcare settings engaging with the local community and establishing excellent links with other agencies as well as close working relationships with Flying Start Health Visitors.



Expansion

During expansion 126 children have accessed the Flying Start Childcare in 8 non-maintained settings across 6 of the expansion areas during 2013-14. Of which, 65% access English medium childcare, whilst the remaining 35% access the childcare through the medium of Welsh.

A total number of 15,498 sessions have been delivered in the expansion areas during 2013-14, of those 12,846 have been attended, which equates to 83% attendance.

Parent/carer views

209 Childcare Questionnaires were completed during 2013-14; exactly the same number as 2012-13. The results show that improvements have been made across all areas:

- 97% of parents/carers rate the quality of staff at the Flying Start Childcare setting as “excellent”, with the remaining 3% rating them as “good”
- 92% of parents/carers rate the quality of activities at the Flying Start Childcare setting as “excellent”, with the remaining 17% rating them as “good”
- 94% of parents/carers rate the overall quality of the Flying Start Childcare setting as “excellent”, with the remaining 6% rating them as “good”
- 80% of parents/carers rate the level of involvement in the Flying Start Childcare setting as “excellent”
- 77% of parents “strongly agree” and 20% “agree” that their child’s speech has improved as a result of attending Flying Start Childcare
- 55% of parents “strongly agree” and 32% “agree” that their child’s behaviour has improved as a result of attending Flying Start Childcare
- 81% of parents “strongly agree” and 17% “agree” that their child’s social skills has improved as a result of attending Flying Start Childcare
- 82% of parents “strongly agree” and 16% “agree” that their child’s confidence has improved as a result of attending Flying Start Childcare

Quality

The quality within the childcare settings has been monitored by the Advisory Teachers through the administration of the Infant/Toddler Environment Rating Scale (ITERS), a tool containing a wide range of statements or ‘indicators’ with which to evaluate the quality of the early years environment in its broadest sense. By highlighting the areas needing development, setting staff along with their Advisor, put an action plan in place in order to improve quality and work on the highlighted areas in a measurable time. Currently, it is difficult to monitor the quality in the non-maintained settings due to the fact that they offer both Flying Start and Early Years Education. In settings where they offer EY Education, the Foundation Phase Advisors carry out the Early Childhood Environment Rating Scale (ECERS) and so makes it difficult for Flying Start Advisors to monitor quality via the ITERS. This is something that we are currently working on and plan to implement the ITERS in all non-maintained setting by 2017.

Transition

It is recognized that transition can be stressful for children and adults and can have a far-reaching impact on children’s emotional well-being and academic achievements. It is recommended therefore that transition be made a priority in all early years’ settings. We aim to develop close and effective links between home and nursery to ensure we provide a smooth transfer from “Flying Start childcare to Foundation phase.” We also aim to ensure relevant information is transferred to ensure continuity in each child’s learning and development via the My Story transition document that each child has in readiness for their transition to school. We want to ensure the children and parents/carers are actively involved in the process of transition and their perceptions about transition are explored and valued. We work closely with the local schools to ensure that transition is smooth and we welcome suggestions on how to improve transition via a questionnaire after every term’s transition. This question found that 100% Nursery teachers reporting good transition of children from flying start settings into Nursery provision. We also received positive feedback regarding transition from Head Teachers:

“Things are working well between our setting and flying start. No improvements to suggest”

“Children who attend flying start tend to settle much better, they also have visits prior to starting in our school, good links exist. Our staff also visit flying start during the term before the children start”

HEALTH

Achievements

We have successfully embedded the Flying Start health visiting enhanced Programme in 18 Flying Start areas in Caerphilly during 2013-14 bringing on some areas early to ensure continuity of provision and meet the expected cap number required.

The Flying Start health team have secured funding from Families First in 2013-14 to widen the delivery by Health Outreach Team to facilitate health groups, such as HENRY and Chatterbox, in non Flying Start areas following referrals.

The Flying Start health team are developing significant links with midwifery. We are now being informed of all breastfeeding mothers in Flying Start areas on discharge, which has allowed the health team to provide support to these mothers resulting in the continuation and improvement of breastfeeding rates for Flying Start families. Relationships have also been established in ante-natal groups with the Caerphilly borough where the Flying Start health team have linked the antenatal groups with Community First programmes for wider support, and this is continuing to develop with generic midwifery.

We have had a significant number of newly qualified health visitors start this year and so have realigned teams with some of the existing experienced health visitors taking on new areas, which have been very challenging, and the newly qualified going into Flying Start cluster teams for support. The team has moved into three cluster areas with team leaders who are non caseload carrying 1 day per week to enable supervision and support to newly qualified and experienced team members. This has enabled greater accountability for paperwork and monitoring of submitted data and moving forward will resolve some of the data issues that have arisen in 2013-14.

Schedule of Growing Skills II (SGS2)

Each child who participates in the Flying Start programme is entitled to have a developmental assessment of their skills at ages 2 and 3, which in addition to identifying any strengths and possible developmental delays, also provides a measure of progress between set periods. A standardised Welsh Government-approved developmental assessment tool, called the Schedule of Growing Skills II (SGS2) was used for these assessments.

The assessments were conducted by a trained Flying Start professional, as close to a child's 2nd and 3rd birthdays as possible. The SGS2 assesses a child's performance across 7 skill areas:

- Locomotor skills
- Manipulative skills
- Visual skills
- Hearing and Language skills
- Speech and Language skills
- Interactive Social skills
- Self-care Social skills.

A child's score on each skill area was placed into one of 3 groups, depending upon their performance:

- Scores that 'met or exceeded' developmental milestones
- Scores 'within one age band' of developmental milestones (including those who 'met or exceeded' developmental milestones)
- Scores 'more than one age band below' developmental milestones.

The data on which analyses for this report are based are Flying Start children's scores on the SGS2 tool at 2 and 3 years. These data have been collected for monitoring purposes for the Flying Start programme. Data have been used for two cohorts of children:

- 2-year-olds assessed in 2011/2012
- 3-year-olds assessed in 2012/2013

A report conducted by GL Assessments compares the performance of Caerphilly's Flying Start children to the performance of all usable Flying Start data in Wales, including the Flying Start Programme for Government Indicator. It also explores the performance of Caerphilly's children on individual skill areas compared to the programme average.

In the 'Building Resilient Communities: Taking Forward the Tackling Poverty Action Plan', the Welsh Government has also set a target for the Flying Start programme: to increase the proportion of 3-year-olds

receiving Flying Start services that have achieved or exceeded their developmental milestones by 5 percentage points from 55% to 60% by 2016.

There is currently only a 1% negative difference between Caerphilly's results and the Tackling Poverty target.

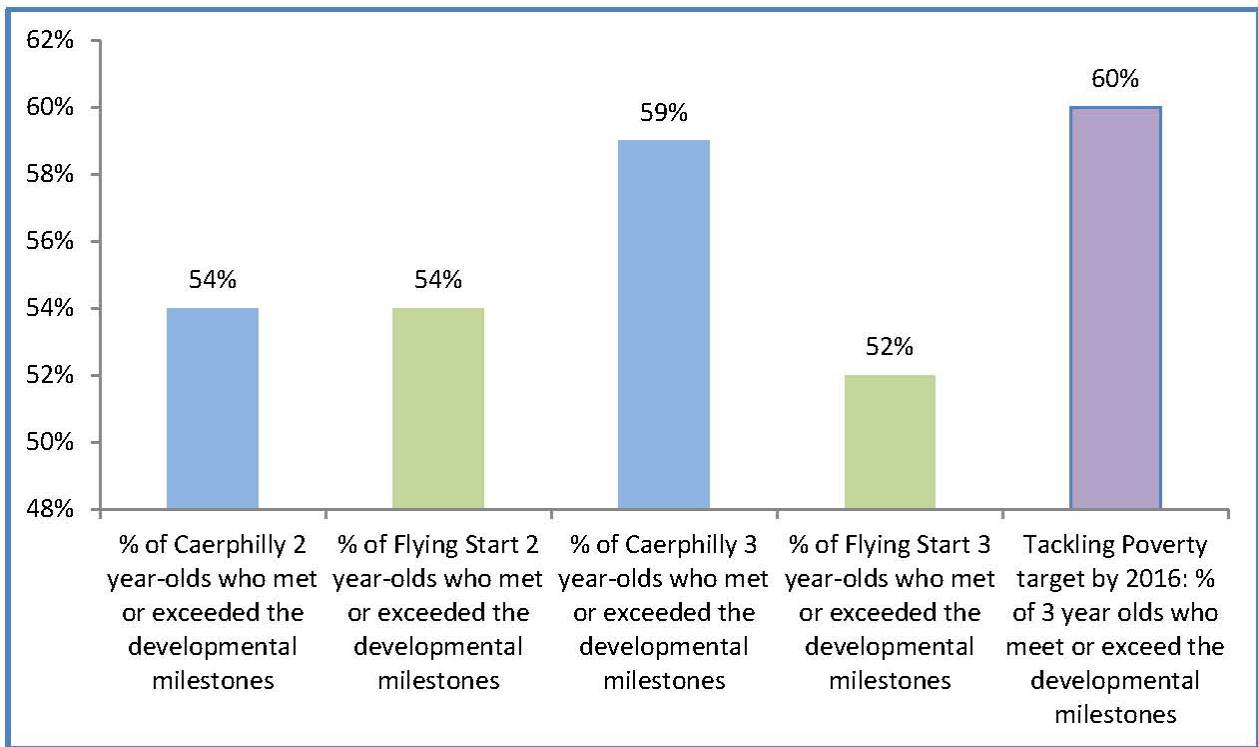


Figure 1: Percentage of Caerphilly Flying Start Children meeting or exceeding developmental milestones in all 7 skill areas at both 2 and 3 years, compared with the Flying Start average and Tackling Poverty target.

The summary of children 'within one age band' of developmental milestones highlights:

At 2 years, the children in this category were performing:

- Slightly above the Flying Start average in 4 skill areas: Locomotor, Hearing & Language, Speech & Language and Interactive Social skills.
- In line with the Flying Start average in 2 skill areas: Manipulative and Self-care Social skills.
- Slightly below the Flying Start average in 1 skill area: Visual skills.

At 3 years, the children in this category were performing:

- Above the Flying Start average in 3 skill areas: Locomotor, Manipulative and Self-care Social skills.
- In line with the Flying Start average in 2 skill areas: Hearing & Language skills and Interactive Social skills.
- Slightly below the Flying Start average in 2 skill areas: Visual and Speech & Language skills.

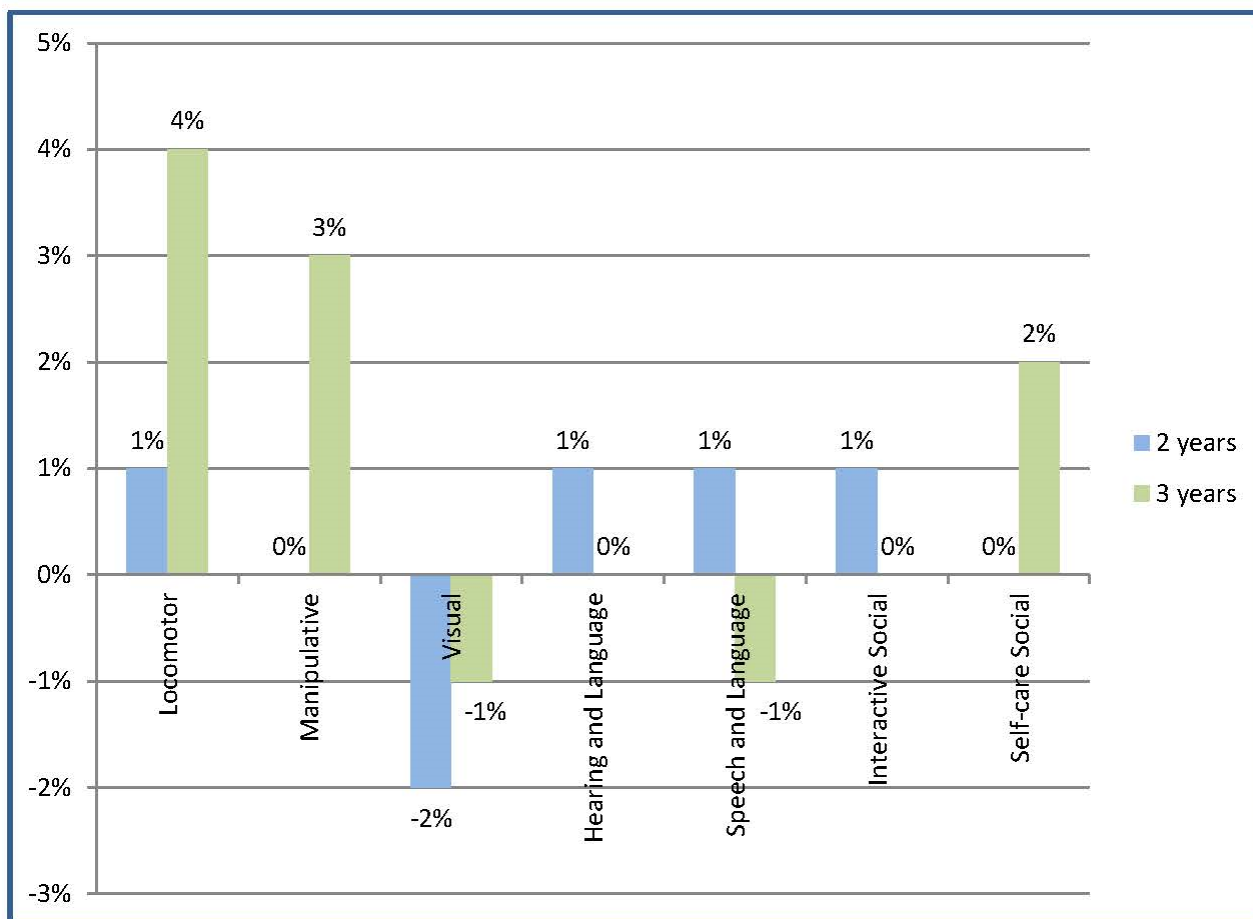


Figure 2: Percentage differences between the Caerphilly Flying Start children who were ‘within one age band’ of developmental milestones at 2 and 3 years compared with the Flying Start averages.

According to the Analysis and Interpretation of Data for the Flying Start Programme 2011-13 conducted by GL Assessments summarizes that in terms of national indicators, the Caerphilly Flying Start programme is showing a good performance (particularly in Self-care Social skills) with 59% of children meeting or exceeding their developmental milestones in all 7 skill areas at 3 years. This compares positively with the Flying Start average of 52% and falls just below the Tackling Poverty target of 60%.

Areas for development

During 2014-15 Pre and post evaluation tools will be developed for bespoke health packages and groups to prove impact

PARENTING PROGRAMMES AND INDIVIDUAL FAMILY SUPPORT

Family Support

Within Caerphilly we strive to ensure that all families that need family support can access it. This is facilitated through excellent partnerships with Families First and Communities First. We also work directly with the TAF co-ordination and our Flying Start Family Support Coordinator facilitates fortnightly multi-agency referral meetings where family support referrals are assessed and allocated to appropriate services for the funding streams, including Flying Start Parenting support and programmes. We link with statutory services in order to ensure partnership working and ensure families access the correct funding stream and that their needs are addressed as well as to reduce duplication.

Parenting Programmes

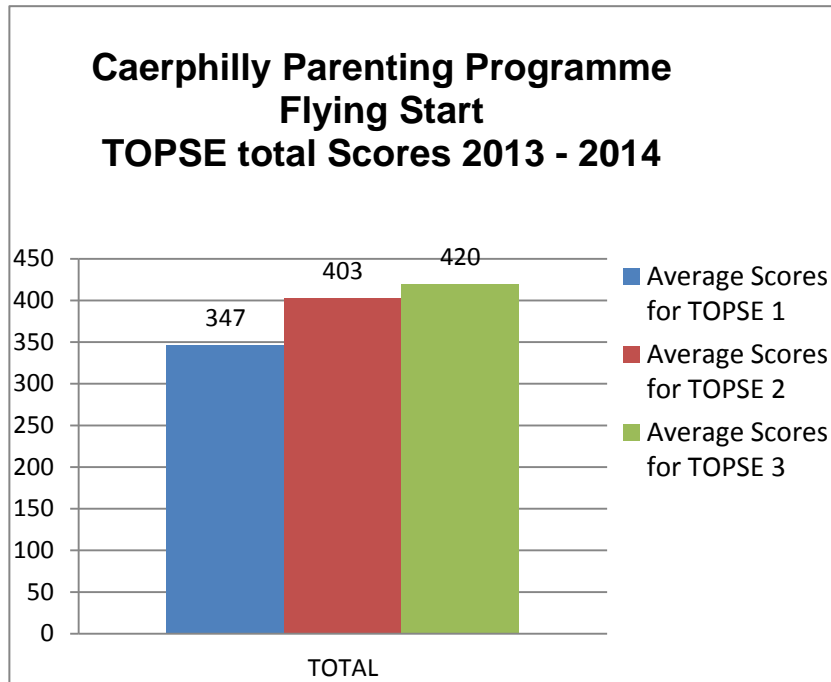
20 Parent Nurture programmes were facilitated by Flying Start through Caerphilly Borough during 2013-14, an increase of 8 since 2012-13. Of which, 7 were facilitated in expansion areas.

125 families (140 parents) enrolled on the 20 PNP courses, of which 90 (72%) families completed 50% of the programme, and 74 (59%) completed 75% or more. The overall percentage of parent completing parenting

programmes has increased this year by 10%, which we see as great achievement, although this is an ongoing target area.

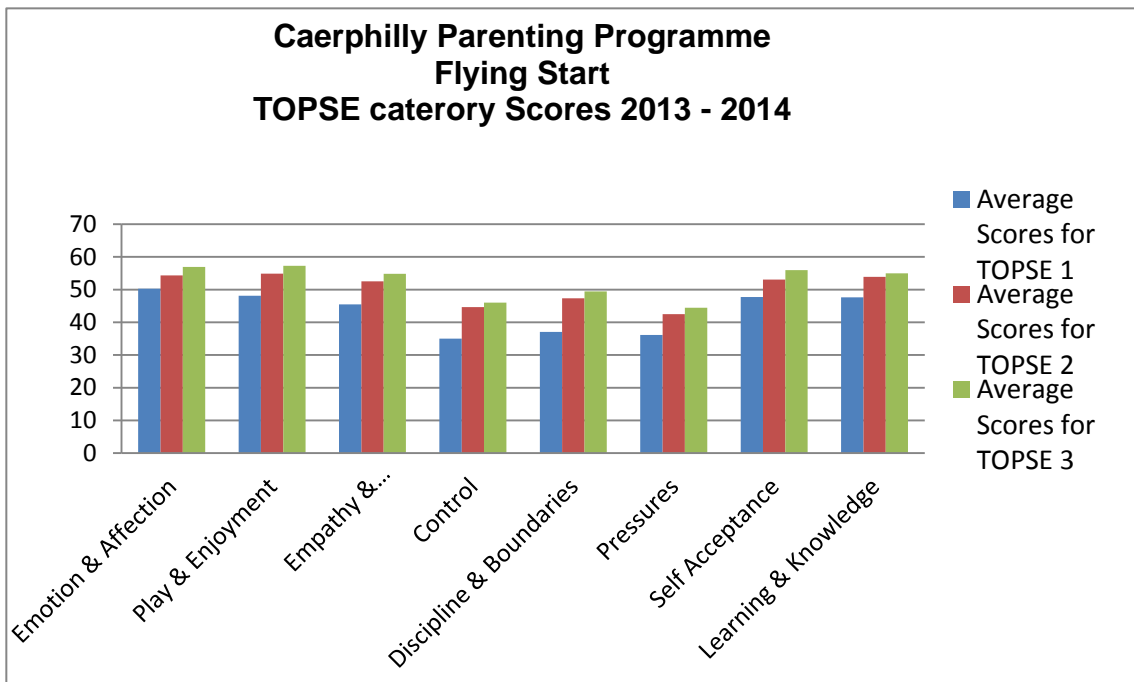
Assessments

The following TOPSE results reflect assessments from all 20 PNP facilitated throughout Caerphilly Borough during 2013-14. 91% of Flying Start families completing the parenting programmes showed improved TOPSE results.

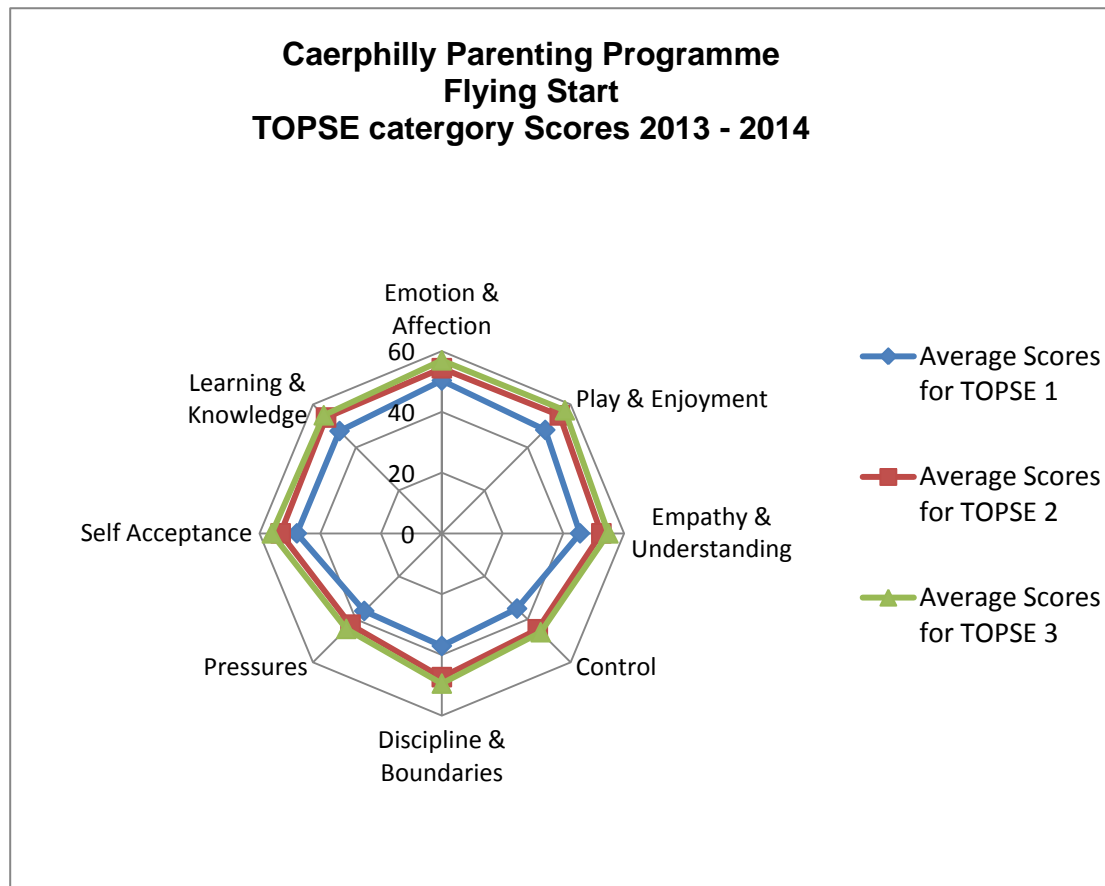


The average score from TOPSE 1 assessments was 347, TOPSE 2 average was 403 and for the TOPSE 3 assessment the average score was 420. Therefore an average increase in score from TOPSE 1 to TOPSE 2 was 59, and from TOPSE 2 to TOPSE 3 was 17.

TOPSE 3 is completed 3 months post intervention and shows if the intervention had a lasting affect on behaviour changes in the home.



**Caerphilly Parenting Programme
Flying Start
TOPSE category Scores 2013 - 2014**



Parent Feedback

End of Parenting Course Questionnaire results from the 20 Flying Start Parenting Programmes facilitated throughout Caerphilly Borough during 2013-14. The average scores are calculated from 91 End of Parenting Course Questionnaires completed.

- 60% of parents/carers rate the quality of the information provided in the lead up to attending the parenting course as “excellent”, and 26% rating it as “good”
- 89% of parents felt that their needs had been addressed by attending the parenting course, 10% felt that their needs had been partly addressed
- 94% of Flying Start families would recommend the parenting programme they attended

Comments received from parents:

“This course has helped me to understand how my children maybe feeling a lot more”

“I feel more confident to be more consistent”

“ really enjoyed the programme, learned a lot of different strategies”

“I have become more patient with my children. I offer a more positive attitude”

“I feel I am able to deal with my children’s behaviour in a calm manner”

“I listen more to my children more and take their emotions into consideration”

“I am changing as I am more calm when the children are misbehaving and I can talk to them rather than shouting”

“my family is becoming more positive and less negative”

“I feel that I can be a better parent and understand my children”

“I feel I am calmer when dealing with my child’s behaviour”

“I am becoming more confident and learning to talk more about my feelings”

“I am able to remain calm in stressful situations and discipline appropriately”

“we are becoming closer as a family”

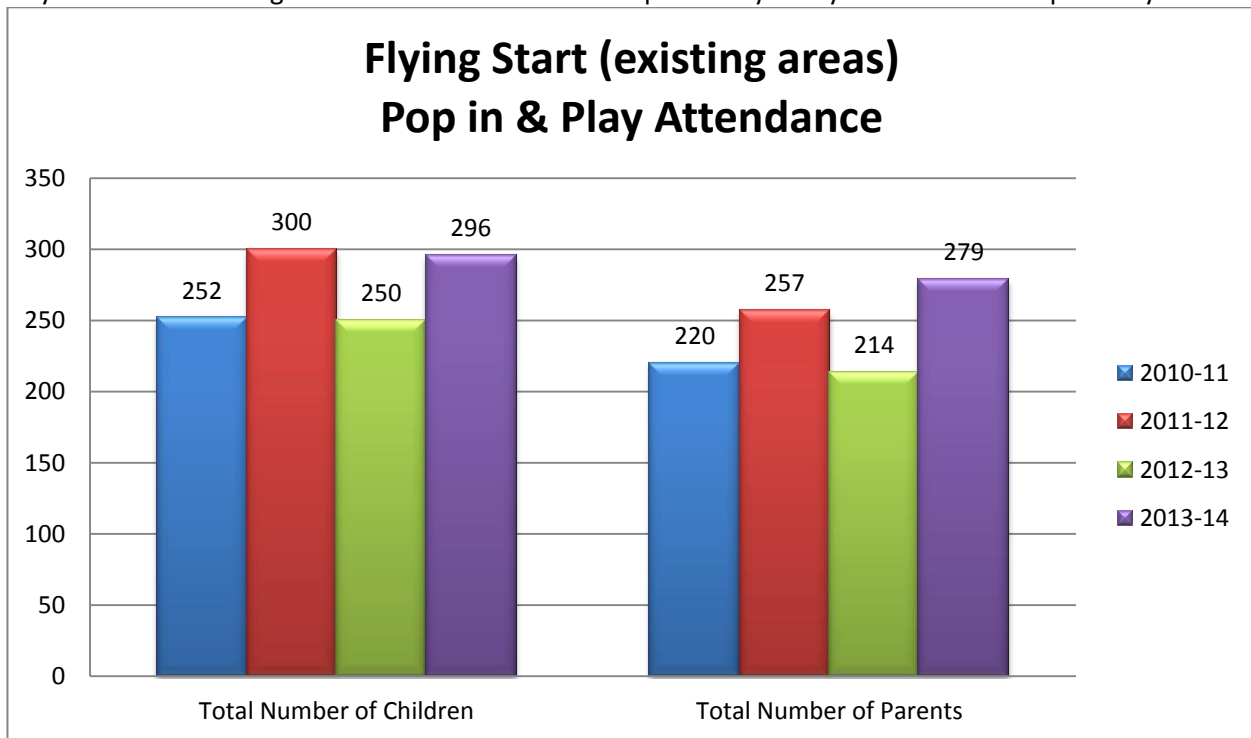
EARLY LANGUAGE DEVELOPMENT

Pop in & Play

Flying Start Early Language Development is delivered through Pop in and Play sessions, which are a continuous programme of courses delivered weekly term time only based on LAP / PEEP and delivered using a scheme

based on a book with story sack per half term. This had successful engagement in each area, as well as developing the parental understanding of how to develop good communication skills with their child.

The graph below highlights that over the past year the number of children and parents engaged in Pop in & Play sessions in existing areas has increased since the previous year by 18% and 30% respectively.



This support has been extended to expansion areas, where a support worker has been employed to support existing parent and toddler groups to take on the Pop in & Play sessions, supporting families to become volunteers. This is working particularly well in the Trinant and Trecenydd areas where 33 families have been supported to engage in the Pop in & Play sessions. Additionally, the post holder is a former Flying Start parent who completed a case Study last year about engagement in Flying Start services and in particular the impact of the Pop in & Play sessions on her children’s development.

We have developed an outcome star that measures the improvement in outcomes from the participant’s perception. During 2013-14, 90% of Flying Start families demonstrated an improved score across all areas of the ‘Outcome star’.

The pop in and play although portrayed as drop in sessions are primarily based around a theme per term and as such tend to run more as structured informal groups supporting speech and language development using the principles of PEEP.

Comments from parents when asked how Pop in and Play has made a difference to their child:

“He is more confident around other children”

“He is the only small child in the family, so with adults constantly, he was very quiet and shy and stayed with mum all the time, now he is outgoing and interacts with others”

“Helped build confidence, learning to share, learning new songs, helping to socialise”

“Yes it has made a massive difference in her as she is a lot more confident when playing with other children, as she was very shy when we first attended. She sings, she dances she shares her toys which in the beginning we found it very hard for her, but she has come on so well”

Yes he loves it, he is interacting more, he loves the songs and he is learning to share”

Comments from parents when asked how Pop in and Play has made a difference to their them as a parent:

“I have a better bond with my son”

“As I have not lived in the area for nearly 20yrs did not have a social circle, it has been lovely to meet other mums and staff”

“Meeting other mothers and groups breaks the day up and makes new friends”

“Happy and confident as a parent, enjoy watching our children play together”

“Gives myself and my child a chance to socialise together”

“Meeting other parents has been good, talking about day to day problems e.g. how to deal with tantrums”

“Its good to share experiences with others”

Comments from parents when asked how Pop in and Play has made a difference to the things they did together:

“The books and activity packs are great to continue the theme from playgroup into the home”

“I haven’t got a lot of creative skills so have picked up a lot of things and crafts”

“Yes we do a lot more activities together, we have brought lots of puzzles which she loves to do. Also she hasn’t had a bottle for a couple of weeks she now has a cup or beaker because she has seen other children in Pop in and Play with theirs and that’s a massive achievement for her”

“It gives us something fun to do together”

“We play a lot more together”

“More fun activities to take home and enjoy”

Comments from parents when asked what they like about their Pop in and Play group:

“They are very friendly, relaxed. Good for child socialising and parents”

“Everyone is so friendly and helpful”

“Love it all, a nice experience for us all”

“It friendly, easy going with flexible structure. Play leaders are helpful”

“I like everything about our group, lovely people. I like to see the children being so happy together, also seeing my child being so happy”

“The playworkers are really nice, I also like to watch my child play with other children of around the same age”

Any other comments:

“We both enjoy the sessions and look forward to a Thursday afternoon. By far the best playgroup in the area”

Speech and Language Toolkit

Caerphilly Flying Start have employed the use of the Wellcomm screening tool, a speech and language toolkit, offering screening and intervention tools for children in the early years. The figures produced highlighted that the need was not in the Flying Start areas that we first anticipated. Therefore, it highlighted areas that were in highest need of resources, resulting in the Health Outreach team facilitating chatterbox sessions where pre and post assessment are completed.

Super Shellby

Additional support in Early Language Development is through the Super Shellby project which supports identified children and families with language delays in the childcare environment. Super Shellby offers language based workshops (puppets etc) to develop parental skills in supporting their child’s language development. They also deliver speech and language activities in the setting with identified children and then support their transition into nursery to ensure they consolidate the language and communication skills. The

children have play plans and specific activities for them in the setting and for parents to do at home with their child to support their learning. This intensive support has improved speech and language in the settings as a whole, and supported children to access the curriculum as well as improved transition links with the school nursery when they turn 3years.

Flying Start setting staff are now working from language plans for children with recognised speech and language difficulties using targets set by the Flying Start Speech and Language Therapist. Stronger links have also been forged between Flying Start and the ISCAN manager and staff teams are becoming more confident in the early identification of additional needs of children in their settings. Every Flying Start childcare setting received full training in Teacher Talking recently and they complete the relevant paperwork for the children highlighted as needing to be 'Teacher Talking screened' with the assistance and input of their setting's Super Shell-by teaching assistant.

Unique achievements through the Caerphilly Flying Start programme during 2013-14

We have provided SENCO training for all Flying Start Childcare staff, which has resulted in staff becoming more confident in the early identification of additional needs of children in their settings as well being clear on the communication pathway and exchange of information through transition to school.

Strong links have developed between Flying Start and the ISCAN service, a TAF for children with disabilities. Flying Start childcare staff teams are becoming more confident in the early identification of additional needs of children in their settings. The ISCAN team work closely with the Flying Start childcare settings to coordinate services, prevent duplication; and provides support to the staff where necessary.

We have employed a Flying Start Safeguarding Compliance Officer whose role is to liaise, support settings and identify those children engaged in the Flying Start programme who are known to Social Services. A key aspect of the role is developing robust safeguarding systems are implemented, thereby ensuring paperwork is shared appropriately within the programme and on transition to school, and that setting staff are involved in multi-agency and core groups. This role also includes training childcare staff on recording and disclosure and provides support to settings with safeguarding files as well as reviewing policies, and ensuring robust tracking and information sharing systems are in place.

ALIGNMENT – Tackling Poverty

Throughout strategic programme planning and frontline delivery there are significant links with the other main tackling poverty programmes (Families First and Communities First).

Within Caerphilly we strive to ensure that all families' needs are met. Therefore by employing partnership and multi-agency working we can ensure that families can access the services they need at the appropriate time. We have been part of the programme collaboration group where the strategic leads from Flying Start, Families First, Communities First, Supporting People and the Youth Service, look at delivery to prevent duplication and maximise collaborate working between programmes. We also link with statutory services in order to ensure partnership working and ensure families access correct funding and that their needs are addressed as well as reduce duplication.

Within Caerphilly we have jointly commissioned the Flying Start Parenting programmes delivery element with Families First. This process has aided partnership working, reduced duplication and maximised resources. We have also worked closely with Families First and in particular the Parenting Programme element, to track families on a central database to avoid duplication and allow for data sharing.

Flying Start Caerphilly have developed an integrated database that holds both Flying Start and Families First data, in order to track families longer term and across all services to avoid duplication and improve delivery of services for families. This may be expanded if suitable in the future to include Communities First.

The three programme managers meet monthly along with managers from Youth and Supporting People to ensure maximisation of programme collaboration, prevent duplication and realise future opportunities to collaborate. There have also been awareness sessions for programme delivery teams on the different programmes for enabling frontline staff networking and collaboration. We organise many events / activities together to enable transition for families on exit of the Flying Start programme.

Statistical release

The Welsh Government publishes a statistical release for Flying Start annually each summer. The second annual report has recently been published and can be found via the link below. The data helps to shape programme development and delivery, although direct comparison between 2012-13 and 2013-14 data may not be relevant as the programme was in the main expansion phase.

<http://wales.gov.uk/statistics-and-research/flying-start/?lang=en>