

2018-19

Stroud Children & Family Centres Performance Report



Gloucestershire

COUNTY COUNCIL

Wendy Gray, Outcome Manager

July 2018

Children & Family Centre Locality Performance Report 2018-19

Contents

• Introduction.....	3
• Number of Families & Young Children Receiving Children’s Centre Services.....	4
○ <i>Families accessing services at Children & Family Centres 17/18.....</i>	4
○ <i>Priority Groups seen by Children & Family Centres.....</i>	4
○ <i>Families First Data.....</i>	5
○ <i>Troubled Families Outcomes Criteria for Gloucester City Locality 17/18.....</i>	5
○ <i>Referrals into Children & Family Centres.....</i>	6
○ <i>Case studies – Individual work - Study 1 & Study 2.....</i>	7
○ <i>Supervised contacts taking place in Children & Family Centres.....</i>	20
○ <i>Families accessing Universal Family Support Services based in the Children & Family Centres provided by partners and stakeholders.....</i>	20
• Delivering ‘evidence based’ parenting programme.....	21
○ <i>Parenting Programme.....</i>	21
○ <i>Case studies – Group Work : Study 1 & Study 2.....</i>	22
• Family Support Service Standards.....	29
○ <i>Family Support Service Standards (locality table).....</i>	29
• Families accessing services at de-designated community run Children’s Centres.....	30
○ <i>Universal Services.....</i>	30
○ <i>Targeted Services based in de-designated community run Children’s Centres.....</i>	30
• Ofsted Inspection & Early Years Provision.....	31
• Take up of 30 hours entitlement for 3 & 4 years olds.....	33
• Take up of the 2 year old entitlement	35

Appendices

Appendix 1 – Family Support Standards guidance (hyperlink).....	37
---	----

1. Introduction

Name of Locality	Stroud Locality
Name of Provider	Barnardo's
Children and Family Centres in Locality	Stonehouse The Park Treetops
Children's Centres in locality (community led buildings)	Five Ways (Cashes Green) Nailsworth Library Painswick Parliament Wotton

Since 1st April 2017, 16 children and family centres have been managed by 3 organisations who bid to run 6 locality contracts across the county.

Barnardo's – Gloucester City, Forest of Dean and Stroud
Gardners Lane and Oakwood Federation (GLOW) – Cheltenham and Tewkesbury
Gloucestershire County Council (FF+) - Cotswolds

There is a performance report for each locality and an overall service performance report for the targeted family support service running from these 16 children and family centres. Each report is an evaluation of a range of key areas of children and family centre activity during the year 2017-2018.

The monitoring of current children and family centre activity and impact is based on a variety of data sources. These include:

- Troubled Families central data team
- Performance and Data team
- Gloucestershire County Council's Liquid Logic and EHM systems for collecting data
- OFSTED data
- Sufficiency Assessments
- Data collected through contract monitoring with Children's Centres
- Headcount data

In addition to the 16 children and family centres under contract for the targeted family support service Gloucestershire County Council has handed over 29 children centres that are currently in the process of being de-designated, following an EOI process undertaken for each of these buildings. Each centre has been handed over as a community hub asset to local providers to sustain the running of universal services for children and families.

Number of Families and Young Children Receiving Children's Centre Services

Performance Measure: Numbers of families receiving services through Children's Centre

Data Source: Quarterly Contract Monitoring

Families accessing services at Children & Family Centres 17/18			TOTALS
	Stonehouse The Park	Treetops	
Number of families that have received a targeted family support service	113	46	159
Number of individuals that have received a targeted family support service	330	161	491

Priority Groups seen by Children and Family Centres			TOTALS
	Stonehouse The Park	Treetops	
Teenage Parents	8	0	8
Workless Families	90	48	138
CIN	28	48	76
CP	19	29	48
CIC	14	22	36

Troubled Families Data		
	Total Number of families in Stroud	Children' Centre proportion of target
Total number of families in Gloucester with children 0-11 that meet Troubled Families Criteria	160	64

The Children's Centre's proportion of target was to work with 64 families for year 1 that met the criteria. 159 families received a targeted support service. This exceeded the year 1 target.

Troubled Families Outcomes Criteria for Stroud Locality 17/18		
Criteria		Total Number of families in Stroud
1 – Parents and children involved with crime or anti-social behaviour	1a	0
	1b	0
	1c	0
	1d	1
2 – Children who have not been attending school regularly	2a	7
	2b	1
	2c	1
	2d	1
	2e	1
	2f	2
	2g	0
	2h	4
3 – Children who need help	3a	73
	3b	17
	3c	17
	3d	0
	3e	4
4 – Adults out of work or at risk of financial exclusion or young people at risk of worklessness	4a	62
	4b	0
	4c	0
	4d	7
	4e	2
	4f	4
5 – Families affected by domestic violence	5a	35
	5b	11
	5c	0
6 – Parents and children with a range of health problems	6a	2
	6b	35
	6c	11
	6d	66

Referrals into Children and Family Centres			
	Stonehouse The Park	Treetops	TOTALS
Number of cases open	77	43	120
Number of cases not engaged	8	7	15
Number of cases closed and outcomes achieved	21	11	32

What the data tells us

- The Children and Family Centre exceeded its target for the number of families supported in year 1.
- The first year of delivery of the targeted support service has been difficult to record and evidence accurately due to the late implementation of the liquid logic IT system.
- Data was accurately collated by the suppliers own data systems so this is a true reflection of the Year 1 undertaken in Stroud.
- Children and family centres were also introduced at the mid point of year 1 to the validation and closing of cases using the outcomes spreadsheet. The data shown only reflects the opened and closed cases measured against this new criterion.
- Children & Family Centres went from delivering a 0-5 service to a 0-19 integrated service which has meant additional staff training has been undertaken to meet the holistic needs of whole family working.
- The service is supporting a high number of children in need.
- The service is providing packages of support to children on child protection plans where the plan is for the child to stay within the family home.
- Year 2 of the contract will start to show a true reflection of the work being undertaken by the targeted support service and the outcomes achieved by families.

Case studies – individual work

Study 1:

TITLE: ACE- aware long term direct 1 to 1 and group work with a child	Barnardo's theme¹: Targeted Family Support – Children's Services
Author: Emma Little – FSW 6th July 2018	Contact email: Emma.little@barnardos.org.uk

The Approach (suggested word count: 250)

What is the summary Aim of Project/Piece of Work:

Child's name has been changed.

At the time of writing 'Joe' is ten years old and I have been working with him through direct 1:1 work in school since November 2016. 'Joe' has a My Plan+ and My Assessment. The local Gloucestershire school staff team assessed him as being approximately one to two years behind his peers in academic terms. His school attendance was poor. 'Joe' presented with sexualised behaviour on a number of occasions; difficulty in managing relationships and difficulty in progressing at school. 'Joe's attention span is short at school and at home. He displays his anxiety in not being able to fix on an activity. 'Joe' frequently disengages from a task and has resorted to low level disruption in class. He needed a lot of attention in school to focus on tasks and struggled without that attention.

My work has been to support 'Joe' with his feelings of loss and anxiety and coming to terms with the past and its impact on him. To support him to build relationships, engage and enjoy his school work and environment. 'Joe's Father and step-Mum have received support from me with regard to managing 'Joe's behaviour and have enthusiastically engaged in the Triple P parenting programme.

Context

'Joe' was removed from his mother and his siblings (who had the same mother but different fathers resulting in the siblings being split up and cared for separately) in 2015 due to neglect. They had been living in (North England town). He was put on an emergency placement with his biological father in Gloucestershire; there was no transfer or support plan due to the status of the placement. As such GCC had no knowledge of 'Joe' and therefore no support had been offered. 'Joe's father had been contacted by 'Joe's school in (North England town) and was informed of

¹ SMIF themes: Advocacy and participation (Children in Care); Child bereavement; Children's Centres; Disability advocacy/participation; Domestic abuse; Education alternative provision; Employment; Extended services; Family contact; Family support; Family Group Conferencing; Housing and homelessness; Life-limiting conditions; Mental health; Nurseries; Parenting programmes; Play services; Rights and participation; Sexual health; Short breaks for disabled children; Substance misuse; Supporting employment; Teenage pregnancy; Vocational training

the decision to place 'Joe' with him. Dad went to collect 'Joe'; 'Joe' was not able to say goodbye to his mother or siblings or collect anything from the home.

'Joe' was very close to his siblings and would care for them e.g. he was able to clearly describe making a bottle of formulae milk and tending to them at night. Due to absence of a traceable handover it was unclear why 'Joe' had been removed from his birth mother at such short notice.

To attempt to explore the background to this decision further and gain a better understanding of 'Joe's lived experience, I supported Dad to apply for 'Joe's previous social care records. The records offered considerable insight into 'Joe's life before he came to live with his father. The social care information from where he previously lived revealed emotional and physical neglect and potential sexual abuse. There was also an adult family member who 'Joe' mentioned used to sleep in his bed with him sometimes – he did not allege that this adult had touched him but did describe being touched by a teenager – the adult family member was living in 'Joe's home with his partner and they had had their own children removed – it was unclear why and it did not appear to have been clarified by social care. 'Joe' said he didn't like it when the adult family member got in his bed because 'all his skin came off' in the bed (the adult had a severe skin condition). 'Joe' has been working with CYPS to explore further what may have happened in addition to this but he is yet to disclose any detail that makes it clearer. 'Joe' has informed me that he has viewed sexual material on a DVD which he said his mum knew about.

'Joe' was caring for his younger siblings, changing nappies, making up formula feeds and ensuring that they had food. 'Joe' would put them to bed. Mum was emotionally unavailable. There was evidence of the toxic trio – poor maternal mental health, DV and suspected substance use. Mum had suffered a stroke following the birth of the youngest child, which further compromised her ability to meet their needs. There was significant neglect and poor conditions in the home.

'Joe' has sporadic phone contact with his mother but no contact with his siblings who he says he 'misses every day'. No support was offered to 'Joe' or his father to maintain these relationships in a safe way and this has impacted heavily on 'Joe'.

How does the project address the Core Purpose to improve outcomes for children and families?

Troubled Families Outcomes

3a & 6b - 'Joe' is a child who has been identified as needing help and with some mental health problems e.g. anxiety

Barnardo's Outcomes

Satisfactory progress in learning/development goals
Positive/improved family relationships
Improved mental health & wellbeing
Increased confidence

How was the work undertaken in practice?

My Plan + and Assessment.

Identified needs for the child – work around friendships, emotional understanding and empathy, his feelings of loss and anxiety, improved concentration, his ability to control and manage his behaviours. 'Joe' was referred to CYPS and has been going to 121 sessions since December 2017.

Work in practice – 1:1 work in school every two weeks with 'Joe' exploring his relationships; ways in which he can self-manage his behaviours; exploring 'Joe's mental health and his displays of sexualized behaviours. The support has been to build 'Joe's social and emotional understanding and well-being through creative techniques such as Kinetic Family Drawing.

An Educational Psychologist has been involved, completing an assessment with 'Joe'. Training was given to me and school staff by the Educational Psychologist to deliver a Circle of Friends intervention (March 2017) to 'Joe' and his classmates.

Identified needs for the Parents – support with parenting, behaviour management, reducing isolation and improved resource management. 'Joe's parents also attended sessions with the CYPS practitioner to help with their understanding of 'Joe' and how best to support him.

How did you personalise your approach for this family or group?

'Joe' has educated me in how to lead the sessions and they have been very child-led.

'Joe's very short attention span has led me to carefully plan short activities which will hold his attention and stimulate his enjoyment.

'Joe' is more open when he is busy with his hands, Lego, clay, paint and glue have been popular. During these activities he is more able to talk, share his experiences and emotions.

'Joe' does not enjoy writing so when there is a written activity to complete, I often write for him. He tells me what to write and what colour to use – I am careful to write things down exactly as he says them.

When I attempted the Kinetic Drawing activity with him, which involves asking the child to draw a picture of everyone in their family doing something, 'Joe' was unable to finish this. I had expressed a concern to

the Educational Psychologist that he would struggle with this task. I had spent several weeks introducing drawing into our sessions using various mediums and on paper, whiteboards, blackboards etc as well as paper to prepare him. In spite of this, he managed only to draw the family dog which I said was absolutely fine. I adapted the session asking him instead what he would have drawn his family doing if he had felt like drawing today and wrote this down his words.

We do something different at each session and I often ask 'Joe' what he would like to do next time as experience has shown that he is more likely to engage if he has chosen the activity himself.

What were/are the main challenges?

Supporting 'Joe' to process his family losses and in particular losing touch with his sisters. I created the space for him to talk and supported him to feel safe and secure in his new situation and overcome challenges in friendships and at school.

In practice (suggested word count: 200)

Actual impact of the work/project?

- 'Joe' is stable and happy at home with his Dad and stepmother
- 'Joe' is now receiving the additional support he requires from CYPS
- 'Joe' is significantly less behind with his expected targets at school
- 'Joe' is able to manage his behaviour better and not distract others
- 'Joe' is able to talk about his past experiences and try to make sense of his losses
- 'Joe' has recently managed extremely well on a school residential trip which the head teacher felt he would not have coped with at all a year ago
- 'Joe's behaviour is calmer and he is more focused
- 'Joe's classmates have a better understanding of things that he finds hard and are able to support him and include him
- 'Joe' has a real friend for the first time
- 'Joe' has not displayed any inappropriate sexualised behaviours for some time. CYPS are working with him to establish if there may have been any previously undisclosed sexual abuse
- 'Joe' has enjoyed the support of a team of people at school and myself
- Dad and stepmother have grown in confidence as parents
- 'Joe's Dad and stepmother have completed Triple P

What methodology – approach, evidence based theories, models and programmes and did you use?

Circle of Friends
My Journey
Restorative practice
Kinetic Family Drawing
Triple P

What did you do differently to support the family with any Adverse Childhood Experiences (ACEs)? I.e. physical/sexual/emotional abuse, neglect, DA, substance misuse, Mental Health issues, parental separation or divorce, parental imprisonment

I accommodated the family in a family focused way, whole family working. In accessing the social care files from another county the parents and I were able to understand the background to 'Joe's story. It helped us to adapt our approaches to him in order that he could flourish and develop. Working through the My Plan+ with a solid team around the child provided the family with a holistic approach.

I adapted my work to meet 'Joe's needs as above, enabling him to lead the way.

In 1 to 1 TFS work, describe how you used whole family working supporting the family journey towards change

See above

Describe and give examples of partnership working in this case/project and how it has impacted on family outcomes.

Partnerships with school
Educational Psychologist
Parents

A strong team around the family has improved confidence in parents and self-esteem and resilience for the child

In 1 to 1 TFS work, briefly outline the family's journey

'Joe' and his new family were thrust into a situation that was unexplained and therefore not clear. Contact between Dad and 'Joe' had been minimal prior to him coming to live in Gloucestershire. Gradually a picture of 'Joe' emerged largely through his revealing conversations with me. The outlines of these conversations formed part of the strong My Plan+. Through the

My Plan+ each partner, including 'Joe', were able to work at the integration of emotion and behaviours changing the way in which 'Joe' was presenting and improving his potential.

What were the outcomes of the project?

Please see above.

Feedback from the children involved in the Circle of Friends group:

- 'some people struggle and some people don't- we've been helping people who struggle to make friends'
- 'since we did the big class session, people don't wind each other up so much- people are more aware of each other's feelings'
- 'we've learnt new ways to help each other to calm down if we're feeling upset or angry'
- 'it's helped us to think of ways to calm down on our own too'
- 'I feel more able to go over to someone now if they are having an argument or if they don't look happy and ask if they are ok and if they want to come and be with me and my friends instead'
- 'it's been good making new friends and working together'
- 'it's been good seeing how things have changed for our classmate since we started doing this'
- 'I'm really pleased I was chosen – I know we came here to help our classmate but it feels like it's helped me to have better friendships too'

Feedback from the school regarding the above circle of friends work:

- 'Following the intervention, 'Joe' is feeling better supported and more included by classmates.'

Ongoing support to be reviewed following CYPS and therapeutic work that has been completed

To complete My Journey with 'Joe' to establish outstanding support needs with a view to his transition to secondary school in September 2019

The Learning – (suggested word count: 150)

What new processes have been developed?

Improved quality of 1:1 work with children and the child's voice

Training in Circle of Friends

Training in Kinetic Family Drawing

Good working partnerships with school and parents

How did you demonstrate/evidence impact?

Recording
Evaluations with the child
Photos
Work sheets

Conclusions:

Ensuring that the child is at the forefront of our work is absolutely vital. I found that 'Joe' 'taught' me what I needed to know in order to help and support him. All adults involved in this family case were listening to the child. We responded to this in a proactive way. It was essential to adapt the approach to the individual child.

Next Steps – (suggested word count: 150)

How do you intend to continue and/or develop this work further?

Sharing the Circle of Friends training with colleagues and sharing this case study.
I will take this very valuable experience with me into other families.

Can you summarise how this piece of work may assist other Barnardo's Children and Family Centres/services:

Meaningful capture of the child's voice, which I used to shape the service I provided.

Further Contact Details

Is there a web link to this project/work?

Contact details for further information:

Would you have any objection to Barnardo's sharing your work with the wider Children's Centre networks (eg Department for Education; Ofsted; LGA Knowledge Hub; National College Centre Leader Network; future Barnardo's tender submissions)?

Study 2:

Title: Volunteering to support study	Barnardo's theme²: Family Support, Supporting Employment
Volunteer Role: Pathfinder work with family	
Author: Anne Anderson	Contact email: anne.anderson@barnardos.org.uk

Volunteer Background

The volunteer enquired about our Targeted Family Support (TFS) volunteer roles in September 2017 when she had seen the Pathfinder role advertised on the [Barnardo's website](#). She was about to embark on a Post Graduate course in Child, Adolescent and Family Mental Wellbeing. As part of this course she needed to find a placement with an appropriate organisation where she could work alongside a family and use the work she was carrying out with them as the basis for her anonymised case study for her assignments.

The Volunteer was already a qualified Children's Community Learning Disability Nurse. She had a wealth of prior training including Parents Plus, [The Incredible Years](#) and [Triple P Stepping Stone](#) (for families with children

² SMIF themes: Advocacy and participation (Children in Care); Child bereavement; Children's Centres; Disability advocacy/participation; Domestic abuse; Education alternative provision; Employment; Extended services; Family contact; Family support; Family Group Conferencing; Housing and homelessness; Life-limiting conditions; Mental health; Nurseries; Parenting programmes; Play services; Rights and participation; Sexual health; Short breaks for disabled children; Substance misuse; Supporting employment; Teenage pregnancy; Vocational training

with a developmental disability). Other experience she had included being a health and social care specialist, working on a health community project and carrying out autism assessments.

The Volunteer clearly had a good grasp of the sort of work we carry out and the need for confidentiality, effective recording, safeguarding, good practice etc. and met the criteria for a Volunteer Pathfinder.

In practice

The Volunteer officially started as a Volunteer Pathfinder in November 2017. Prior to this she was subject to the Barnardo's recruitment process which included completing an application form, having two successful references, undergoing a DBS check and taking part in Barnardo's Volunteer Induction Training.

The Volunteer was allocated a family who were already being supported by one of our Family Support Workers (FSWs). This FSW became the Volunteer's Mentor. The Mentor discussed with the Volunteer the piece of work she wanted her to carry out. It was agreed that the Volunteer would visit the family on a 1:1 basis once a week and would give support with Child A's homework, encouraging her to get into the habit of completing it straight after school, and also helping to encourage healthy eating for the whole family.

The Volunteer has been visiting the family for 6 months. After three months, this was reviewed. It was agreed further support was still required and that this would also allow the Volunteer to finish her studies using the same family in her assignments.

Parents have also undertaken Triple P with our service. The Social Worker wanted them to undertake the Triple P programme as it was urgent for them to undertake a parenting programme and the course was due to run shortly after. However, the Solihull would be better for parents with Learning Disabilities so this was fed back by the FSW and will again be suggested as the next step.

In 1 to 1 TFS work, briefly outline the family's journey

The Family consists of Mum, Dad, Child A (aged 8 years) and Child B (aged 2 years). The family live together. Both children subject to a Child Protection plan due to neglect, home environment and personal hygiene. There were also repeated visits to A+E for the youngest child due to lack of supervision. Mum and Dad both have learning difficulties. A Parenting Assessment has indicated that they have capacity to parent. However, it

appears that they put strategies into place but they are unable to sustain using them in an appropriate way e.g. they used a marble jar but, rather than focusing on rewarding positive behaviour, they took marbles away for unwanted behaviour.

Social Care requested morning routines work as the oldest child wasn't arriving at school on time and was also frequently absent when the parents felt it was too late for the child to attend. Social Care also asked for support for the family with keeping the house clean.

Prior to volunteer involvement, the FSW was making regular home visits to the family from 7.30-8.30am, working on the morning routines and cleaning routines.

At a review Child Protection Conference, concerns were raised by the school that Child A wasn't doing any homework. The School requested support from the FSW in this area. At this point the FSW approached the VC to ask if there was a volunteer available to support with this.

Potential/actual impact of the work/project?

Child A does not like doing homework but is getting better at the routine of doing this after school with better consistency.

The Volunteer is working with the child on identifying different emotions during her visits to support her emotional literacy.

The effects of the Volunteer Pathfinder's visit and Child A doing her homework are rubbing off on child B as well, who will bring pen and paper to the Volunteer, wanting to join in. This is a great basis for him starting school and completing homework himself in a few years' time.

The Volunteer's visits have emphasised the positives of doing the homework, eg by following it up with a game.

The Volunteer is role-modelling to the parents. The role modelling alongside the attendance of the Triple P parenting programme has helped the parents to transfer the learning into practice. The parents are fairly isolated and have no experience of being with other parents, so have not been able to see parenting as a joyful role, rather a task to be undertaken. However they have been able to observe the fun role-modelled by the FSW and Pathfinder. Dad recently joined in with a game of hide and seek and play other games with their children. They have appeared to enjoy this.

Child A had shown occasional inappropriate behaviour; as a strategy to avoid doing her homework, child A flashed her underwear to the volunteer

on a number of occasions. The volunteer set a boundary, telling her to stop or she would leave, which the child complied with. The Pathfinder also told the parent and the FSW who informed the Social Worker. The SW has undertaken stay safe work with the child and parents. However during the latter months of visit the Volunteer reported that although she could tell the child had thought about using this behaviour, she had self- corrected, stopping herself from doing so.

Quote from FSW: "Child A is benefitting from the routine of settling down to do her homework, before being offered play as a reward. The Volunteer is role modelling this to parents in a calm and supportive way. From my point of view, I have a 2nd pair of eyes observing the family, which always gives a clearer picture. Also, it enables me to focus on the parenting skills, knowing the child is being supported by the Volunteer."

The children are now going to school on time. The home environment has improved alongside parenting. There are better relationships between the children and their parents. Child A is getting the same hours of education as her peers.

How has the Volunteer been able to improve their own skills and knowledge?

The Volunteer was assigned a Mentor (the FSW also working with the family) and the Mentor has been on hand week by week to hold case discussions with the Volunteer and offer support and advice regarding the work she is carrying out. If training needs have been identified by the Mentor, these have been passed on to the VC.

The Volunteer has had regular supervisions with the VC where her training needs are discussed and learning and development activities such as shadowing have been arranged where appropriate.

The volunteer has been very keen to take part in any training we were able to offer and to date she has completed the following:

- Barnardo's Induction Training Day (including basics in Barnardo's History, Safeguarding, Data Protection, Professional Boundaries, Health & Safety & Equality, Diversity & Inclusion)
- Safeguarding Core 1 Training
- Listening to Children

The Volunteer Pathfinder has fed back:

"This is a great training placement for working with families and children and has provided me with everything I have needed for post graduate study.

It is a good opportunity to gain insight into a different field of work and

provide experience for looking for work in this area and to enhance knowledge.

I have found it really interesting looking at how different practitioners work with their caseload and the wide variety of work they offer has also provided me with on the ground knowledge of inter-agency working.'

**What was the feedback from the family at the end of the work?
Please provide positive and constructive feedback from the
child(ren) and the parent(s).**

The child always tells FSW when the Volunteer has visited in a positive and happy way.

Mum has stated:

'I find myself using some strategies that I have watched the Volunteer using.'

The Learning

The Pathfinder role complements the work of the FSW and enables a more intense intervention. The Pathfinder role can also be used to sustain positive outcomes once the FSW work has ended.

As a result of The Volunteer getting in touch with us about Volunteering and the positive experience she has had with us during her college placement we have taken steps to reach out to educational facilities in the area to try and recruit other volunteers in a similar situation. We have adverts on the websites of the local universities and have plans to attend the Freshers' Fayre at the University of Gloucestershire at the start of the new academic year.

Next Steps

Even though her college placement has come to an end, we are delighted that the Volunteer has decided to continue her volunteering role with us and continue the positive work she has been doing.

She is now actively seeking work and, as the VC, I keep her informed of any vacancies available within the Forest & Stroud or Gloucester City teams that might be suitable for her to aid her in furthering her career.

Whilst a paid role is not a foregone conclusion when someone joins us as a volunteer, if she were successfully recruited to our staff team this would

bring an additional bonus to the organisation as she will already have carried out much of the initial training we give new starters, allowing her to get into the actual work far quicker than an external candidate.

Further Contact Details

Is there a web link to this project/work?

Barnardo's Website Volunteer Opportunities - http://www.barnardos.org.uk/get_involved/volunteering/volunteering-search.htm

Triple P Stepping Stones - <https://www.triplep-parenting.uk.net/uk-en/get-started/triple-p-courses-for-parents-of-children-birth-12-years/stepping-stones/>

The Incredible Years - <http://www.incredibleyears.com/>

Parents Plus -

Contact details for further information:

Would you have any objection to Barnardo's sharing your work with the wider Children's Centre networks (eg Department for Education; Ofsted; LGA Knowledge Hub; National College Centre Leader Network; future Barnardo's tender submissions)?

No objection.

Supervised Contacts taking place in Children and Family Centres	TOTALS
---	--------

	Stonehouse The Park	Treetops	
Number of Contacts booked	5	52	57
Number of hours booked	10	98	108
Number of families attending	2	7	9

Families accessing Universal Family Support Services based in the Children & Family Centres provided by partners and stakeholders			TOTALS
	Stonehouse The Park	Treetops	
Number of Adults attending	78	475	553
Number of Children attending	24	312	336

Services accessed were:

Adult Education; GDASS; Greensquare; Health Visitors and Midwives; Parent Run Groups; Safeguarding; Social Care; Supervised contact; Early Start; Immunisation; SALT; Stay & Play, Stroud Credit Union. Family Time; Baby weigh-in and massage; Childminders and nannies; Early start group; Baby Bounce and Rhyme; Storytime; Craft events; Fun Day Friday; As One Theatre visit; Early Education sessions; Easter egg hunt and word search; Monster book keepers; Summer Reading Challenge;

What the data tells us

- Stroud Children and Family Centres have less space available than other Children and Family Centres across the County therefore less services are physically able to run from the buildings.
- A community offer of services is building to ensure families are able to access services near to where they live.
- The Children and Family Centres are being used as a hub for community supervised contacts
- In addition to the targeted family support service the centres are facilitating additional targeted and universal services to support children and families
- These universal and targeted services run by partners are well attended by local families

Delivering 'evidenced based' parenting programme

Performance Measure

1. How many adults/ families have started a programme
2. How many have completed the programme?
3. What evaluation tool/process have you used to measure outcomes?
4. Percentage of participants on the programme whose progress has been evaluated.

Data Source: Self reported by Children Centre provider Barnardo's

	Stonehouse The Park		Treetops
Parenting Programme	Triple P	Freedom	Triple P
No of parent starting	36	8	11
No of parents completing	28	6	10
No of evaluations completed	30	4	9
No of parents identifying positive change	22	6	9

What the data tells us

- A good range of partners are engaged – the Partnership Manager will build on and improve this.
- Programmes are evaluated using a range of methodologies
- A programme of support for families to improve parenting is well embedded

Case studies – group work

Study 1:

TITLE: Triple P 1:1- whole family working	Barnardo's theme³: Children and Family Centres
Author: Sue Smith	Contact email: Susan.smith2@barnardos.org.uk
The Approach (suggested word count: 250) What is the summary Aim of Project/Piece of Work: Context : Family consisted of two older children from Father 1 and a younger child from Father 2. Following the separation of mother from Father 1, the oldest child chose to live with Father 1. Middle child stayed with mother. Mother subsequently separated from Father 2 due to domestic abuse. Request from EHH for Triple P 1:1 for Mother and both of the Fathers. Following discussion with a pre-school nursery manager, the Lead Professional, it was decided that Mother and Father 1 could do 1:1 together. Father 2 (to the youngest child) was to be offered group Triple P separately to the other parents. When I started working with this family, the oldest child had just moved back with Mother and was finding the different routines and structure difficult to manage. Living with her Dad, Father 1, it appeared she had an equal relationship in terms of boundaries and routines, rather than that of a parent and child. When she moved back with her Mother, she wanted to make decisions, would comment on other's parenting and was struggling with anxiety and anger management. Mother had a good relationship with Father 1, who shared caring for his children. Mother was not having any contact with Father 2, and he was not seeing his child due to the previous DA.	

³ SMIF themes: Advocacy and participation (Children in Care); Child bereavement; Children's Centres; Disability advocacy/participation; Domestic abuse; Education alternative provision; Employment; Extended services; Family contact; Family support; Family Group Conferencing; Housing and homelessness; Life-limiting conditions; Mental health; Nurseries; Parenting programmes; Play services; Rights and participation; Sexual health; Short breaks for disabled children; Substance misuse; Supporting employment; Teenage pregnancy; Vocational training

How does the project address the Core Purpose to improve outcomes for children and families?

Triple P links to 1.2.24 Improved parenting. The aim was for all parents to be consistent in their parenting using a positive approach. The aim was also to reduce the older daughter's anxiety and support her to not take on a parenting/care role.

How was the work undertaken in practice?

I visited Mother and Father 1 within the home. All subsequent parenting programme visits were in the home. However, Father 1 was not able to be present due to job commitments, then illness.

8 x 1 hour visits.

How did you personalise your approach for this family or group?

Each Triple P 1:1 is slightly different as I take into account the needs and parenting skills of the family. Mother had scored highly on the parenting scale, but was still willing to undertake the course as she wanted both Fathers to see it as beneficial for their children.

I offered to visit Father 1 within his home, but by this time he was suffering with low mood and requested that Triple P be put on hold. Father 1 is currently on the Triple P 1:1 waiting list for when he feels well enough to be able to take part.

What were/are the main challenges?

The bulk of the work was carried out over the Summer Holidays, when the children were home. This was a positive in that I could see Mother putting parenting strategies into use, meet the children and observe parent-child interactions, but also made it difficult to talk openly with Mother about the children. The oldest child was struggling with anxiety and had been living with her Dad until recently. She tended to take on an adult role, worrying about her brothers. It was therefore important for her to feel that we were not worried about them as well; this included not being party to adult conversations about parenting.

Engaging both Dads. Father 1 was very keen to begin with, but then became employed, which was a positive outcome, but this meant he could not fit in with the sessions organised with the Mother. I offered different times for Father 1, but by this stage he was off work on sick leave with low mood and felt that home visits would be too stressful.

Father 2 was given dates and times of local Triple P courses. He contacted the facilitator, but, again due to work commitments, could not initially make the dates offered. However, he signed up for a course starting in

January and eventually completed this course March 2018.

In practice (suggested word count: 200)

Potential/actual impact of the work/project?

The potential impact was for consistent positive parenting for the children regardless of which household they were staying in.

Actual impact was Mother completing the Triple P course, but one Father completing it later and the other Father not completing it. During the evaluation Mother stated she had more confidence in the way she was parenting and found it useful to have input from a Family Support Worker. Father 2, subsequently completed group Triple P, and gained a knowledge of the strategies used to give consistent and confident parenting, when co-parenting with Mother.

Mother felt that the oldest daughter was less anxious due to stronger routines at home. The oldest daughter had improved on her emotional and peer scores in the Strengths and Difficulties questionnaire. She was less anxious and took less of a parenting role. See below for more information.

The end of course questionnaires showed that Mother had scored better in the parenting scale and her depression anxiety stress scores had improved.

What methodology – approach, evidence based theories, models and programmes and did you use?

Triple P parenting programme 1:1 and in group.
Solution-focused approach
Knowledge of Freedom Programme

What did you do differently to support the family with any Adverse Childhood Experiences (ACEs)? I.e. physical/sexual/emotional abuse, neglect, DA, substance misuse, Mental Health issues, parental separation or divorce, parental imprisonment

The children had suffered a parental separation and Mother suffered from poor mental health and had been the victim of domestic abuse from Father

2. As part of the Triple P 1:1 work we completed a Depression, Anxiety, Stress questionnaire, in which mum scored highly for all three at the beginning of the course. The end of course evaluation showed that she was still suffering with depression, but her anxiety and stress scores had improved.

I acknowledged the parental separation with both Mum and Father 1, but they had a good relationship and communicated well. Father 2 had been referred for anger management and mental health support (not by myself). The parental separation needs were included in the My Plan for the oldest child, held by School.

In 1 to 1 TFS work, describe how you used whole family working supporting the family journey towards change

During the parenting programme I work specifically with the adults. However, the children are included in the questionnaires and were observed with the parent(s) as part of the course.

When I first observed the oldest child she was disrespectful to Mum, answering her back and arguing about any decisions made that she did not agree with. At the end of the course, the family had discussed household rules and routines and these were observed to be written down and displayed on the walls of the living room. Observing the oldest child, she appeared more relaxed, playing, laughing and not concerning herself with the adults in the room. She had also lost the negative attitudes previously observed towards her mother.

I was able to observe the children with Mum and Father 1, which gave me an insight into the family dynamics. Father 1 does not live with the family, but was there for a couple of the sessions. Neither father is presently living with the family.

What were the outcomes of the project?

The children feel safe and secure with consistent and positive parenting. 2 of the parents have complete the Triple P Parenting Programme. At the end of the course, mother felt she had benefitted from the praise received about her parenting skills. The oldest child told me that mum was 'not shouty anymore', indicating that Mum's parenting had changed and she was calmer. The oldest child became less worried and appeared happier. The parents reported that the oldest child was no longer attempting to parent, leaving this to her mum and she was more respectful towards them.

Mother felt more confident in her parenting ability, which I observed. This confidence and positivity affected how the children reacted to her.

'Knowing that their mum was going to be consistent and strong, stopped them whinging until they got what they wanted' (Mum's words).

Mum felt disappointed that Father 1 had not completed the programme with her, as her aim was to have consistent shared parenting across both families. However, the outcomes have still improved for the children and he has the opportunity to complete the programme when he is ready.

In 1 to 1 TFS work, briefly outline the family's journey

When I started working with the family, the oldest daughter (8) had recently moved back with her mother, having lived with her father since the separation. The oldest daughter was struggling with these changes. It became evident that Father 1 had treated the oldest daughter more as an adult, than a child and this daughter showed tendencies of worrying about 'adult' things and trying to intervene when Mother was parenting the two younger children.

With Mother growing in confidence and the oldest daughter getting used to her new home, things have settled down. The oldest daughter is less anxious and acting more child-like.

At a TAF review, both parents and school were able to say that the oldest child was more relaxed at home and at school, and appeared to be enjoying life, not talking about her worries. Parents reported that the oldest child is no longer attempting to parent, leaving this to her mum. As I never observed the children alone with Dad, I could not say whether this was also true with Dad. I observed that oldest child was not speaking to Mum in a disrespectful way.

The Learning – (suggested word count: 150)

What new processes have been developed?

For the parents:

Positive parenting strategies:

- Play, talk, and show affection
- Praise, attention, and interest
- Role modelling

Dealing with challenging behaviour:

- Behaviour charts
- Clear ground rules
- Planned ignoring
- Clear calm instructions
- Logical consequences
- Quiet time and time out

For me: To be patient as parents can take part in parenting programmes can be arranged that fit with their work schedules. It is important for us to deliver parenting groups at times that suit parents, especially those who

work.

How did you demonstrate/evidence impact?

At the start of the programme, Mother completed 3 questionnaires. These were completed at the end of the programme, showing the progress made.

At the start of the programme, I completed a Barnardo's assessment tool, which was completed at the end, which again showed the progress made in parenting and mental health.

Conclusions:

Even though I did not manage to engage both Fathers, which was the original request, Mother completed the Parenting Programme and grew in confidence over the 8 weeks. Father 2 completed the course in January. Father 1 did not take up the opportunity to complete Triple P.

Mother presented as a capable parent at the beginning of the programme, but stated that she felt more confident and had benefitted from discussing strategies with a Family Support Worker. She said it was good to know that she was getting it right some of the time, and was keen to learn and build on the strategies she was already using.

The children benefited from this confidence, having a family discussion around routines and putting boundaries in place.

Next Steps – (suggested word count: 150)

How do you intend to continue and/or develop this work further?

With the completion of the programme, the case is now closed.

In discussion with Mother I have put in a referral to Home Start, as Mother had enjoyed having someone to talk things over with. Mother also felt that a volunteer could help her get out and about during school holidays, when she finds 3 children a handful. This should help Mum to sustain the changes.

Can you summarise how this piece of work may assist other Barnardo's Children's Centres:

It is beneficial to have a range of parenting programmes on offer as one size does not fit all.

At present we can offer Triple P for the older age range and Solihull or Five to thrive for the 0-5's. We can also signpost to the Triple P Teen programme, and Incredible Years (for parents with children with additional needs)

Further Contact Details

Is there a web link to this project/work?

www.triplep.net

Contact details for further information:

Would you have any objection to Barnardo's sharing your work with the wider Children's Centre networks (eg Department for Education; Ofsted; LGA Knowledge Hub; National College Centre Leader Network; future Barnardo's tender submissions)?

No

Family Support Standards

Family Support Service Standards	Q1	Q4
Service Standard	Standard Score	Standard Score
Service Standard 1	4	3
Service Standard 2	4	4
Service Standard 3	4	4
Service Standard 4	3	4
Service Standard 5	4	4
Service Standard 6	4	4
Service Standard 7	4	4
Service Standard 8	3	4
Service Standard 9	4	4
Service Standard 10	3	4
Service Standard 11	3	3
Service Standard 12	3	3
Service Standard 13	3	3
Service Standard 14	3	4
Service Average	3.5	3.7

- The family support standards guidance attached as Appendix 1 is used as part of contract monitoring to monitor the progress of the service. An action plan is submitted annually to improve standards and is monitored quarterly
- The data shows a baseline assessment figure and end of Year 1 improvements
- Overall the service has maintained family support standards and has improved in some areas
- The Stroud locality is performing well and improving

Performance Measure: Data collected from Universal Children's Centres

Families accessing services at de-designated community run Children's Centres

Universal Services	Five Ways	Nailsworth Library	Painiswick	Parliament	Wotton Library	TOTALS
Number of children accessing universal services	189	574	37	8	789	1,597
Number of families accessing universal services	160	0	0	0	0	160

Targeted Services based in de-designated community run Children's Centres	Five Ways	Nailsworth Library	Painiswick	Parliament	Wotton Library	TOTALS
Number of children accessing targeted services	6	0	0	16	0	22
Number of families accessing targeted services	8	0	0	0	0	8

The range of other services offered from the centres are:

Allsorts; Adoption Toddler Group; Counselling; HENRY; Freedom; Triple P; Solihull; 5 to Thrive; kinship support group; GDASS; family therapy; children's occupational therapy, teens in crisis; core groups;

What the data tells us

- The numbers shown by the children's centre library services are particularly high as they do not collect information on specific services accessed by families with children 0-11 years old.
- The Wotton Children's Centre was based within the Health Centre in Wotton but due to the closure of the building by the Health Service the Children's Centre was moved to the library.

Ofsted Inspection & Early Years Provision

Performance Measure: Ofsted Inspection Framework for nurseries on Children's Centre sites

In April 2017, the local authority commissioned the charity organisation Barnardo's to run the group of Children and Families Centres known as the Stroud Locality Children & Family centres on its behalf, offering targeted provision.

The remaining children's centres are being developed as hubs for education and childcare, universal services and are delivered by private, voluntary and community groups as follows:

Previous Name of Children's Centre	Now managed by
Five Way	Cashes Green Primary School
Nailsworth	Nailsworth Library Service
Painswick	Painswick Playgroup
Parliament	Severn View Primary Academy
Wotton	Library Service

Attached to a number of these centres are on site Early Years provision. These are:

Centre	Managed by	No. of places	Operational Hours	Ofsted
Painswick	Painswick Playgroup	24	Mon to Thurs 9.00-3.30 & Fri 9.00-3.00 Term Time Only (40 weeks)	Outstanding – 2 nd July 2015
Parliament	Severn View Primary Academy	Severn View 16 – Parliament 20	Mon to Fri 8.45- 3.15 Term Time Only (38 weeks)	*Good – 25 th January 2018
Stonehouse The Park	Stonehouse The Park Primary	66	Mon to Fri 8.45- 12.00 & 12.00-3.30 Term Time Only (38 weeks)	*Good - 3 rd October 2017
Treetops	Dursley Primary Academy	90	Mon to Fri 7.30am- 6.00pm All year round (51 weeks)	*No Inspection to date

*Please note that the nurseries marked with an asterisk will now be inspected as part of the schools inspection.

What the data tells us

- There has been a no reduction in the grading's for nurseries inspected following the transfer of these nurseries from children's centres to new providers.
- Treetops is still awaiting their inspection. The Local Authority is providing support to the setting in preparation for the Ofsted visit.

Take up of 30 hours entitlement for 3 & 4 year olds

Performance Measure: Take up of Early Years 30 hours entitlement by three and four year olds by children's centre reach area

The Government has made childcare more affordable for working parents by increasing the early education and childcare offer from 15 to up to 30 hours per week and for 38 weeks of the year (or all the year round equivalent) for some 3 and 4 year old children.

Since September 2017 families with a 3 or 4 year old who meet certain criteria can receive up to an additional 15 hours of early education and childcare per week which is in addition to the current entitlement of 15 hours per week, which all 3 and 4 year olds are entitled to when they reach the qualifying age.

The following table represents a full Academic Year showing the number of children in receipt of 30 hours since its inception.

Children's Centre	Five Ways	Nailsworth	Painswick	Parliament	The Park	Treetops	Wotton		Stroud Totals
No of 3yos @ 31.8.17	115	100	105	181	209	268	72		1050
No of 4yos @ 31.8.17	131	145	143	184	184	255	102		1144
Autumn 2017 3yos	33	40	36	69	63	86	10		337
% take up	29%	40%	34%	38%	30%	32%	14%		32%
Autumn 2017 4yos	0	1	1	1	1	2	0		6
% take up	0%	1%	1%	1%	1%	1%	0.0%		1.0%
Spring 2018 3 yos	30	38	32	76	54	90	10		330
% take up	26%	38%	30%	42%	26%	34%	14%		31%
Spring 2018 4 yos	19	20	14	23	35	37	8		156
% take up	15%	14%	10%	13%	19%	15%	8%		14%
Summer 2018 3 yos	28	38	26	77	46	104	9		328
% take up	24%	38%	25%	43%	22%	39%	13%		31%
Summer 2018 4 yos	23	27	22	50	48	41	14		225
% take up	18%	19%	15%	27%	26%	16%	14%		20%

What the data tells us

The data in the above table is taken from the termly headcount. The majority of children using their entitlement were aged 3. The number of 4 year olds has increased term by term and the 3 year olds have been stable.

The highest percentage of families accessing the 30 hours funding in the Summer Term is in the Parliament reach area where 43% of 3 year olds and 27% of 4 year olds took up the offer. The lowest percentage being Wotton area showing 13% of 3 year olds and 14% of 4 year olds taking up the offer.

Take Up of the Two Year Old Entitlement

Performance Measure: Take up of Early Years Education of eligible two year olds by children's centre reach area

Data Source: Capita One Finance Extract

The Department of Education has specified the entitlement criteria. Free places are to be targeted with a primary focus on economic disadvantage with the council having a statutory duty to secure 570 hours of free education for each eligible child. This equates to 15 hours per week over 38 weeks of the year.

A child will be entitled to the hours from the term after their 2nd birthday, if both of the following conditions are satisfied: (1) the child has attained the age of two (2) the child or parent meets the eligibility criteria if you live in England and get one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit – for places starting in the summer term of 2018 (on or after 1st April 2018), or any subsequent term, if a parent is entitled to Universal Credit they **must** have an annual net earned income equivalent to and not exceeding £15,400, assessed on up to three of the parent's most recent Universal Credit assessment periods
- Tax Credits and a parent has an annual income of under £16,190 before tax
- The guaranteed element of State Pension Credit
- Support through part 6 of the Immigration and Asylum Act
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

A child can also get free early education and childcare if any of the following apply:

- they are looked after by a local council
- they have a current statement of special educational needs (SEN) or an education, health and care (EHC) plan
- they get Disability Living Allowance (DLA)
- they have left care under a special guardianship order, child arrangements order or adoption order.

Children Centre Reach Area	Age 2 at 31 st Aug 2017	Number of 2 yr olds potentially eligible for funded place (3 terms from the start of the next term)	Current number of 2YO children accessing a place (Headcount Spring Term)	Difference/ Shortfall
Five Ways	137	29	32	110%
Nailsworth	105	21	19	90%
Painswick	120	18	8	44%
Parliament	180	55	42	76%
The Park	163	44	36	82%
Treetops	259	53	36	68%
Wotton	471	11	6	55%
Stroud Totals	1435	231	179	77%

What the data tells us

- The reach area with the lowest number of potentially eligible children is Wotton with 11 children, and the highest is Parliament with 55 children.
- The lowest take up of 2 year old places has been in Painswick area at 44%, with the highest take up being in the Five Way area at 110%.
- The County is maintaining an overall total take up of approximately 84%, however during the Spring Term 2018 the take up dropped to 74%. The reasons for this have been discussed at national level and it is thought that this may be due to the changes in the Universal Credits.

Appendix 1 – Family Support Standards guidance

[..\Performance and Contract monitoring \(TSS\)\Copy of FSS Standards Matrix for RAG rating.xlsx](#)