

Supporting parents to engage in their child's early learning

DCSF briefing for local authority commissioners and lead officers

April 2008

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SUMMARY

This paper is primarily for local authority Early Years Leads and National Strategies Foundation Advisers but is also for commissioners of parenting and children's services, Directors of Children's Services, children's services advisers, Government Office Parenting Leads and those in the voluntary sector who are involved with this area of work.

The paper provides evidence showing why programmes and mainstream funding that support parental¹ engagement in their young children's learning and development should be prioritised within local decision making and Children and Young People's Plans.

It provides learning from the Early Learning Partnerships Project (ELPP), which involved voluntary sector providers demonstrating different approaches to identifying, engaging and supporting parents whose children were at risk of learning delay. This paper will be updated in June after the publication of the evaluation by Oxford University. The updated paper will appear on the parental involvement section of the EYFS website here:

www.nationalstrategiescpd.org.uk/course/view.php?id=111

¹ Parents are defined as mothers, fathers and other primary carers of children.

WHY SHOULD I READ THIS?

LA Early Years Leads and National Strategies Early Years Advisers – to show how ELPP and related programmes can help towards the delivery of sections 1-4 of the Early Years Outcome Duty and National Indicators relating to PSAs 10 and 11.

Parenting and children's services commissioners – this paper provides evidence to encourage the commissioning of ELPP and related programmes. It will support the implementation of local parenting strategies.

CONTRIBUTION TO STATUTORY TARGETS

Supporting parental (both parents) engagement in children's early learning can help local authorities meet the statutory targets relating to the Early Years Outcomes duty, underpinned by the five Every Child Matters outcomes. The Early Years Outcomes Duty states that one of the measures needed to meet this duty is for LAs, working with their NHS and JCP partners: *'to have in place arrangements to support parents, fathers as well as mothers, as partners in their child's early learning'*.

Programmes that support parents in their role as the child's first educator can also contribute to the PSA Delivery Agreements 10 and 11 and associated indicators:

PSA 10 Raise the educational achievement of all children and young people	NI 72 , NI 73, NI 74, NI 75, NI 78, NI 79, NI 80
PSA 11 Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers	NI 92 , NI 93, NI 94, NI 95, NI 96, NI 97, NI 98, NI 99, NI 100, NI 101, NI 102, NI 106

The text accompanying these PSA delivery agreements highlights the importance of the home learning environment on children's outcomes and the need to support parents from before birth to play their role as first educators. It also refers to the Early Learning Partnerships Project and the related project delivered through local authorities, the Parents as Partners in Early Learning project.

We know that what happens in the early years of a child's life has a big impact on future outcomes as gaps between children from different backgrounds start to emerge at 22 months. Therefore programmes that help parents get actively involved in the children's early learning can contribute to a range of PSA national indicators. They can also help local authorities with their Joint Area Reviews and can enhance the parent/child relationship.

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The **Early Years Foundation Stage (EYFS)**², which becomes statutory in all early years settings from September 2008, has an important role to play in achieving these outcomes and statutory targets. Effective practice in the EYFS is built around four guiding themes, which provide a context for the statutory requirements and describe how practitioners should support the development, learning and care of young children. One of these four themes is Positive Relationships, which focuses on how children learn to be strong and independent from a base of love and secure relationships with parents and the staff around them. Early years settings working in partnership with parents is a key principle.

The EYFS works on the basis that parents are children's first and most enduring educators. We know that when parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning. Additionally, engaging parents can result in a better home learning environment, which has a positive and enduring impact on children's achievement. Advice and guidance for practitioners is available in the EYFS pack, specifically in the Principles into Practice cards.

By funding effective programmes that help parents with their role as the child's first educator, local authorities are meeting a key requirement of the EYFS and supporting children achieve early learning goals. This, in turn, can help local authorities meet the statutory targets and the Early Years Outcomes Duty.

In addition the Children's Plan has a commitment that by 2020: *'every child ready for success in school, with at least 90% developing well across all areas of the Early Years Foundation Stage (EYFS) by age 5'*.

² The EYFS sets the standards for learning, development and care for children from birth to five. It brings together effective practice from *Birth to Three Matters* and the *Curriculum Guidance for the Foundation Stage* together with elements of the National Standards for Under 8s Day Care and Childminding. From September 2008 all registered settings, including childminders, must comply with the learning and development and welfare requirements and have regard to the rest of the EYFS guidance. See <http://www.standards.dcsf.gov.uk/eyfs/> for more information.

IMPORTANCE OF TRAINED STAFF

For programmes to be delivered effectively it is important they are provided by trained staff. In addition general training for staff in early years settings on how they can best engage parents in their child’s early learning and development can contribute to statutory targets. Some of these training programmes provide credits for practitioners to achieve a level 3 qualification (see annex for more details). This supports a central part of the Children’s Plan ambitions to improve outcomes for children is to upskill the workforce:

(p.83) ‘The single most important factor in delivering our aspirations for children is a world class workforce... We know from our consultation how important the quality of early years childcare and education is to improving children’s achievement. So we will invest £117 million over the next three years in the early years workforce, including measures to: Fund supply cover so early years workers can take part in continuous professional development’.

The following national funding is currently available for training early years practitioners, including programmes to help them engage with parents get involved in activities with their children that can help with their early learning and development:

Name of funding stream	Description relating to these courses
Sure Start, Early Years and Childcare Grant 2008-2011, dated 1 st August 2007	Annex B – ‘Outcomes, Quality and Inclusion’: In particular funding for the training of all staff in settings to improve their capability and effectiveness in providing high quality learning and development with an aim of establishing level 3 as the standard for group provision
Quality and access for all young children – revenue funding for training in the EYFS 2008-2009, 30 th Nov 2007	Funding to raise the number of staff who are qualified at level 3 in the PVI sector (‘Quality and access for young children’ section) to support them to deliver EYFS.

CONTRIBUTION TO SURE START CHILDREN’S CENTRE OFFER

Section 03 of the Sure Start Children's Centres Practice Guidance encourages children's centres to support parents in helping their children to learn and play at home. The guidance also emphasises the use of structured, validated, evidence-based parenting programmes for parents and children aged 0-5 who need support. LA parent and children's services commissioners may find it useful to discuss opportunities for delivering programmes that engage and support parents’ involvement in their child's early learning and evidence-based parenting programmes with the local authority Sure Start Children's Centre Coordinator. The Sure Start Children's Centres Practice Guidance and Phase 3 planning and delivery guidance for Children's Centres gives more information – see

www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/planningguidance/

EARLY LEARNING PARTNERSHIPS PROJECT (ELPP)

ELPP targeted 'hard to reach'/vulnerable parents of children aged 1-3, through a range of approaches to encourage them to get involved in activities that support the early learning of their children. A particular focus was on parents of children identified as being at risk of learning delay. Parents were referred through a range of routes including from health visitors, Sure Start Children's Centres and other early years settings and self referrals. The project also included funding to upskill the early years workforce so they could better engage with parents to support their children's early learning, through the provision of training courses.

Funding was awarded from the HMT Settlement Letter of 18 April 05, in recognition that early learning support for families helps improve children's readiness to learn at school. The project was funded from October 2006 to March 2008 through the Voluntary and Community Sector (VCS). The project consisted of three strands:

Strand one – demonstration projects was delivered by a large consortium consisting mainly of VCS organisations, led by the Family and Parenting Institute (FPI). There were 19 demonstration projects in 12 locations working directly with parents, including through Sure Start Children's Centres and home visiting schemes. Examples included encouraging parents to read with their children, singing nursery rhymes, taking them to the park, accessing local toy libraries and innovative use of video in a knowledge sharing approach with families, focusing on children's development and learning. There was an emphasis on encouraging parents to engage their child's learning through everyday situations. For more information visit: www.familyandparenting.org/ELPP

Strand 2 - evaluation by the University of Oxford between February 2007 and March 2008. The final report will be launched at the ELPP national dissemination event planned for 25 June 2008. The overall aim of the evaluation was to explore in depth the various strategies used to involve parents in their children's learning, the delivery mechanisms of these strategies, and whether or not they are effective.

Strand 3 – upskilling the workforce was delivered by a consortium led by the National Children's Bureau. A range of training programmes, including PEAL (Parents, Early Years and Learning) were provided to upskill the early years workforce, to help them engage vulnerable parents in their child's early learning. This strand also explored accreditation routes for the training programmes. For more information visit www.peal.org.uk

ELPP complemented the work of the **Parents as Partners in Early Learning (PEEL) project**, also funded by DCSF up to March 2008. PEEL was delivered by 41 local authority projects (whereas ELPP was delivered through the voluntary and community sector). PEEL focused on programmes that aimed to involve parents with their children's early learning in ways that would positively impact on their children's language, literacy, personal, social and emotional development. A parents section of the new EYFS website, containing more information about this project including evaluation and case studies from the participating local authorities can be accessed here:

www.nationalstrategiescpd.org.uk/course/view.php?id=111

Programmes that formed part of ELPP

The approaches are not exhaustive, since there are many other programmes that local authorities may already have commissioned or be planning to commission. Most of these programmes are aimed at parents of children aged 0-5; however for the purposes of the ELPP project the focus was on children aged 1-3. Examples include:

Home visits;

Case Study 1

G was referred by her health visitor because G was concerned that she didn't know how to play with A or to ensure that has routines that are appropriate for a child of his age. G has older children who were removed by the local authority because of incidents of domestic violence from a previous partner. The fact that she was unable to care for these children leads to G's lack of confidence in her ability to care for A. When the **Parents as First Teachers** (PAFT) worker first became involved with the family A was showing some signs of developmental delay. The worker gave basic information regarding the development of the baby's brain and the kind of activities and interactions needed to encourage the brain to develop. G has used these activities with A and he quickly caught up. G is expecting another baby in July and is planning to provide a stimulating environment from the beginning. PAFT left her with the information and advice that will help her with this.

- Structured play opportunities (with parents often in the lead);

Case Study 2

The **Born to Learn (an adaptation of PAFT)** approach at Coram Family Parents Centre includes practical sessions with parents and children, incorporating play areas with activities parents can easily replicate at home such as matching socks, water play, using empty yoghurt pots etc. Each area is supported by a member of staff along with posters explaining what children could learn from each activity as well as relevant handouts. Many parents are genuinely surprised at the play opportunities using everyday objects. Groups include a number of ethnic minority families.

Case Study 3

Dad has not previously spent much time with E, but was encouraged by a **Home-Start** volunteer to join in an outing to a country park. Families were provided with a disposable camera and a scrap book to record their day out. Both dad and E really enjoyed their day and produced a wonderful record of the time they spent together. Dad now takes E out on a regular basis and the whole family have benefited from the intervention.

Befriending;

Case Study 4 – Family Welfare Association

R, 24, was identified as at risk of post natal depression after a routine hospital visit. She didn't have a family to support her, her circle of friends did not have children yet and there was concern that she was going to be spending a lot of time alone at home with her baby. She was assigned a **Newpin befriender** and introduced to the Newpin centre in her local area when her daughter was 8 months old. R is now taking part in the Newpin's play projected – funded by ELPP – with her second child, a two-year-old boy. Through play R has learnt how to relate better to her son and also how to help him developmentally. For R it has been a lifeline and a chance to do things with her son she would never have dreamt of doing at home, as well as to meet and talk with other people like her.

Fostering readiness for reading/numeracy;

Case Study 5

Home-Start provided a trained volunteer to support a mum who needed some guidance and support in playing with her young children and encouraging their development. She introduced the mother to her local library and helped her to find books to read with her children. Mum did not find this easy, but gradually realised how much they enjoyed this, and soon reading with them became a daily activity. The volunteer also began to take introduce rhymes with the family which encouraged the boys to clap and hum along. Mum joined in these sessions and found she enjoyed singing the songs with them in between visits. Before long the children were able to join in many of the rhymes using actions and some words. Encouraged by the volunteer and her children's enthusiasm, Mum began to spend more time playing with them, which has been a positive experience for all.

More formal support classes to support parents in getting involved in their children's early learning;

Case Study 6

The Early Learning Partnership Project in Swaffham is providing 'Follow My Child' play sessions which combine the **Parents and First Teachers (PAFT)** and **Newpin Family Play Programme models**. These are designed to involve parents in how their children learn from various play activities including messy play, a book corner and collage. The room was set up to focus on shared experiences with an emphasis on having fun together. Parents were encouraged to take time to observe how their child plays; to allow the child to take the lead; and to increase their understanding of what is meaningful play to their child at this stage of their development. Transport was provided from outlying villages and one to one support from Homestart volunteers for families who needed a helping hand. Feedback from parents was very positive: "My favourite thing about the session was getting ideas for play at home"; "I had never thought about what my child learns from playing with play dough; now I can see that I am helping".

Encouraging Early Learning and development

Case Study 7

K's grandparents cared for K at home and although brought K to the nursery at their local children's centre, they never ventured into the centre at other times or accessed other services. Working through the Pen Green 'Parents Involved in their Children's Learning' (PICL) approach workers at the children's centre considered their attitudes and beliefs about working with parents and carers and reflected on their current practice.

Learning through a case study with K's grandparents a worker on the PICL programme used video reflection and key concepts to share knowledge about K's learning in the home. K amazed his grandparents and the worker by his animated discussion about the video sequence, K's grandparents gained self confidence through talking about K learning at home and developed a great interest in K's learning through the use of ICT. K's grandmother was so encouraged by the experience that she subsequently accessed a learning together group with K at the children's centre and has become involved in daily chats about K's learning with nursery workers.

Case Study 8

As a childminder L works hard to engage with parents. Faced with a new child 'E', with little time available for settling in, L approached E's family for permission to work with them on a case study as part of her learning through the Pen Green 'Parents Involved in their Children's Learning' (PICL) programme. L spent time talking with E's parents about E's learning at home and they watched video footage of E together to share knowledge about his learning. E's mother was so excited she involved her mother in the project and soon grandad was also getting involved. E settled very quickly with L and the dialogue about his learning boosted his self confidence and self esteem and that of his parents, grandparents and his childminder.

See Annex B for the full list of programmes funded through ELPP.

The Children's Plan commits an investment of £100 million over the next three years to extend the offer of up to 15 hours of free early years education and childcare places to 20,000 2 year olds in the most disadvantaged communities. The family support strand of this offer will include support for parents to engage in their children's early learning, informed by the learning from ELPP.

Conclusion/next steps

Early findings from the Early Learning Partnership Project together with evidence from EPPE provide a strong argument for the importance of commissioning such programmes locally.

KEY DATES:

25 June 2008 – ELPP dissemination conference (London) – local authority parenting and children's services commissioners have been invited. The evaluation findings will be presented.

25 June 2008 – publication of full ELPP evaluation (Oxford University).

ANNEX A

Importance of the home environment/parental involvement

There is an ever-increasing evidence base on the factors influencing child development, in particular how the child's early experience can have life-long consequences. Parents are children's first educators and the home environment has a crucial impact on a child's outcomes.

EPPSE research³ has shown that in the pre-school and early primary years: *'For all children, the quality of the home learning environment in the early years is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are'*⁴.

There is a positive impact on a child's development where parents are actively engaged in activities such as teaching songs and nursery rhymes, reading with their children and playing with letters and numbers. Parental interest in children's learning has a key role in supporting children's educational attainment and social behaviour. In addition children whose parents engaged regularly in home learning activities were less likely to be at risk of special educational needs.

The ongoing EPPSE research⁵ has shown that parents' involvement in their children's early learning at home had continued significant positive benefits on children's attainment and social behaviour at age 7 and 10. Therefore it is clear that a small investment in the early years can make a significant impact later on.

Other evidence shows that parents living in poverty are more likely to face risk factors which make their role as parents harder, and therefore hinders their ability to help their children learn in the early years. This may be due not only to a greater vulnerability to depression or anxiety, but because these parents are also more likely to have fewer material possessions such as books and toys and less space for play, to help their children develop and learn.

As demonstrated through the Early Learning Partnerships Project, there are ways to reach the more vulnerable groups. Home visiting has been shown to impact positively on the

³ The Effective Provision of Pre-School Education (EPPE) project (1996-2003) monitored 3,000 children's intellectual and social behavioural development between the ages of 3-7 years. The extension project, Effective Pre-School and Primary Education 3-11 (EPPE 3-11) (2003-2008), built on this work, following the same sample of children to the end of Key Stage 2 (age 11). The project is currently tracking the children into secondary school, up to the end of Key Stage 3 (age 14). It is now called the Effective Pre-School, Primary and Secondary Education (EPPSE) project.

⁴ Sylva K, Melhuish E, Sammons P, Siraj-Blatchford I, Taggart B (2004) The Effective Provision of Pre-School Education (EPPE) project: Findings from pre-school to end of Key Stage 1. Sure Start Evidence and Research. DfES Publications. November 2004 <http://www.dfes.gov.uk/rsgateway/DB/RRP/u013144/index.shtml>

⁵ Sammons P, Sylva K, Melhuish E, Siraj-Blatchford I, Taggart B, Grabbe Y and Barreau S (2007) *EPPE 3-11 project. Influences on children's attainment and progress in Key Stage 2: Cognitive outcomes in Year 5*. DfES Research Brief RB828. February 2007. <http://www.dfes.gov.uk/rsgateway/DB/RRP/u015148/index.shtml> and

Sammons P, Sylva K, Melhuish E, Siraj-Blatchford I, Taggart B, Grabbe Y and Barreau S (2007) *EPPE 3-11 project. Influences on children's attainment and progress in Key Stage 2: Social/behavioural outcomes in Year 5*. DCSF Research Brief RB007. August 2007. <http://www.dfes.gov.uk/rsgateway/DB/RRP/u015269/index.shtml>

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development of parenting skills and early learning. Generally, interventions work best where there is more than one method of delivery, delivered by appropriately trained staff. EPPSE research has shown that better qualified staff in pre-school settings can enhance children's development and make a difference to child outcomes.

This evidence demonstrates the importance of local authorities commissioning services that improve parents' engagement with their children's early learning in the home and the importance of training for staff, particularly if it can contribute to their gaining national qualifications. The evidence also shows the importance of parenting programmes that are delivered by appropriately trained staff and programmes that are standardised according to a programme manual.

ANNEX B

EARLY LEARNING PARTNERSHIPS PROJECT PROGRAMMES FOR PARENTS AND PRACTITIONERS

NB The programmes and training outlined in these tables were provided through the ELPP project.

There are many other programmes that local authorities may already have commissioned or be planning to commission. Most of these programmes are aimed at parents of children aged 0-5, however for the purposes of the ELPP project the focus was on children aged 1-3. Some of the programmes are available nationwide.

Programmes that engage with parents directly (see contact details in separate table below)

PROGRAMME	AGENCY	LOCATIONS
<p>BOOKSTART (Let's Find Out)</p> <p><i>Showing the value of sharing books with children and fostering reading readiness.</i></p>	Home-Start	<p>Worcestershire</p> <p>Croydon</p> <p>Westminster</p> <p>Camden</p> <p>Merton</p>
<p>FWA (Newpin Family Play Programme)</p> <p><i>Centre based learning through play involving parents and their children.</i></p>	Family Welfare Association (FWA)	<p>Norfolk</p> <p>Southwark</p> <p>Sheffield</p>
<p>Home-Start</p> <p><i>Home based outreach programme using an integrated whole family approach to children's early learning.</i></p>	Home-Start	<p>Worcestershire</p> <p>Croydon</p> <p>Westminster</p> <p>Camden</p> <p>Merton</p>
<p>ONE PLUS ONE (Brief Encounters)</p> <p><i>One Plus One puts research into practice. They investigate what makes relationships work – or fall apart – and make the findings accessible to everyone interested in strengthening and supporting couple and family relationships.</i></p>	<p>Home-Start</p> <p>Coram Family</p>	<p>Worcestershire</p> <p>Croydon</p> <p>Westminster</p> <p>Camden</p> <p>Merton</p>

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PROGRAMME	AGENCY	LOCATIONS
CORAM LISTENING TO YOUNG CHILDREN <i>Supporting parents to understand and respond to their young children.</i>	Home-Start Coram Family	Croydon Westminster Worcs
SHARE <i>Family learning programme which supports the Foundation Stage.</i>	ContinYou	Bradford Croydon Leeds Northants
PAFT (Parents as First Teachers) <i>A mixture of home based, one to one work and group workshops concentrating on child development, encouraging the parent to take the lead.</i>	NCH Campaign for Learning Coram Family FWA	Camden Norfolk North Solihull Sheffield Southwark
PEAL (Parents, Early Years and Learning) <i>PEAL training and materials support early years practitioners to work with parents as partners in children's learning.</i>	Coram Family PLA (Pre-School Learning Alliance)	Camden Cumbria Staffs
PEEP (Peers Early Education Partnership)/Learning Together <i>Both home based support and groups involving practitioners working directly with parents to give them ideas and activities for parents to support their children's early learning through everyday activities. There is an emphasis on fostering reading readiness, numeracy skills and enhanced self-esteem.</i>	Barnardo's PLA	Bristolx3 Cumbria Newcastle Northumberland Staffs
PICL (Parents Involved in their Children's Early Learning) <i>Parents and workers share knowledge about children using observations, video reflection and key concepts to understand more about children's interests, development and learning at home and in the setting.</i>	Pen Green	Blackpool Bradford Devon Leeds Leicester Northants
I-CAN <i>Engaging and supporting isolated families and offering them communication, language and learning support.</i>	PLA	Cumbria Staffs
THURROCK COMMUNITY MOTHERS <i>Involves volunteer local mothers (who have been trained by midwives and health visitors in health and parenting skills) undertaking informal visits to support parents and families in the children's early learning.</i>	Thurrock Community Mothers	Thurrock

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ELPP Delivery Partners – contacts

Family and Parenting Institute

Allan Watson

Watson@familyandparenting.org

020 74243460

Lead Partner	Delivery Partner	Name	Email address	
Barnardos		John Leicester	john.leicester@barnardos.org.uk	020 8498 7446
		Anne Goymer	anne.goymer@barnardos.org.uk	0117 9415841
		Jacqui Sirs	jacqui.sirs@barnardos.org.uk	0191 281 5024
	PEEP	Peter Silva	info@peep.org.uk	01865 395145
ContinYou		Gaye Warwick	gaye.warwick@continyou.org.uk	07795176533
		Barbara Riddell	Barbara.riddell@talk21.com	07765 242165
	Pen Green Research	Kate Hayward	khayward@northamptonshire.gov.uk	01536443435
	Telford Thurrock Community Mothers	Celia Suppiah	communitymothers@btconnect.com	01375 858512
Coram		Lucy Draper	lucy@coram.org.uk	020 7520 0321
	PAFT	Pam Holtom	pamholtom@parentsasfirstteachers.org.uk	01844 345847
	PEAL	Joyce Connor	jconnor@ncb.org.uk	020 7843 6000
	One Plus One	Penny Mansfield	pm@oneplusone.org.uk	020 7553 9530
FWA		Howard Jones	howard.jones@fwa.org.uk	020 724 17613
		Rose de Pazetron	rose.depaeztron@fwaprojects.org.uk	020 7254 1468
	Home-Start	Karen Ritchie	karen@hssheffield.co.uk	0114 2788377
	Home-Start	Eve Harris		01760 721271
	PAFT	Pam Holtom	pamholtom@parentsasfirstteachers.org.uk	01844345847

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Lead Partner	Delivery Partner	Name	Email address	
Home-Start		Sue Everitt	severitt@home-start.org.uk	0114 2788988
		Kay Bews	kbews@home-start.org.uk	01162339955
	Bookstart	Rosemary Clarke	rosemaryclarke@dsl.pipex.com	01905 641 529
	One Plus One	Penny Mansfield	pm@oneplusone.org.uk	020 7553 9530
NCH		Jan Stoll	jan.stoll@nch.org.uk	0121 3554615
		Caroline Leahy	caroline.leahy@nch.org.uk	0121 3554615
	Campaign for Learning	Juliette Collier	jcollier@cflearning.org.uk	0121 773 3133
	PAFT	Pam Holtom	pamholtom@parentsasfirstteachers.org.uk	01844 345847
PLA		Michael Freeston	Michael.Freeston@pre-school.org.uk	020 7697 2547
		Pat Styles	pat.styles@pre-school.org.uk	01772 423 538
	ICAN	Eva March	emarch@ican.org.uk	0845 225 4071
	PEAL	Joyce Connor	jconnor@ncb.org.uk	020 7843 6000
	NCMA		info@ncma.org.uk	0800 1694486
	PEEP	Peter Silva	info@peep.org.uk	01865 395145

Evaluation (this is not exhaustive)

Barnardo's NE High/Scope - A 40 year longitudinal survey has shown how that the approach to early years education produces lasting benefits for children, families and society including: increased social responsibility and improved educational performance.

Bookstart - Evaluation has shown children had acquired consistently higher levels of language and literacy development when they when they started school.

ContinYou SHARE programme - Institute of Education research has shown that parents have increased their confidence as educators.

Home-Start play programme - An evaluation of Home-Start, Scotland, reports a range of positive outcomes, including increased parental confidence and self-esteem, reductions in family members' physical and mental health problems, and decreases in child behavioural problems.

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PAFT – In the USA (where the scheme originated and is widely operated) the programme has been independently evaluated and the results have consistently indicated that the scheme benefits parents, children, schools and the wider community. In particular it has found that children are significantly more advanced in language, problem solving and social skills and are therefore more prepared for the start of school.

PEEP – Three research studies carried out by the Oxford University Department for Educational Studies have shown that children from families engaged with PEEP made greater progress than others in vocabulary, language comprehension, number concepts and understanding about books.

PICL - External evaluation by NCB commissioned by Leeds City Council (Kumari V. 2008) as an evaluation of PPEL project recommends that Leeds City Council continues 'to offer Pen Green PICL training ..to increase the pool of PICL practitioners in each Children's centre site'

Training programmes for practitioners

(See contact details in separate table below)

Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
National Children's Bureau, Early Childhood Unit	PEAL (Parents, Early Years and Learning)	Practitioners including early years teachers, nursery practitioners, family workers and childminders. Also for LA managers and advisers.	PEAL training consists of the equivalent of 1 day's setting based activities and a day's facilitated training. PEAL training and resource materials are based on the key elements of the PEAL model: authentic relationships, communication and partnership. The training also highlights examples of good practice and signposts to further training.	PEAL is linked to Unit 16 of the City and Guilds Award – <i>Working with parents to engage them in their children's early learning</i> . Practitioners can choose to extend their learning through further reading and applying learning to practice, evidence by a short portfolio, which is then assessed. The unit is worth three credits at level 3 and can form part of the Award 3598 Work with Parents.	England Delivered to private and voluntary settings throughout the 9 regions and also to local authority groupings. Evaluation being undertaken by the Research and Evaluation Department of NCB.

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
Barnardos: BabyFather Initiative	African Caribbean Fatherhood Training Programme	Practitioners	Considers social policy, legislation and theory of fatherhood in the African Caribbean community and helps develop practical skills in working with fathers and families	<p>Linking to City and Guilds Work with Parents Award at Level 3</p> <p>Asdan Level 1 submitted for accreditation at Levels 2 and 3</p> <p>Part of NAPP Toolkit of accredited training programmes for use by commissioners and others</p> <p>Supported by CWDC an accredited 'training the trainers' course is being developed to enable the national implementation of the BabyFather Initiative's Fatherhood Programmes for practitioners and fathers</p>	<p>England</p> <p>Delivered in the following areas</p> <p>Brent, Croydon, Lambeth, Manchester, Southwark, Sheffield, Leeds, Islington, Bristol, Wolverhampton, Leeds, Leicester, Birmingham, Wormwood Scrubs, Northamptonshire, Newham, Merton</p> <p>Programme for fathers independently evaluated by ETNOS for DfES/DCSF</p> <p>Engaging Efficiently with Black and Minority Ethnic Parents in Children's and Parental Services</p> <p>Barnardo's BabyFather Initiative</p>
Community Mothers Network	Reflections	Parents	A 6 x ½ day course about building initial confidence, raising parents' awareness of their own talents, skills and personal potential, exploring opportunities for getting involved in the community, encouraging a practical commitment to supporting other parents in their local community (however big or small) and helping them to construct a plan for how they are going to go about this	Options are being explored through ELPP. It is likely a qualification would be a level 1	<p>Thurrock – Essex</p> <p>Currently being evaluated by ELPP</p> <p>www.communitymothers.org.uk</p>

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
Community Mothers Network	Community Mothers	Parents - recruited as community mothers	A programme of learning, rather than a set training course. A generic range of units is provided for all Community Mothers which underpins the core principles, philosophy and delivery of the initiative. Areas of learning relate to <ul style="list-style-type: none"> □ Community outreach □ Delivering a structured learning programme that enables parents to support their own children's health, wellbeing learning and development □ Building parents' self-confidence and coping skills □ Enabling parents to access local services □ Increasing parents' participation in the community □ Providing literacy and numeracy support 	Open College Network (OCN) Levels 1,2,3 Credit 39 (max)	Thurrock- Essex Thurrock CMP has been evaluated externally on a number of occasions. Copies of these evaluations are available from Thurrock Community Mothers. www.communitymothers.org.uk
ContinYou	Preparing for Partnership with Parents	Practitioners	A 3 day course of facilitation training for workers who deliver learning packages to parents. The programme develops the skills of facilitation, engagement, understanding and identifying different needs, group work, and evaluation when working with adults.	Open College Network (OCN) Levels 2 and 3 There are 3 Units accredited at each level a) Developing Training Sessions Credit: 3 b) Monitoring and Evaluation Credit 1 c) Working with Parent/Carer Groups Credit 3	West Midlands, East Midlands, East of England Evaluation being undertaken through ELPP www.continyou.org.uk

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
ContinYou	Share Plus	Parents and Carers	A hands on approach which aims to involve parents and carers in their children's learning and development needs. The 'Share Plus' programme has been developed to provide those who need additional help to support their children in the family context.	Open College Network (OCN) Accreditation at Levels 2 and 3	West Midlands, East Midlands, East of England, Yorkshire & Humberside and South West. Contact: Gailyn Groves gailyn.groves@continyou.org.uk www.continyou.org.uk
Coram Family	Practitioners Working with Young Parents	Practitioners	A 3 day course which aims to develop competence and confidence in working with young parents	Open College Network (OCN) Level 3 Linking to City and Guilds Work With Parents at Level 3	London www.coramfamily.org.uk
Fathers Direct	Working with fathers in Early Years	Practitioners	A 3 day course which aims to help participants <ul style="list-style-type: none"> ▪ Develop the confidence knowledge and skills to work effectively with fathers ▪ Explore and develop strategies to work with fathers ▪ Think about how to create a whole team approach to building father friendly organizations ▪ Plan needs-led approaches to working with fathers ▪ Consider how to use networks to support fathers 	Open College Network (OCN) 3 Credits	England

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
Family Links	Parent Support Skills Training	Practitioners	A 2 day course which promotes emotional literacy and emotional health. Learners explore effective strategies to encourage co-operative and responsible behaviour and ones which help manage challenging behaviour in children.	Working on link to City and Guilds Work with Parents at Level 3	Hull, Cheshire,, Warwickshire, Richmond, Bradford, Somerset, Wirral, East Riding, Kensington and Chelsea, Middlesbrough and Bicester Available from www.familylinks.org.uk/nurturing/research .
HighScope (Barnardos)	Engaging Parents with their children's learning	Practitioners	A 10 day course which focuses on theoretical perspectives which promote young children's readiness to learn, explores the HighScope strategies in building effective relationships with children under 3, adult learning theory and strategies for engaging parents/carers.	A L 3 learning programme with assessed course work. Registered with and licensed by NCFE under their Investing in Quality Programme Working on link to City and Guilds Work with Parents at Level 3	Newcastle
Home-Start Norfolk	Preparation for Home-Start	Parent volunteers	Skills and knowledge required to support a family through home visiting	Open College Network OCN Levels 2 and 3	
ICAN	Early Talk Supportive Training	Practitioners	The programme focuses on the development of language in the home and preschool environments and how to identify potential difficulties. Positive communication behaviours are considered and identified.	Working with CACHE to gain endorsement at level 2 and accreditation at level 3 Edge Hill College endorsement at Level 6 Credit 1	England www.ican.org.uk
National Day Nurseries Association	Working in Partnership with Parents	Practitioners	An interactive programme which provides opportunities to discuss and share ideas about best practice.	None	www.ndna.org.uk

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
Parenting UK	Training to Work with Parents (TWP) Working with Parents (WWP)	Childcare Workers working with parents	TWP and WWP are Vocationally Related Qualifications (VRQs). These qualifications are based on National Occupational Standards (NOS). The overall aims of the learning programme are to: <ul style="list-style-type: none"> • Provide essential skills and knowledge for those who work with parents / families in a paid or voluntary capacity. • Raise awareness about the developmental needs of both parents and children. • Develop understanding about the relationships between parents and children. 	Open College Network (OCN) National Award at Level 2 and 3 Credit 21	Newcastle, Birmingham, Croydon, Portsmouth, Lancaster, Huddersfield, Wolverhampton, Nottingham Isle of Wight, Plymouth and Gloucester www.parentinguk.org
Parenting UK	Work with Parents (WWP)	Practitioners	A 20-25 day programme of learning underpins the City and Guild Work with Parents qualification. Preparation for assessment is undertaken outside the course programme.	Work with Parents (WWP) –is a VRQ (Vocationally Related Qualification) part of the City and Guilds Test and Trial for the Qualification and Credit Framework (QCF) Credit 25-30 (depending on choice of units submitted for assessment)	Newcastle, Birmingham, Croydon, Portsmouth, Lancaster, Huddersfield, Wolverhampton, Nottingham Isle of Wight, Plymouth and Gloucester A report on the Test and Trials will be available in summer 2008 www.parentinguk.org
Parents as First Teachers UK	Introduction to Supervision	Practitioners	A 1 day course with a focus on relationship based reflective supervision for those working with parents including those supporting families through outreach.	Level 4 Exploring working with the University of Worcester as part of a Continuing Professional Development (CPD) programme	Any UK location www.parentsasfirstteachers.org.uk

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
Parents as First Teachers UK	Advanced Supervision	Practitioners	A 1 day course which is tailored to meet individual need and which builds on the introduction adding approaches.	Level 4	Any UK location www.parentsasfirstteachers.org.uk
Parents as First Teachers	Born to Learn training – pre-natal to 3 years	Early Childhood Practitioners	A comprehensive five day training programme with a follow-up sixth day. Designed to prepare practitioners to implement the four components of the Born to Learn programme – pre-natal to 3, the training focuses on personal visits, group meetings, developmental milestones, community resources as well as child development and parenting information.	Currently in process	UK Research and evaluation: www.parentsasteachers.org
Peers Early Education Partnership (PEEP)	PEEP for Practitioners	Practitioners	A 2 day course which explores the PEEP Learning Together programme that support parents with their children's early learning. The course outlines the curriculum, materials and the development of skills practitioners need for facilitation. PEEP registered practitioners submit a portfolio evidencing their practice over a period of 12 months.	Mapping to City and Guilds Work with Parents Award and aiming to offer assessment for 3 Units at Level 3	Throughout UK and Ireland (and Portugal) Birth to School Study (2005) Evangelou et al Enabling Parents to Study (2004) Sylva et al. From www.peep.org.uk
PEEP	PEEP: Supporting Parents and carers as childrens first educators	Practitioners	Registered PEEP practitioners who wish to become accredited practitioners attend an additional day of training.	Westminster Institute at Oxford Brookes. Undergraduate module at L6 Credit 15 CATs points	www.peep.org.uk

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Provider	Course Title	Target Audience	Description	Accreditation Link and Credit	Locations/Research and Evaluation
PEEP	Critical Perspectives on PEEP	Practitioners		Westminster Institute at Oxford Brookes University Masters module L7 Credit 20 CATS points	
Pen-Green Research Centre	Parents Involved in their Children's Learning (PICL)	Practitioners	A professional development programme involving reflections on current practice and beliefs about working with parents. Participants undertake a child study with one family using video reflection and shared child development theories to discuss ways of supporting and extending children's learning. Programme is carried out over 3 months and 2 people per setting attend. 2 initial days training is followed by work in the setting and a further 3 rd day training in which participants develop personal action plans and an action plan for their centre. It is a knowledge sharing approach.	University of Leicester –MA Credit 20 CATS points University of Northampton L4 sits in the CHESL programme but can also be APEL'd for EYSEFD Credit 10 OCN – units at levels 2 and 3 Credit 1 CACHE – work ongoing to accredit programme at L 4	At Pen Green and other localities around the UK Internal evaluation of models of engagement at Pen Green (EECERA 2007) available from Pen Green Research Base. External evaluation by NCB commissioned by Leeds City Council (Kumari V. 2008).
Pre-School Learning Alliance	Learning Together Facilitator Programme	Practitioners	A two day programme for those who want to deliver family learning programmes. The course introduces participants to strategies for delivering workshops to parents. There is also an opportunity to become familiar with activities from the 'Looking at Learning Together' family learning course.	None	Cheshire, Greater Manchester, Leeds, Barnsley, Derbyshire, Nottinghamshire, Cornwall, Oxford, Norfolk, Luton, London, Hertfordshire

Contact details of training delivery partners

Name of org	Name of programme(s)	Contact(s)	Email	Phone
National Children's Bureau	PEAL	Joyce Connor	jconnor@ncb.org.uk	020 7843 6102
Barnardos North East	High/Scope Parenting Education	Margaret Beech	margaret.beech@barnardos.org.uk	0292 2304194
		Jan Dunwoodie	jan.dunwoodie@barnardos.org.uk	0191 2304194
Barnardos - Babyfather	African Carribean	Neil Solo	neil.solo@barnardos.org.uk	020 8498 7596
	Fatherhood Training Programme	Meg Fassam-Wright	meg.fassam-wright@barnardos.org.uk	020 8498 7743
Community Mothers / Headroom Space for Learning	Employment Training and Progression Pathway	Chrissie Hawkes	chrissiehawkes@gmail.com	01954 780637
ContinYou	Preparing for Partnership with Parents	Gailyn Groves	gailyn.groves@continyou.org.uk	02476 588452
	Share Plus	TBC		
Coram Family	Working with Young Parents	Lucy Draper	lucy@coram.org.uk	020 7520 0321
		Main Switchboard	chances@coram.org.uk	020 7520 0300
Family Links	Parent Support Skills Training	Gail Allan	gail.allan@familylinks.org.uk	01865 405643
		Rebecca Smith	rebecca.smith@familylinks.org.uk	01865 405641
Fatherhood Institute	Working with Fathers in Early Years Settings	Kathy Jones	k.jones@fatherhoodinstitute.org	01604 638538
Home-Start Norfolk	Sollihul Approach Training	Esther Wildsmith	ewildsmith@home-start.org.uk	01760 336456
	Supporting Communication	Juliet Hodgkins	jhodgkins@ican.org.uk	020 7843 2524

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	Name of programme(s)	Contact(s)	Email	Phone
National Day Nurseries Association	Working in Partnership with Parents	Stella Ziolkowski	stella.z@ndna.org.uk	01484 407046
Parents as First Teachers	Introduction to / Advanced Supervision/Born to Learn programme	Pam Holtom	pamholtom@parentsasfirstteachers.org.uk	01844 345847
Parenting UK	Training for Work with Parents of Early Years Children	Rosella Davenport	rdavenport@parentingacademy.org	07500 081941
Parents Early Educational Partnership PEEP	PEEP for Practitioners	Michele Healey	michele.healey@peep.org.uk	01865 397974
Pen Green	Parents Involved in their Children's Learning (PICL)	Kate Hayward	khayward@northamptonshire.gov.uk	01536 443435
		Nicky Millard	nmillard@northamptonshire.gov.uk	01536 443435
Pre-School Learning Alliance	Learning Together Facilitator Training	Annie Simpson	annes@pre-school.org.uk	020 7697 2505