

St Edmund's 12th February 2016



The Children's Centre discussion was part of the bigger St Edmund's Better Together day. There were 8 parents in the group, discussion focussed on the changes that have taken place following the move into cluster working.

You said:	Our response:	What we actually did:
<i>There are less Stay and Play sessions, fewer activities like Chill and Chat, fewer courses.</i>	We will put on more open days so that parents are aware of what is available, and can sign up for courses etc.	We didn't put on any open days, but have tried to ensure better links between children's centre staff and the nursery.
<i>We miss having people in the corridor to welcome parents and children when they arrive in the morning.</i>	Make sure that the new children's centre team spend time in the corridor meeting parents.	Staff from the children's centre now included in corridor duty so that they are able to keep nursery parents more informed about what is going on.
<i>We would like more support for parents to volunteer.</i>	Make sure that all parents attending St Edmund's know about our Volunteer Programme. We will encourage parents to put their names forward and make sure the process takes as little time as possible. We will use our Urdu speaking staff to talk to parents who don't speak English, and target parents whose youngest child has just started nursery.	Volunteer programme has expanded and is now firmly embedded in our practice.
<i>The new outreach programme looks good, and home visits are really useful. They are informative, and definitely worth it. They help you know where you end up for the rest of your life. The centre should call or text before visiting.</i>	If we have a phone number, we will try and call before we visit.	Our outreach programme has continued to make contact with parents who don't come to the centre. Where possible we now call before we visit.

You said:	Our response:	What we actually did:
<i>The centre needs to make sure that information is left if no one is at home.</i>	<p>Leave key information relating to purpose of visit if no one answers the door in case a return visit can't be made.</p> <p>Make a "Welcome Pack" for 4 month visits, and put through door if no one home. Also make a 4 month visit checklist, to include breastfeeding support.</p> <p>Follow up attempted visits with a phone call if we have a phone number.</p>	<p>Calling cards and welcome packs now routinely left. Some visits are followed up with a phone call.</p>
<i>The centre should prioritise the 4 month and 18 month visits.</i>	<p>Aim for 100% coverage of 4 month and 18 month visits (can include putting pack through door).</p>	<p>4 month and 18 month visits prioritised by staff.</p>
<i>The Early Language Development Checklists (6 and 18 months) should include a section for "Any other concerns".</i>	<p>Add "Any other concerns" to Early Language Development Checklists.</p>	<p>"Any other concerns" added to Early Language Development Checklists.</p>
<i>Some of us use the website to look at what's on, for example holiday activities and dads events.</i>	<p>Make sure the website is kept up to date. Look into setting up a Facebook page for the nursery school.</p>	<p>New website now up and running. http://www.stedmundsbradford.org.uk/</p>
<i>Working parents find it difficult to access centre activities such as Stay and Plays.</i>	<p>We will look at running some sessions at weekends and late afternoons.</p>	<p>Family Saturdays introduced for 2016 2017.</p>
<i>Parents with dyslexia are not properly supported, for example on adult education courses.</i>	<p>We will take this to a staff meeting, to make sure that all staff are aware. We will also discuss the issue with our adult education providers.</p>	<p>Issue has been discussed with staff and adult education provider.</p>