

Title of practice	SEADlings
Centre submitting example	Holme Wood Children's Centre
Local authority/local area	Bradford
Background details to the setting	
<p>Holme Wood Children's Centre is operated by SureStart BHT who deliver 3 Children's Centres covering the Bradford 4 area in West Yorkshire, supporting families with children aged 0-5 years. The Centre's offer day-care and family support services providing children with access to high quality play and learning facilities, language development programmes, summer schools; back to work support for unemployed families; educational opportunities for parents and carers; family health and well-being services.</p>	
About the practice	
<p>Each Centre has a number of teams working to support families; one of these is the Language Development Team who offer advice to parents to support their child's communication and language development. They provide language assessments for all registered 2 year olds, run free groups and activities to help parents and their children with their communication; one of the interventions is a 6 week in-the-home programme with parent and child delivering a bespoke 'Talking Together Programme'; the Centres also work closely with the local primary schools. 10 in reach area and 6 out of reach to identify nursery children with delay on a termly basis and work one to one with them in the nursery for a 6 week period. Full evaluations of this are available. As part of the work with local primary schools it was found that the level of ability of nursery intake children showed a clear developmental gap in those children who have never, or not regularly attended, any form of experience with peers outside the home and those that have. These developmental gaps concerned social and emotional development and caused children to struggle to progress at the start of their school life and continue to struggle throughout the foundation stage. In response it was decided to develop a module with a particular focus on the areas of social and emotional development that was also language and communication rich. The primary aim of the module is to prepare these children, who are 20 – 30 months for school by focusing on their PSED for a focused period immediately prior to the start of the school nursery.</p>	
What the best practice involves	
<p>The school's whole nursery intake was ranked in order of need and based on past or existing contact with the Centre's services. The highest-need group was invited first, and then the subsequent groups until all the places were filled. A letter for parents along with a personal invite for the child was sent which also contained a reply slip to be returned in time to send more details and requirements and to conduct home-visits before the sessions began. Twenty children were invited who were due to take up places at a primary school nursery in the centre reach area.</p> <p>The group was run by a multi-skilled team carefully selected from different service areas of the Centre's teams. This was done to ensure that a variety of issues could be picked-up whilst working with these children if the need arose. Delivery staff included the Centre's Portage Worker with extensive experience with children with special needs and members of the Language Development team experienced in working with and identifying children with language and communication delays and experienced early Years Practitioners. During the last week of the programme School staff join the delivery team Working in this way, bringing practitioners together from different disciplines brought with it a more varied approach to delivery.</p> <p>The SEADlings staff team conducted home visits prior to the start of the sessions; this was done in conjunction with a family development/support worker from the Centre. The main aspect of the home visit for SEADlings was to work with parents to provide an overview of SEADlings, introduce the SEADlings registration booklet and introduce the SEADlings passport – a helpful record of how</p>	

each child communicates their preferences. Having a Family Development/Support visit also ensured that the parents/carers could be told about the other services and activities available at the Centre and complete a registration to the Centre.

The home visits also allow staff to work with children to describe the 'home from home tray', the dedicated place in the setting where children can display objects from home. These could be any objects which help the child make connections to their home or community. Children choose anything from a favourite toy to a piece of cloth that may hold a familiar smell and to help children choose a transitional object that they could bring into nursery.

After the home visits the SEADling sessions took place at the start of August for three weeks, the first day was a pre-session to introduce parents to the setting, introduce key-workers to children and settle children. This was also used to inform parents that the three weeks following were available for them to settle their child into the setting and SEADling staff would work with them to ensure that this transition was as smooth as possible. The sessions ran four days per week on Mondays to Thursdays from 9am to 12. Parents were encouraged to stay at all times but the final session was a party day where parents were invited to stay and share the meal with the children.

Evidence and evaluation of the difference to children and families

A baseline assessment was carried out of these children as they began SEADlings with regular observations throughout and then a final assessment. The Leavers scales for well-being and involvement was the assessment tool used. The original Leaver's five-point scales were further divided into ten-point scales to allow for a more precise assessment. This was due to the short time scale of the module and allowed for small changes to be measured. At the end of the programme a written report was created for all children which included a description of their time with the programme and feedback on their well being and involvement. These reports were sent out to parents, stored by BHT and handed to teachers at the school at the beginning of term.

As part of the continuous feedback from parents and children they installed a 'talk board', a giant picture of a mouth surrounded by speech bubbles. The speech bubbles were handed out to parents daily and they could choose to take them home and record any comments they or their child made about SEADlings.

As a product of parental evaluation the impact on every child matters (ECM) outcomes were measured alongside feedback from parents. Results found that:

- 100% of parents who responded said they had seen a change in the way their child plays and interacts
- 100% of parents who responded said that their child had changed in some way
- 100% of parents who responded said that it had been good for their child to attend SEADlings
- 100% of parents who responded said that they would rate SEADlings between 8-10 out of 10
- 83% of parents saw their child's socialbility and social skills increase
- 83% of parents saw their child's improved the interactions with other children
- 86% of parents saw their child's mental and emotional health.

Children's assessment scores will be used to compare the progress of the SEADlings group of children with those from previous years whilst children will also be tracked through their first year in school to assess the impact of SEADlings.