

Extended Services Special

Working to provide equal chances, challenge disadvantage and achieve best practice in services for children and families

Excellence in Extended Services

We are delighted to be the sponsor for the *Children Now Extended Schools Conference: Putting Theory into Practice* May 2006. The theme of the conference reflects our role of supporting our partners to develop and deliver extended services.

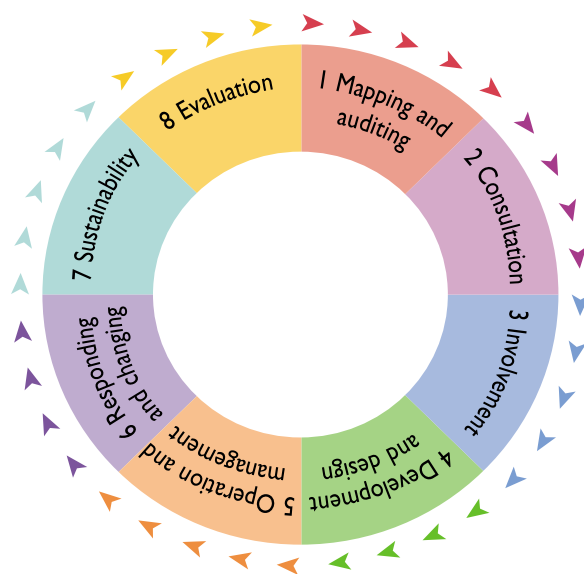
Our training, research, and consultancy experience informs our approach when supporting local authorities, schools, and providers, to develop sustainable, responsive, and complementary extended services with the involvement of children and parents at the core.

The extended services agenda is an opportunity for all types of organisations to work together, to achieve services that are responsive to the needs of children, parents and families.

Extended services can provide coordinated and accessible support to education, in innovative ways that build on best practice, to meet gaps in provision.

Extended services should work to address inequalities in access and use, safeguard children, and support children, young people, their parents and families to reach their full potential.

The Hemsall Consultancies Extended Services Wheel



We have been supporting the development of extended services by:

- delivering change management and a wide range of best practice training
- undertaking needs analyses, consultations, and audits
- developing childcare places and extended services.

The Hemsall Consultancies *Extended Services Wheel*, has eight parts, is based on our experience, and guides our approach to support the development and delivery of extended services.

It includes:

- sound mapping and auditing of existing services
- consultation of parental, children's and schools' needs
- an inclusive approach to involving parents, children and young people in the development and management of sustainable extended services.

The wheel is a standard process – in most circumstances the process follows the same order, although occasionally, the order may be changed to meet the needs of specific projects.

Our Extended Services Special includes more details about these eight elements with reference to how we have supported local authorities, schools and providers to achieve extended services that put this theory into practice.



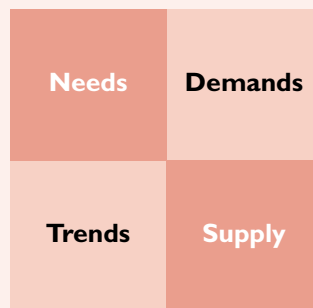
Mapping and auditing

All extended services developments need to start with a clear picture of the nature of existing services in the macro and micro contexts.

Mapping exercises are useful in collecting new information about the location, type, usage patterns, future plans, and challenges of the current sufficiency or supply of a broad range of services – they can also identify information held in other organisations.

Mapping is essential to make sure that existing services are identified, acknowledged and respected. Importantly, mapping exercises should be

complemented by a more extensive auditing process which consists of four main areas:



Hempsall Consultancies' Audit Grid Model

Because needs are different to demands, this distinction should be carefully considered throughout the development, delivery, analysis, and communication of an audit for extended services and/or childcare services.

We have completed many audits and mapping projects including:

- Bromley Children's Services Mapping
- Rochdale Workforce Audit
- Enfield Childcare Audit.

Currently, we are working on the Northumberland Childcare Audit.



Consultation

Consultation is the opportunity to test out information gathered during mapping and auditing, and tests these assumptions. Or, it can be the first action to take, so that the consultation process is clear of any assumptions.

Methods are varied and can include:

- events
- paper and facilitated questionnaires
- meetings and
- focus groups.

Consultations should include those who will use the proposed services (children, young people and parents), and those organisations, individuals, and harder to reach or minority groups identified in the mapping and auditing phase.

Our current consultation projects include:

- 24 consultation events to inform the development of children's centres in Leicestershire
- community consultation for the development of Bluecoat Children's Centre in Stamford, Lincolnshire
- *Involving and Consulting Children and Young People* training.



Involvement

We believe that the success of Sure Start local programmes was directly linked to the full participation of parents and families in the identification, development, and management of services, and their impact on developing parents to their full potential.

Extended services should learn from this experience and that of other relevant models, for example, community projects and Early Excellence Centres.

Parents, partners, governors, and providers in the public, voluntary, and private sectors should be involved at the earliest opportunity, to promote ownership and participation.

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Our involvement programme includes:

- parents' capacity building, support and training
- *Partnerships with Parents* training
- strategic planning sessions for partners
- away days, seminars, and training

- policy development
- management committee guidance, health checks, and onsite support and training.

Involving parents, young people, and members of the community at the consultation stage by enabling them to become community consultants and/or champions, can be a valuable method to achieve participation and communication, and to collect peer consultation data, alongside formal research.

Involvement in this way has its disadvantages and risks. Our policies and training programmes used in projects including Hartlepool, Peterborough and Sandwell can minimise the risks and ensure that an involving community consultation process is as successful as possible.



Development and design

The initial three phases of development may raise more challenges than had been first anticipated. Service development and design should aim to respond to these challenges including as many needs, demands, trends and supply issues as possible, while remaining focused on the delivery and sustainability of the new services.

At this stage, the mapping may inform decisions on the best possible delivery solution, and the provider, or model of provision that would be the most effective.

The next task is to access the most up-to-date information, relevant training, and experience, enabling development work.

Our development team hold lots of examples of:

- models
- business structures
- operational policies and procedures
- business planning tools
- sustainable childcare places models
- and examples of best practice which informs our work.

Having developed out of school childcare in schools and linked to schools since 2000, the team worked with Leicestershire County Council in 2005 to develop extended services childcare for one parent families, linked to initial employment and training sessions.

This ground-breaking project included services in the voluntary, public and private sectors working in partnership.

In Derbyshire, the team worked with the maintained nursery schools to identify needs and demands and to follow through extended services developments to fruition, including new out of school childcare provision.



Responding and changing

With all the effort, work and commitment it takes to work through the first five stages, it can be all too easy to take a breath and relax a little, once the services have opened and children, their parents and the community are starting to use them.

The responding and changing phase reminds us that the management task is primarily one of monitoring and evaluation, with a view to identifying business, funding, staffing, management and/or leadership issues to address.

Tasks include:

- strategic planning
- fundraising
- income generation and monitoring
- staff management and development
- marketing
- starting the auditing and consultation process again to ensure that services are providing what people demand and need.



Operation and management

Schools can learn a lot from the success of existing extended services, and a considered approach to building on this experience is efficient and effective.

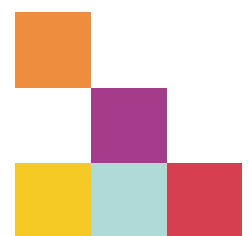
Establishing support and information networks informs this objective and identifies best practice during the early and following stages of development. This supports the whole school in its role of coordinating extended services.

Maintaining and further developing management

structures, evaluation systems, capacity and skills, including leadership and management training and mentoring is essential to make sure that staff, governors and management committees are able to meet the ongoing challenges of delivering the whole range of extended services.

Our current projects contributing to this area include:

- Women Leading Childcare – a Learning and Skills Council and European Social Fund financed project providing extensive and innovative mentoring and support for women working towards leadership and management qualifications up to Level 5
- our development project in Northamptonshire which provides onsite support for voluntary management committees providing early years and childcare services.





Sustainability

We would expect a project to achieve sustainability when the other six areas of the *Extended Services Wheel* are implemented.

Should this not be the case, support in the form of onsite business health checks and management mentoring, is essential in remotivating and reaffirming ownership of business operations.

Support can achieve an understanding of the challenges that are left, and link to information, development or training support such as our *Getting Your Message Across* (marketing) or *Business Planning for Success* training.



Evaluation

If sustainability is achieved, take time out to celebrate your success.

Then, move on to the next task which is to evaluate the information collected throughout the process, and collect any additional information required at this stage.

Including all stakeholders in this process will make sure that the evaluation is robust.

User satisfaction should be evaluated to inform the return to stage one of the wheel; where the process starts again.



About Hempsall Consultancies

Established in 1999, we are an active partner and provider of training, research and consultancy working in the children's services sector, with anti-discriminatory practice at our core.

Employing a team of 22 people with an extended network of associate trainers, consultants and researchers, we have a combined experience drawn from most aspects of children's services across the voluntary, private and public sectors.

Based in Leicester and working nationally, we are at the centre of new initiatives in children's services (extended

services, children's centres, workforce reform) following extensive experience of working with a large number of diverse local authorities, Sure Start local programmes, service providers and private sector corporations.

Copies of our equal opportunities, environmental and safeguarding children policies are available on our website.

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