



Written submission provided to the Labour Party's National Policy Forum (NPF) Consultation 2023

A future where families come first

Written submission made on behalf of the Small Steps Big Changes (SSBC) Partnership by

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Introduction to Small Steps Big Changes

[Small Steps Big Changes](#) (SSBC) is funded through [The National Lottery Community Fund's – 'A Better Start' ten-year Programme](#) (2015-2025), supporting the improvement of social and emotional development, communication and language, and nutrition outcomes amongst 0–4-year-olds in four ethnically diverse wards in Nottingham City. SSBC is a partnership programme, which includes parents, health providers, early years, early help, academics, and community and voluntary sector providers.

The 2019 Indices of Multiple Deprivation (IMD) ranks Nottingham as the 11th most deprived district in England and shows that income deprivation affects 29.8% of children in Nottingham. 56 of the 182 (30.8%) Nottingham City Lower Super Output Areas (LSOAs) fall amongst the 10% most deprived in England.¹ LSOAs are small geographical areas used for statistical reporting. SSBC works with families in the following council ward areas in Nottingham: Aspley, Bulwell, Hyson Green and Arboretum, and St Ann's. These respectively account for 9, 10, 4 and 5 of the 10% most deprived LSOAs.² This means that half of the 10% most deprived LSOAs in Nottingham are within SSBC wards.

The SSBC partnership received £45m of funding over a ten-year period from The National Lottery Community Fund. In line with a test and learn approach, SSBC has strengthened the evidence base for the positive impact of early interventions on children's outcomes. Therefore, we are well placed to provide evidence of the impact that well-resourced early years' support can have on children's outcomes.



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Executive summary

The submission provided by SSBC principally addresses the following three questions of the consultation:

1. How can the next Labour government best deliver a modern and affordable childcare system that supports families from the end of parental leave to the end of primary school? How should Labour ensure that a new childcare system helps to tackle child poverty?
2. How can the next Labour government ensure all young children enjoy a childhood that enables them to thrive?
3. How can the next Labour government defeat the scandal of rising poverty and end the soaring demand for food banks?

The information shared in response to these questions will also touch upon the following question that is part of the consultation's focus:

4. What are the specific implications of policy proposals in this area for (a) women and (b) Black, Asian and minority ethnic people?

This submission highlights the following key points and their associated recommendations for future policy:

1. Take-up of free childcare hours¹ is lower among some of the intended beneficiary groups of this provision.
 - a. The next Labour government needs to identify and address barriers for families to access the free childcare hours to which they are entitled.
 - b. In addition to good quality, affordable and accessible childcare by registered childcare providers, continued re-investment is needed in universal preventative programmes, such as the Family Hubs and Start for Life programme. These can facilitate access to funded childcare for families and should provide equitable access to support in the early years for families who do not make use of formal childcare.
2. The test and learn approach utilised within the SSBC programme has contributed to the evidence base around the positive impact of early intervention on children's outcomes. Services aimed at improving the home learning environment can help children to thrive and reach their fullest potential.
 - a. Policy needs to recognise the value and place in the system of early intervention and prevention measures from pregnancy. Reinvestment in services is needed, with increased focus on early rather than late intervention.

¹ With free childcare hours we refer to the universally offered 15 hours free childcare for 3 and 4-year-olds, as well as the 15 hours free childcare for 2-year-olds and 30 hours free childcare for 3 and 4-year-olds, with the latter two provisions subject to eligibility criteria.



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3. External evaluation of the SSBC Family Mentor Service has evidenced the positive impact on families. This service is delivered by a paid peer workforce that build trusting relationships with families and support from pregnancy through a child's fourth birthday; the service is offered universally in all four SSBC wards.
 - a. Policy should consider the support needs of all parents of very young children. The SSBC Family Mentors are an example of good practice. Our recommendation is for the support needs of families to be partially met through a trusted and non-judgmental peer support service. This has additional benefits in terms of community capacity building and job opportunities that suit in particular part time working parents.
4. Without addressing poverty, other early years interventions may not reach their full efficiency. Improvements to formal childcare and services that support families with young children and their home learning environments can positively impact children's outcomes, but household income remains a strong determinant of childhood outcomes, with inequalities for vulnerable groups being persistent and worsening.
 - a. Policy needs to develop and implement a comprehensive strategy to prevent and end child poverty.
 - b. Policy needs to consider that while employment generally reduces poverty, it still leaves many families below the poverty line. Families could benefit from more opportunities to work flexibly around their childcare needs and commitments.
5. Poverty is reflected in the increasing numbers of families experiencing food insecurity and accessing food banks. The Healthy Start scheme supports families to buy healthy and nutritious food, but the value of this benefit has not kept up with inflation. Many eligible families are missing out on the benefit and stringent eligibility criteria exclude many families living in poverty and facing food insecurity.
 - a. The Healthy Start scheme needs an increase in its value and expansion of the eligibility criteria so that more families facing poverty and food insecurity can benefit, alongside improved promotion of and accessibility to the scheme.



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I. How can the next Labour government best deliver a modern and affordable childcare system that supports families from the end of parental leave to the end of primary school? How should Labour ensure that a new childcare system helps to tackle child poverty?

1. Evidence supports good quality formal childcare and a positive home learning environment as being beneficial in improving outcomes for children.^{3,4} Sufficient, accessible, and high-quality childcare is a significant factor in promoting school readiness. The home learning environment includes the physical spaces that a child has access to and everything that parents and children do that affects children’s development and learning. Substantial evidence indicates that parenting practices and activities can enhance children’s developmental outcomes.^{5,6}
2. Data published in 2022 shows that at the end of the Early Years’ Foundation Stage in the academic year 2021/2022 almost 40% of children in Nottingham did not achieve a good level of development.⁷ This means that at age 5, many children do not have the skills needed to learn and progress in school.
3. Levels of take-up of free funded hours at registered childcare providers show that not all children fully benefit from this offer, which suggests that there are barriers to access this provision.
 - 3.1. Most recently published data for Nottingham on Summer Term 2022 shows that 1 in 3 eligible 2-year-olds were not making use of their free funded hours.⁸
 - 3.2. Research has investigated whether a cohort of children who took up the funded childcare provision at age four also made use of their entitlement at the earliest possibility at age three.⁹ Non-attendance when they first became eligible was 29% for children who subsequently claimed free school meals in reception, year one and year two, compared to 15.7% for children who did not claim free school meals. Non-attendance was nearly three times higher (38.6%) for children who spoke English as an additional language than children recorded as only speaking English (13.9%). Ethnicity was also found to be strongly associated with non-attendance at the earliest opportunity. Key intended beneficiaries of free early education in England are thus more likely to miss out on accessing free funded childcare to the fullest extent.
 - 3.3. The same research also highlighted that entitlement to the three-year free funded hours of registered childcare was relatively high and the gap by income level (as measured by free school meal entitlement as a proxy measure) was smaller in areas with more Sure Start provision. This suggests that aspects of the Sure Start offer helped facilitate access to free early education for low-income families.⁹
 - 3.4. Locally, SSBC has supported parents to access free funded childcare for their child. For example, a member of the Early Intervention Speech and Language team supported a parent who initially had not arranged to take up a place at nursery because of their social anxiety.

“My child has really benefited from learning through play and has been more focussed and less distracted as it is in the home. I’ve seen how much he’s enjoyed playing and learning through play. It’s made me think that he would benefit from going to nursery



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and with the help of my Home Talk Worker we have now applied for the two year offer and are going to look at the nursery together.”

- 3.5. A survey among 100 non-English speaking families in one of Nottingham City’s Primary Care Networks showed that almost 2 out of 3 eligible families did not take up the offer of funded childcare for 2-year-olds.¹⁰ For many of these families, cultural norms were a significant factor. An important part of their culture and faith identified women as being the main care giver for children until they reached school age.
 - 3.6. To ensure early years support reaches all families, good quality, accessible and affordable formal childcare needs to be supplemented by a set of joined-up services that support families in their home learning environment. An example of good practice is the ‘Time Together’ Booklet by the National Literacy Trust. This booklet is full of suggestions for how parents can support their young child’s learning at home and is translated in 22 languages.¹¹
 - 3.7. The Family Hubs and Start for Life programme represent a positive move to support babies, children and families.¹² However, the current funding package ends in 2025 and subsequent resources are needed to continue to improve and sustain the support provided to babies, children and families.
4. Policy needs to address the barriers for eligible families to access free funded hours of registered childcare and needs to ensure equitable access to support in the early years for all families.
 - 4.1. There is a need for a good quality, accessible and affordable formal childcare that is culturally sensitive.
 - 4.2. The government needs to identify and address barriers for eligible families to access free funded hours of registered childcare.
 - 4.3. In addition to early years education, there is a need for well-funded joined-up services for families that adopt universal preventative strategies, such as Sure Start or Family Hubs and Start for Life programme.¹³
 - 4.3.1. These preventative services can facilitate access to funded childcare for eligible families.
 - 4.3.2. Due to cultural norms and personal choice, parents may choose to not make use of registered childcare providers. In order to ensure equitable support for these families, a set of joined-up services for families are needed that can build parent’s capability and capacity as a child’s first teacher and enrich the home learning environment.

II. How can the next Labour government ensure all young children enjoy a childhood that enables them to thrive?



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5. Families need to be continually supported in parenthood from the earliest opportunity, that is, starting in pregnancy. A set of joined-up local services that support and equip parents to enhance the home learning environment has the potential to enable children to thrive.
6. Small Steps Big Changes (SSBC) is funded through The National Lottery Community Fund's – 'A Better Start' Programme, which received a 10-year investment (2015—2025) to improve the life chances of babies and very young children. SSBC utilises a test and learn approach to support the improvement of social and emotional development, communication and language, and nutrition outcomes amongst 0—4-year-old children in four ethnically diverse wards in Nottingham City. SSBC is a partnership programme, which includes parents, health providers, early years, early help, and community and voluntary sector providers. Our aim is for all children to be ready to learn at 2, be ready for school at 5 and ready for life at 16. The SSBC programme acknowledges parents as a child's first and most important teacher and supports parents from pregnancy up to their child's fourth birthday. Parents' involvement in their child's learning and development is critical for the child's overall well-being and future success.
7. Since the start of the programme, SSBC has delivered to 5238 individual children, totalling 109,089 interactions. SSBC activity has reached 81.1% of the current under four population in the SSBC wards in Nottingham, including 68% of children whose parents speak one of the top 10 languages supported by local interpretation services.
8. External evaluation evidences that the SSBC programme in general improves children's receptive vocabulary.¹⁴ Standardised British Picture Vocabulary Scale (BPVS) scores at school entry were compared between children who participated in the SSBC programme and other children entering reception class in the same schools. Children who participated in SSBC scored statistically significantly higher than children who did not.
 - 8.1. Language gaps related to income have been shown to exist by 18 months and by the age of three these have become entrenched.¹⁵ These gaps increase as children grow older.¹⁶ Actively addressing language gaps in the early years has the potential to help reduce these income-related attainment gaps.
9. SSBC has established and commissioned a paid peer workforce, known as the Family Mentor Service. Family Mentors deliver an intensive home visiting programme: Small Steps at Home; designed to support children's development. They also provide a range of community groups to support improving childhood development outcomes and parent confidence. The commissioned providers of the Family Mentor service are well established local community and voluntary sector organisations.
10. Currently, 40% of families living in SSBC wards have a Family Mentor. Family Mentors are successful in reaching and building trusting relationships with families from a range of backgrounds:
 - 10.1. Non-English-speaking families in one of Nottingham City's Primary Care Networks, rated Family Mentors as one of the services most easy to access.¹⁰



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- 10.2. SSBC has recruited a diverse Family Mentor workforce and this aids accessibility for local families. Here is one example of a parent's feedback:

"Thank you SSBC, I'm so glad to get a family mentor. I'm new in the UK, I can't speak English I just [u]nderstand a little bit of it and I've found SSBC services amazing delivered in my own language. I like how [my Family Mentor] has an answer for all my questions and how she's supporting me. Thank you again."

11. External evaluations evidence the positive impact on children's outcomes of the SSBC programme in general and SSBC activities such as Small Steps at Home have contributed to the evidence base for a shift from late to early intervention to improve children's outcomes.¹⁷⁻²¹
12. The Family Mentor Service was co-produced with parents so that it suited their needs. All of the 26 parents who participated in an external evaluation of the Family Mentor Service said they would recommend the service to a friend or family member with a young child if they were eligible. These parents' experiences of the SSBC Family Mentor service highlight the value of the core characteristics of the service.²¹

- 12.1. The Family Mentor Service is offered universally based on geographical area rather than level of need. Families feedback indicated that the universal offer overcame any stigma associated with needing support.
- 12.2. Family Mentors are a trained paid peer workforce. Families positively commented on the non-judgmental support provided by Family Mentors, which consisted of a combination of evidence-based information, alongside support and empathy from personal experience of parenting or supporting young children.

"She used to come and talk about my daughter and she helped dramatically with my other daughter, I've always had problems with her, she helped me with behaviour with her a lot. She was really friendly, she wasn't like a professional and felt like a friend, I didn't feel judged and didn't have to worry about what I should and shouldn't say."

- 12.3. Family Mentors provide continuity in their work with families from birth up to a child's fourth birthday. Families felt this helped them build a trusting relationship with their Family Mentor. This trust enabled parents to share personal issues with their Family Mentor such as relationship difficulties and mental ill health including postnatal depression, which allowed advice to be tailored to their specific needs.

"They done a food bank for me...Which was a Christmas dinner for me and the four children...And they got a present each as well...And then they asked if you had enough electric and that throughout Christmas, but I did."

13. In light of this evidence, SSBC recommends that policy considers the support needs of all parents of very young children under the age of four to be partially met through a trusted and non-judgmental peer support service, with SSBC Family Mentors as an example of good practice.



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14. There is an economic case for investing in early childhood development. Effective early intervention leads to future savings by preventing other services being required.²²
- 14.1. The Early Intervention Foundation Analysis of 2017 estimates the cost of late intervention in Nottingham in 2016 at £124 million. This means a cost of £391 per capita for the acute, statutory and essential benefits and services that are required when children and young people experience significant difficulties in life, many of which might have been prevented with early intervention.²³
15. The evidence-based efficiency of early years interventions to improve children’s outcomes needs to be seen in the context of other determinants of children’s outcomes. Poverty in particular affects the prospects of children.²⁴ Even at a young age, gaps can be seen in children’s educational attainment by parental income level, and these widen as the child grows older.²⁵ This perpetuates the intergenerational cycle of poverty.
16. Policy should prevent and solve child poverty. Without addressing poverty, other attempts to support children thriving will not reach their full potential.
- 16.1. For children to thrive, they need responsive parents. Experiences of poverty are significant for the following reasons:
- 16.1.1. In longitudinal studies, the family stress model highlights the impact of economic pressures upon parent’s mental health, impacting upon relationships and causing difficulties with parenting.²⁶
- 16.1.2. Responsive parenting is a key protective factor in relation to a child’s non cognitive development²⁷ but concerns exist that increasing family stress associated with in work poverty may lead to a reduction in sensitive parenting.
- 16.1.3. The longer-term implications of this are increased needs for costly specialist support services around child and adolescent mental health and other services.²³
17. The Child Poverty Action Group has presented recommended actions of increasing child benefit, expanding free school meals, and abolishing the two child limit and benefit cap, which would instantly help millions of children in poverty, as well as improving their life chances.

III. How can the next Labour government defeat the scandal of rising poverty and end the soaring demand for food banks?

18. Children need to be a prime focus of poverty reducing interventions, particularly those living in families with higher risk of poverty. Policy needs to address contributing factors to in-work poverty and consider reforming flexible working regulations to enable more parents to work. Improvements to the Healthy Start scheme could help more families have access to healthy and nutritious food.



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19. Children have consistently had the highest poverty rates throughout the last 25 years compared to adults. 2020/21 data tells us that more than one in four children in the UK were living in poverty (27%) and that family composition puts some families at an increased risk of poverty.²⁸
- 19.1. Lone parent families, which are predominantly headed by women, are by far the most likely family type to be struggling with poverty. Around two in five children in lone-parent families were in poverty, compared with one in four of those in couple families.²⁸
- 19.2. Families with younger children are more likely to be living in poverty. 2020/21 poverty rates when the youngest child was aged under five and between 5 and 10 years old were 28% and 29% respectively. This compares to 24% and 21% of children in families where the youngest child is aged 11 to 15 years old and aged 16 to 19 respectively.²⁸
- 19.3. Larger families with more than three children are almost twice as likely to be living in poverty than children in one- or two-child families.²⁸
20. Poverty disproportionately affects minority ethnic families. People in Black and ethnic minority families are two to three times more likely to experience persistent poverty²⁹, meaning that they have also been in poverty for at least two of the last three years, as well as being twice more likely to experience deep poverty, with an income less than 40% of the UK average.²⁸
21. Employment generally reduces poverty but still leaves many families below the poverty line. The proportion of children in poverty that live in a family where someone was in work, has increased from 52% in 2000/01 to 73% in 2018/19.²⁹
22. The potential contributing factors to in-work poverty have been described elsewhere and include low pay, insecure work, high housing costs and, for many families, high childcare costs or inflexible childcare options.³⁰⁻³³
23. Some good practice examples of supporting single working parents exist across the SSBC commissioned services who recognise some of the unique challenges for single parents. The majority of contracts are offered part time with the number of hours worked being employee led, enabling employment to fit around caring responsibilities without incurring additional childcare costs. During the pandemic, more of the SSBC commissioned Family Mentor workforce were enabled to work from home. As the infrastructure is now in place, this further allows working to fit flexibly around childcare.
24. The following case study was provided by a local parent who was asked to reflect on the longer-term impact of Covid on her and her family. The case study highlights the debilitation and stress associated with daily decisions about where to spend money that need to be made when families do not have financial freedom.

Case Study – Local Mum, children aged five and four years, June 2021

“Financially it was still a struggle as well, even though we went to work, my husband was a labourer and on agency and even though he worked all the way through, they used to give him low end kind of jobs that did not pay a lot, so we had to get universal credit, and I am still on



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minimum money now, but we don't get any now because of what we earn together a month... Financially, it has been really difficult. We went to a park, a festival thing in Arnold in the summer last year and I literally had no money, no money to buy the kids a little pound present, nothing and I just walked around the whole thing crying, but you know....that has been difficult....I did get some counselling last year as well as it was just a lot to take in, dealing with like I say kids, work, no money"

25. Local anecdotal evidence also suggests that new migrant families or families where English is not the main language spoken at home and single parent families are more likely to experience in-work poverty.
26. Likely contributory factors for those with limited English or new migrants being more likely to experience in-work poverty are the following:
 - 26.1. Some families are unclear of additional financial support that is available to them, including housing allowance. Services which previously supported families and signposted families to sources of support have been reduced.
 - 26.2. Services which previously offered drop-in sessions offering support with form filling have now moved predominantly to online or phone access. Recent migrants and those with limited English language are potentially excluded digitally due to the costs of calls, language barriers, and inability to fill in forms on a handheld mobile device.
27. To reiterate, policy should prevent and solve child poverty. Poverty reducing interventions need to include, as a focus, families with children and prioritise the most vulnerable families with well-funded services that meet the needs of local communities.
28. Policy needs to address contributing factors to in-work poverty and consider reforming flexible working regulations to enable more parents to work.
29. Poverty is reflected in the increasing numbers of families experiencing food insecurity and accessing food banks.
 - 29.1. 18% of households referred to food banks in The Trussell Trust's network during the pandemic were single parents, more than twice the rate in the general population.³⁴
 - 29.2. Food insecurity tracking data published by The Food Foundation in September 2022 shows that one in four households with children (four million children) experienced food insecurity in the past month and that households with three or more children were at a higher risk of food insecurity (42.2%) than households with one or two children (25%).
 - 29.3. Local anecdotal evidence also suggests that increasingly working parents and particularly single parents are accessing food banks and other charities for basic supplies, such as nappies, milk and baby food. Charities such as the 'Around Again' project, run by the



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SSBC Family Mentor Service provide second-hand baby equipment and clothing to families in need. During the pandemic some families needed to make difficult decisions between using electricity to access home learning or for other household essentials.

30. The Healthy Start scheme helps low-income pregnant women and those with a child under four, in receipt of certain benefits, to get healthy fruit and vegetables, milk, and vitamins. An eligible family having one child and claiming entitlement to the scheme from 10 weeks of pregnancy up to the child reaching four years of age will receive an estimated £1200.

30.1. Uptake of Healthy Start voucher in England was 63% in January 2023. This means more than 1 in 3 eligible families missed out on the benefit.

30.2. A local survey in 2020 indicated that if a family's main language is not English, only 23% accessed this additional benefit compared to the general uptake of 67% at that time.

30.3. The value of the Healthy Start benefit is not keeping up with high levels of inflation and rising food prices. The Healthy Start allowance is insufficient to buy powdered infant formula.³⁵

30.4. Eligibility for the scheme is too restricted. For example, not all families on Universal credit are eligible, nor are families with no recourse to public funds.³⁵ This leaves many families in poverty and food insecurity without access to Healthy Start.

31. Policy needs to implement the Local Government Association's five-point plan for Healthy Start.³⁶ Their action plan includes an increase in the value of Healthy Start vouchers, expanding the scheme to include all families on Universal Credit, raising the age of eligibility up to and including children who are five years old to bridge to gap before eligibility for free school meals, implementing auto-enrolment for the scheme and investment in an awareness raising campaign to promote uptake among eligible families. In addition, eligibility for families with no recourse to public funds needs to be considered.

IV. Conclusion

The National Lottery Community Fund's – 'A Better Start' programme has been a prime driver in improving the outcomes of babies, young children and families in areas across England. As part of the 'A Better Start' programme, SSBC has designed and implemented interventions for babies, young children and their families, and strengthened the evidence base of the positive impact of early interventions on children's outcomes. In particular, the SSBC programme highlights the need for early rather than late intervention and that the support needs of all parents of very young children under the age of four can be partially met through a trusted and non-judgmental peer support service.

More generally, it makes ethical and economic sense to adequately fund and strengthen both the joined-up local early-years services for families via models such as Family Hubs and Start for Life, as well as the provision of formal childcare. This has the potential to improve accessibility to support,



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improve children’s outcomes, close inequality gaps, and reduce the future spend on benefits and services that are required when children experience significant difficulties in later life.

Basic needs of babies, young children and families need to be met before full efficacy of early years support can be expected. Ending child poverty and food insecurity should be given the highest priority. Enabling more parents to work will lessen poverty levels, yet employment in itself can currently not be expected to break families free from poverty. Targeted action is needed to end in-work poverty. In the meantime, many families will continue to struggle with food insecurity. Improvements to the Healthy Start scheme are needed so that more families in need are supported to buy healthy and nutritious food.

¹ Nottingham Insight (n.d.) *Indices of Deprivation (2019)* [online]

<https://www.nottinghaminsight.org.uk/themes/deprivation-and-poverty/indices-of-deprivation-2019/>

² Nottingham Insight (2021) *Ward profiles and reports* [online] <https://nottinghaminsight.org.uk/f/aAXFc8>

³ Teager, W. and McBride, T., (2018) An initial assessment of the 2-year-old free childcare entitlement: Drivers of take-up and impact on early years outcomes. *Early Intervention Foundation*, 23.

⁴ Melhuish, E.C. and Gardiner, J., (2018) Study of Early Education and Development (SEED): Impact study on early education use and child outcomes up to age four years-Research Brief.

⁵ National Literacy Trust (2018) *Improving the home learning environment. A behaviour change approach.* [online]

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⁶ Melhuish, A. (2010) *Impact of the Home Learning Environment on Child Cognitive Development: Secondary Analysis of Data from ‘Growing Up in Scotland’* [online] <https://core.ac.uk/download/pdf/11306407.pdf>

⁷ Department of Education (2022) *Early years foundation stage profile results: 2021 to 2022* [online]

<https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results>

⁸ Nottingham City Council (2022) *Childcare Sufficiency Summary Report Card.* [online]

<https://www.nottinghamcity.gov.uk/media/3375338/summer-term-2022-nottingham-city-council-childcare-sufficiency-assessment.pdf>

⁹ Campbell, T., Gambaro, L., & Stewart, K. (2018) Universal Early Education: Who Benefits? Patterns in take-up of the entitlement to free early education among three-year-olds in England. *British Educational Research Journal*, 44(3): 515—538.

¹⁰ Khan, F., Sisters of Noor, McDonald, A. (2022) *Report on the Experiences of accessing healthcare amongst non-English speaking families in Sneinton and St Ann’s: Nottingham City East Primary Care Network (PCN6)* [online]

<https://www.smallstepsbigchanges.org.uk/knowledge-hub/learning-hub/primary-care-network-report>

¹¹ <https://literacytrust.org.uk/resources/time-together-multilingual-families/>

¹² Department for Education (2022) *Family Hubs and Start for Life programme: local authority guide* [online]

<https://www.gov.uk/government/publications/family-hubs-and-start-for-life-programme-local-authority-guide>



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¹³ Department of Health and Social Care and the Department for Education (2022) *Family Hubs and Start for Life programme guide*. [online] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1096786/Family_Hubs_and_Start_for_Life_programme_guide.pdf

¹⁴ Wood, C., Tura, F., Newham, K., Lushey, C. and Paechter, C. (2022) *Evaluation of Small Steps Big Changes Examining the Impact of Small Steps Big Changes Provision on Children's Receptive Vocabulary Scores on Entry to Reception Class*. Nottingham Centre for Children, Young People and Families Nottingham Trent University [online] https://www.smallstepsbigchanges.org.uk/assets/downloads/SSBC_BPVS_study_evaluation.pdf

¹⁵ Asmussen, K., Law, J., Charlton, J., Acquah, D., Brims, L., Pote, I. and McBride, T., (2018). Key competencies in early cognitive development: Things, people, numbers and words. *London: EIF*.

¹⁶ Eisenstadt, N. and Oppenheim, C., (2019) *Parents, Poverty and the State: 20 years of evolving family policy*. Policy Press.

¹⁷ Lushey et al., (2019). *Evaluation of Small Steps Big Changes First Annual Report: 2019*. Nottingham: Nottingham Trent University.

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