

NIACE Research and Development



Key Findings



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Evaluation of Step Into Learning (April 2002-March 2004)

Abstract

This project evaluated the work of the BSA led delivery of a development programme to equip staff in nurseries, Sure Start programmes and children's centres with knowledge and skills to help them identify parents and carers' literacy, language and numeracy needs and support them into local provision. Training was delivered to staff and a cascade model was built in.

The evaluation aimed to assess the impact of the development programme by asking 4 key questions:

1. Are parents/carers better identified, sign-posted and supported as a result of training?
2. Has the training made a contribution to increased awareness of staff?
3. Are more parents/carers coming forward for literacy, language and numeracy?
4. How did the programme contribute to the aims of Skills 4 Life?

Research methodology:

- ❖ Questionnaire to parents/carers and staff
- ❖ Baseline visits and follow-up visits
- ❖ Telephone tracking

Key Findings

The main conclusions of the project are:

- ❖ 72% of staff who returned questionnaires reported an impact on the day to day running of the nursery.
- ❖ Most staff felt better able to identify literacy, language and numeracy needs; some felt they were a little better.

- ❖ Staff reported changes in communication with parents/carers.
- ❖ Staff reported changes in supporting and sign-posting parents to literacy, language and numeracy provision.
- ❖ The training made a significant difference to awareness. 74% said they were a lot more aware.
- ❖ Partnerships were created with literacy, language and numeracy providers.

Recommendations

- ❖ Nursery staff may need more support to act as sign-posters and training should be built-in to their staff development.
- ❖ Some staff need to develop their own literacy, language and numeracy skills.
- ❖ Simple screening mechanisms should be developed.
- ❖ Closer links between literacy, language and numeracy providers and nurseries should be developed.
- ❖ Awareness could be built-in to continuing professional development (CPD) for children's work workforce.

Output

- ❖ Taylor, C. (2004) *Evaluation of the Step Into Learning Training and Development Programme for Neighbourhood Nurseries and Nurseries in Disadvantaged Areas*. Published Report, NIACE: Leicester.

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Requests for 'Key Findings' in other formats, such as large print, are welcome. We would be pleased to consider your request.

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