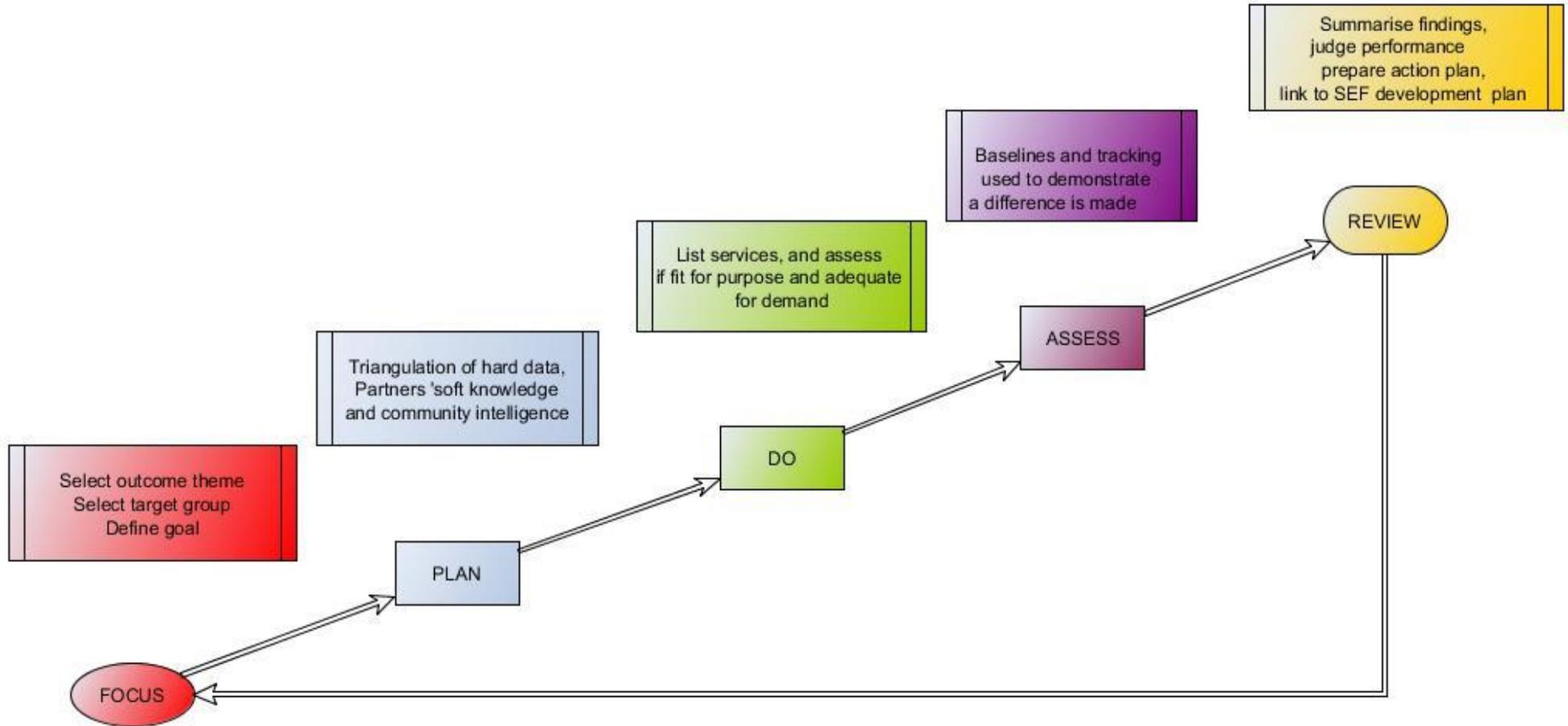# REACH OUT IMPROVEMENT TOOL

The Reach Out Improvement Cycle

The tool is designed to deal with three key performance questions. In terms of your selected disadvantaged group and outcomes theme how can you answer these key questions.

- How you know where the targeted families' and their children are? (numbers, locations, registrations)
- How do you know needs as suggested by the selected outcomes are met? (services and partners relevant to the group and outcomes)
- How do you know a difference is being made to the selected families and children's lives? (impact and tracking)

Summarise findings, judge performance prepare action plan, link to SEF development plan

Baselines and tracking used to demonstrate a difference is made

List services, and assess if fit for purpose and adequate for demand

REVIEW

ASSESS

Triangulation of hard data, Partners 'soft knowledge and community intelligence

DO

Select outcome theme Select target group Define goal

PLAN

FOCUS

REACH OUT IMPROVEMENT GUIDANCE

FOCUS

A: Good mental well-being
Outcome 1: Mothers, fathers and carers experience less stress
Outcome 2: Mothers, fathers and carers have good mental well-being
Outcome 3: Mothers, fathers and carers supported by friends and/or family
B: Positive parenting
Outcome 4: Mothers, fathers and carers engage with their children in positive and regular ways
Outcome 5: Mothers, fathers and carers actively listen to their children
Outcome 6: Mothers, fathers and carers set and reinforce boundaries
C: Creating a safe and healthy environment
Outcome 7: Reduce smoking in pregnancy
Outcome 8: Increase breastfeeding
Outcome 9: Reduce risks of low birth weight
D: Promoting an active learning environment
Outcome 10: Mothers, fathers and carers regularly talk to their children with a wide range of words and sentence structures
Outcome 11: Mothers, fathers and carers read daily to their children
E: Cognitive Development
Outcome 12: Children cognitive skills develop appropriately
Outcome 13: Children increasingly pay attention in activities and to people
F: Communication and language development
Outcome 14: Children understand age and stage appropriate spoken and written language
Outcome 15: Children use age and stage appropriate spoken and written language
G: Social and Emotional Development
Outcome 16: Children engage in age and stage appropriate learning
Outcome 17: Children self- management and self –control is age and stage appropriate
H: Physical Development
Outcome 18: Reduce high or low Body Mass Index
I: Knowledge and skills
Outcome 19: Mothers, fathers and carers numeracy and literacy basic skills are improved
Outcome 20: Mothers, fathers and carers increase their knowledge and use of good parenting
J: Be financially self-supporting
Outcome 21: Mothers, fathers and carers gain skills that will lead to employment or improved work opportunities.

ACTION

Look at statistical data to see what outcomes are priority in your reach area

Discuss if partner-agencies would confirm this

Discuss if users and the community would also confirm this

In choosing outcomes do you need to consider any disproportionate impact for one or more of the equalities considerations below

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- Children with observed issues of age and stage delay *
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Go to the Outcomes and read the Plan section for the outcome(s) selected to ensure the range and aims of the outcome(s) is what will make the desired impact

Now choose outcomes that data, partner knowledge and community intelligence suggest triangulates support

* Children with observed issues of age and stage delay of-
communication and interaction
cognition and learning
social, emotional and mental health
sensory and/or physical needs

FOCUS

TARGETED GROUP

- Lone parents, teenage mothers and pregnant teenagers

- Children from low income backgrounds
- Children living with domestic abuse, adult mental health issues and substance abuse
- Children 'in need' or with a child protection plan
- Children of offenders and/ or those in custody
- Fathers, particularly those with any other identified need, for example, teenage fathers and those in custody
- Adopted children and adopter families
- Children who are in the care of the local authority (looked after children)
- Children who are being cared for by members of their extended family such as a grandparent, aunt or older sibling
- Families identified by the local authority as 'troubled families' who have children under five

- Families who move into and out of the area relatively quickly (transient families), such as asylum seekers, armed forces personnel and those who move into the area seeking employment or taking up seasonal work

- Children with observed issues of age and stage delay attributes:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical needs

ACTION

Look at your statistical data to identity the key groups in your reach area.

Discuss if statistical data suggests you need to work with a group to improve a key outcome

Discuss if partner-agencies would confirm this

Discuss if users and the community would also confirm this

In choosing a group do you need to consider any disproportionate impact for one or more of the equalities considerations below

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- Children with observed issues of age and stage delay *
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Now choose outcomes that data, partner knowledge and community intelligence suggest triangulates support

*Children with observed issues of age and stage delay of-
communication and interaction
cognition and learning
social, emotional and mental health
sensory and/or physical needs

FOCUS

DEFINE GOAL

ACTION

Look at the Assess section to help agree what an ideal goal could look like

Agree a 'what if target' based on these questions

Duration of period of intervention

Level of targeted group including any equalities considerations addressed after period of intervention

% increase/decrease in selected outcome

Also check if the measures in the outcomes pages are of help

..

PLAN

How you know where the targeted families' and their children are?

ACTION

Review the hard data to quantify numbers and need in terms of the outcome and group.

List the partners-agencies engaged with this group and outcome services.

List the users and community groups engaged with this group and outcome services.

And how have you considered the equalities issues identified in the previous steps?
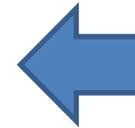
Look at the PLAN section for the selected outcomes

and the

DO section of the selected outcomes

Are these suggesting additional partners and community groups to engage with? Pooling information from all three sources, how do they help you quantify needs, numbers and registrations?

What gaps are emerging when trying quantifying numbers?

Review the targeted group and those working to deliver services suggested by the outcomes to identify likely populations in the reach area and the percentages using the children's centres services on a regular basis

DO

How do you know needs as suggested by the selected outcomes are met?

ACTION

List all the services provided to meet the needs of the group in terms of the selected outcomes

Identify if the identified services are fit for purpose to tackle **these** outcomes for **this** group?

Review the targeted group and those working to deliver services suggested by the outcomes to identify if the services meet identified needs

And how have you considered the equalities issues identified in the previous steps?

Read and discuss the DO section of the selected outcomes to check if the services deal with identified practice improvements

Assess if the levels of services adequate for the demand involved?

What gaps emerge?

ASSESS

How do you know a difference is being made to the selected families and children's lives?

ACTION

Review the targeted group and the services provided to meet needs and show how these contribute to the outcome making a difference

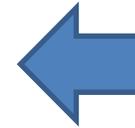Identify what starting point is used with the selected outcomes and chosen group

And how have you considered the equalities issues identified in the previous steps?

List what tracking takes place with each of the service received

Discuss how you demonstrate the support makes difference?

REVIEW

What do you need to do to make things better?

ACTION

- Prepare an action plan to deal with the identified issues and use the evidence for your SEF and any arising development plan if you want to

Summarise the issues identified

Make a judgement

Who is going to lead on this?

What are the time scales?

Resource implications for changes?

Any immediate staff development issues?

At this stage you may decide a deep dive is needed so from the information gained decide how this is to take place

ACTION PLAN

Objective	Tasks	Resources needed including CPD:	Risks for success	Evidence of success	Lead	Who involved	Deadline