

Evaluation of Bookstart England: Survey of operational and strategic stakeholders

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Introduction

Booktrust is an independent charity, established in the 1920s, with the aim of building a literate, connected and creative society through encouraging engagement with books. The charity runs a number of national book-gifting programmes, one of which is the *Bookstart* programme. *Bookstart*, piloted in 1992, has developed over the last twenty years to become a universal programme in England. The initiative currently provides two sets of materials or book packs aimed at:

- Babies aged between 0 and 12 months - known as the *Bookstart Baby Pack*
- Young children aged between 3 and 4 years - known as the *Bookstart Treasure Pack*

The *Baby Pack*, received in the baby's first year, is usually given by a health visitor or other health professional, whereas the *Treasure Pack* is usually distributed via a nursery, pre-school or other early years setting. Between 2004 and 2011 Booktrust also provided the *Bookstart+ Pack* for toddlers, a universal pack that was usually given out by health visitors at the two year development check.

The Bookstart packs aim to encourage parents and carers to share books, stories and rhymes with their children and to help families to adopt enduring reading habits. In general terms, the Bookstart initiative aims to:

- encourage all parents and carers to enjoy books with children from as early an age as possible
- inspire a love of reading through providing free books and supporting materials

Each pack comes in a colourful bag and contains a range of age-appropriate resources. In the current Baby Pack there are two board books for shared reading, a shape booklet with black and white images and a rhyme poster. In addition there is a guidance booklet with advice on sharing books, further book recommendations and a £1 book token. The Treasure Pack consists of a red and blue messenger bag with two picture books, a pad and coloured pencils for mark-making, and a booklet giving advice and guidance on supporting the literacy development of 3-4 year olds.

The Bookstart programme also has a number of additional elements:

- Dual language books and guidance;
- Booktouch Packs for children who are blind or partially sighted;
- Bookshine Packs for children who are deaf or hearing impaired;
- The Rhyme Challenge;
- The Bookstart Bear Club; and
- National Bookstart Week.

The current research

In March 2012 the Centre for Education and Inclusion Research at Sheffield Hallam University was commissioned by Booktrust to undertake an evaluation of the Bookstart programme. Booktrust had identified the need to ensure that this programme and its resources fit the needs of children, families, practitioners and stakeholders. In collaboration with Booktrust the research team identified three key research questions.

1. To what extent are *Bookstart* resources fully aligned with current Early Years and family engagement practice and policy?
2. What are the views of practitioners and stakeholders on the role of *Bookstart* at both a strategic and operational level?
3. What is the impact of *Bookstart* on a range of key outcomes?

This report addresses the second of these research questions.

Methodology

To address the question ‘What are the views of practitioners and stakeholders on the role of *Bookstart* at both a strategic and operational level?’ an online survey was administered along with follow up in depth telephone interviews.

3.1 Survey

The survey was administered during May 2012 using the simple, accessible online tool SurveyMonkey. The survey ran for just over a month and gathered data from both those working at an operational¹ and a strategic² level in relation to the Bookstart programme.

3.1.1 Administration

An email was sent out to all Bookstart coordinators asking them to distribute the online survey link to all their contacts involved with Bookstart, including those directly gifting the Bookstart packs as well as those working at a strategic level in organisations involved in the programme. This was to include health visitors, heads of health visiting, early years practitioners, local authority heads of early years, child minders, community nursery nurses, heads of libraries, heads of children's libraries, other library staff members, head of children's services, and registrars. The link was also sent to a contact at the Community Practitioners and Health Visitors Association (CPHVA) to distribute to health visitors, heads of health visiting and community nursery nurses; to heads of early years to disseminate to early years practitioners; and to heads of library, heads of children's library and heads of children's Services to fill in themselves and forward the link to relevant colleagues.

Due to the various ways in which the link was distributed respondents were also asked to make sure that they only completed the survey once to avoid duplication. Furthermore, the Bookstart coordinators were asked not to fill in the survey themselves as a number of relevant questions had been integrated into their annual online audit from Booktrust to prevent them from feeling overburdened by Booktrust. The relevant responses from the Bookstart coordinator audit were subsequently analysed alongside those from the online survey.

3.1.2 Design

The online survey was designed to gain the views of both practitioners and stakeholders around the Bookstart programme as well as gaining data specifically around the Baby and Treasure Packs. Respondents were asked to give frank and honest answers so that they could be taken on board to support the development of the programme. Respondents were also assured that their responses would be completely confidential.

The survey took between 10 and 15 minutes to complete and covered the following areas:

- The respondent's role in relation to Bookstart;
- The gifting of the packs (operational only);
- The Bookstart packs and additional resources;
- The benefits and impacts of the packs; and
- Training and support needs around Bookstart.

If gifting both types of packs the operational survey respondents were asked to answer the questions in relation to just one of them so that their responses could be attributed to either the Baby or Treasure Pack. Those from a strategic background were asked more generally about both of the Bookstart packs.

¹ Operational staff were defined as those gifting the packs and included health visitors, early years practitioners, child minders, community nursery nurses, registrars and library staff

² Strategic staff were defined as heads of service and included head of health visiting, local authority head of early years, head of library, head of children's library and head of children's services

As previously mentioned the Bookstart coordinators did not fill in the online survey but instead answered a number of similar questions as part of the Booktrust annual audit. Their data differed from those of the other operational respondents due to the fact that they did not have the opportunity to distinguish whether they were answering about the Baby Pack or the Treasure Pack; they were also asked fewer questions in total than the other operational respondents.

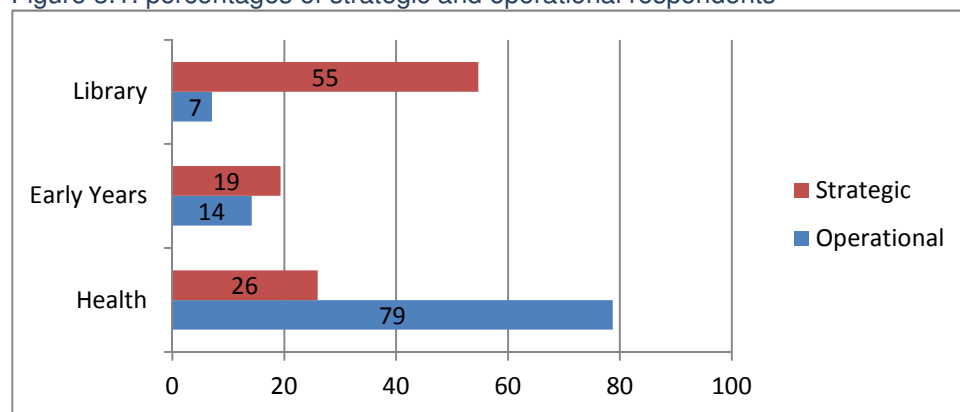
3.1.3 Response rates

The online survey yielded 3,004 responses, of which 2,494 were analysed once the data had been cleaned. The respondents were broken down into those with strategic roles (14%) and those working at an operational level (86%).

The largest group of individuals responding to the online survey were health visitors who made up almost half of the sample (46%). The next highest were those in the 'other (please specify)' category (15%), community nursery nurses (14%) and early years practitioners (11%).

The majority of operational respondents were from a health related background (79%). There were low proportions of respondents from a library related background at this level (7%), but amongst the strategic respondents this was the largest group (55%). Within the strategic group 19% were from an early years background and 26% from health (Figure 3.1). The low proportion of operational respondents from a library background may be explained due to the fact that Bookstart coordinators were asked not to complete this version of the survey. The respondents were fairly evenly spread across the country.

Figure 3.1: percentages of strategic and operational respondents



Total n: operational = 1905, strategic = 212

3.1.4 Data cleaning and analysis

The survey data was imported into SPSS and then cleaned to remove any responses from outside of England along with any individuals that were not actually working with the Bookstart Packs. Some of the data was recoded due to the complexities of the statistics. The employment roles were recoded into 'health', 'early years' and 'library' (see Table 3.1 below) to enable the ease of analysis for many of the survey questions and to highlight any differences between the views of participants in separate roles. For some of the questions where the analysis of the data by individual role was required the low number of child minders responding to the survey made it impossible to comment about this group. It should also be noted that no registrars responded to the survey. Furthermore, for some questions the categories were merged for analytical purposes, for instance combining 'agree' and 'strongly agree' options or 'disagree' and 'strongly disagree'.

Table 3.1: Employment role recode

Employment role	Role recode
Health visitor	Health
Head of health visiting	
Community nursery nurse	
Registrar	
Early years practitioner	Early Years
Local authority head of early years	
Child minder	
Head of children's services	
Head of library	Library
Head of children's library	
Other library staff member	

3.2 Telephone interviews

3.2.1 Sampling

The online survey asked respondents whether they would be willing to take part in a telephone interview to discuss their views regarding the Bookstart programme in more depth; asking them to leave contact details along with any times over the summer when it would be inconvenient for them to be contacted by the research team.

The intention was to contact 30 participants, 20 from an operational background and 10 from a strategic role, which would be further broken down into 10 early years practitioners, 10 health visitors, 5 heads of early years and 5 heads of health visiting. However, once the survey data had been collected it became apparent that there were a limited number of individuals willing to be interviewed from a strategic background.

In an attempt to increase the number of key stakeholders from a strategic background an email was sent out from Booktrust to a list of heads of early years and heads of health visiting asking if they would be willing to take part in a telephone interview. This led to a number of individuals getting in touch with the research team, but there were still difficulties in terms of actually setting up the interviews in relation to no shows or actually getting in touch with contacts over the summer months.

The total number of telephone interviews carried out was 29: 10 early years practitioners, 10 health visitors and 9 from a strategic background. Five of the strategic interviewees were from an early years background, and 4 from health. Due to the problems in recruitment for the strategic interviews these interviewees had not necessarily filled in the survey prior to being interviewed. It was not possible for these interviewees to complete the online survey at this point as it had already closed, although they were sent a copy of the survey questions to familiarise themselves with the topics.

Table 3.2: Breakdown of the operational interviewees

Interviewee Code	Role	Locality	Packs gifted
HV1	Health visitor	London	Baby & Treasure
HV2	Health visitor	London	Baby
HV3	Health visitor	North East	Baby
HV4	Health visitor	Midlands	Baby
HV5	Health visitor	Midlands	Baby
HV6	Health visitor	Midlands	Baby
HV7	Health visitor	South	Baby
HV8	Health visitor	London	Baby
HV9	Health visitor	North West	Baby
HV10	Health visitor	South	Baby
EYP1	Early years practitioner (pre-school)	North East	Treasure
EYP2	Early years practitioner (early years setting)	North East	Treasure
EYP3	Early years practitioner (Nursery)	South West	Treasure
EYP4	Early Years Practitioner (Children's Centre)	Midlands	Baby & Treasure
EYP5	Early years practitioner (Nursery)	South	Treasure
EYP6	Early years practitioner (Nursery)	South	Treasure
EYP7	Early years practitioner (Nursery)	North West	Baby & Treasure
EYP8	Early years practitioner (Playgroup)	South	Baby* & Treasure
EYP9	Early years practitioner (Children's Centre)	Midlands	Baby
EYP10	Early years practitioner (outreach)	North East	Treasure

*More heavily gifted by interviewee

Table 3.3: Breakdown of strategic telephone interviewees

Interviewee Code	Role	Locality	Packs involved with
HEY1	LA head of early years	South	Baby & Treasure
HEY2	Head of early years	London	Baby & Treasure
HEY3	Senior advisor (early years)	South West	Baby & Treasure
HEY4	Early years commissioning lead	South	Baby & Treasure
HEY5	Head of integrated support children & families	London	Baby
HHV1	Head of health visiting	South	Baby* & Treasure
HHV2	Head of health visiting	South West	Baby & Treasure
HHV3	Head of health visiting	North East	Baby
HHV4	Head of health visiting	North West	Baby* & Treasure

*Interviewee knows more about this pack therefore data collected tends to reflect this

3.2.2 Design

Two semi-structured interview schedules (see Appendix 2) were developed in conjunction with Booktrust, one for interviewees working at the operational level and the other for the key stakeholders working at a strategic level. The interview schedules were designed to follow up in more depth the survey topics, and in the instances where the interviewee had already carried out the survey their responses were used by the interviewer as an aide-mémoire and prompt.

The telephone interviews covered the following topics:

- The interviewee's role in relation to Bookstart
- The gifting of the packs (operational only)
- How Bookstart fits with the strategic goals of their organisation (strategic only)
- The suitability of the Bookstart packs and additional resources
- The benefits and impacts of Bookstart
- The disadvantages and challenges of Bookstart; and
- Training and support needs around Bookstart.

3.2.3 Data collection and analysis

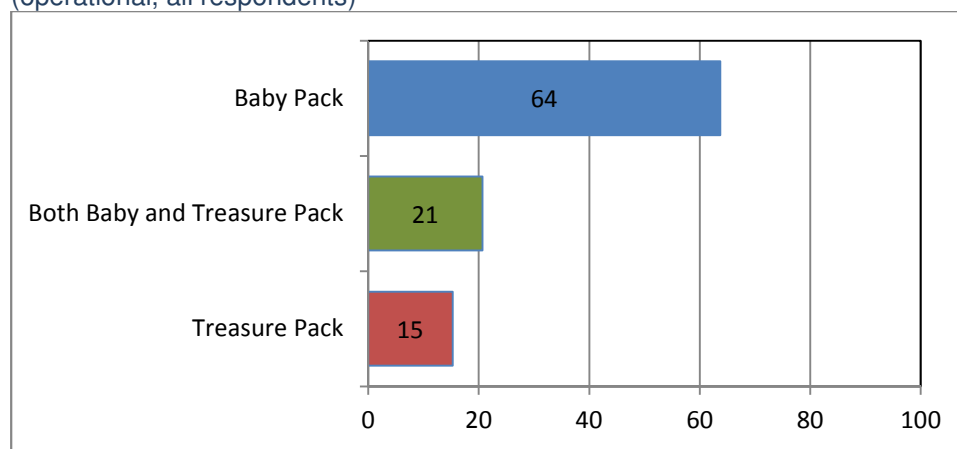
The 29 telephone interviews took place between June and September 2012 and took around 30 minutes each. The interviews were then partially transcribed as soon as possible after the interview had taken place using an analysis template which broke down the interview into the topic areas. This constituted the first stage of analysis. On the basis of the reduced data, themes were then created relating to the research question. The telephone interview data was then considered alongside the survey data.

Findings

4.1 The Bookstart gifters

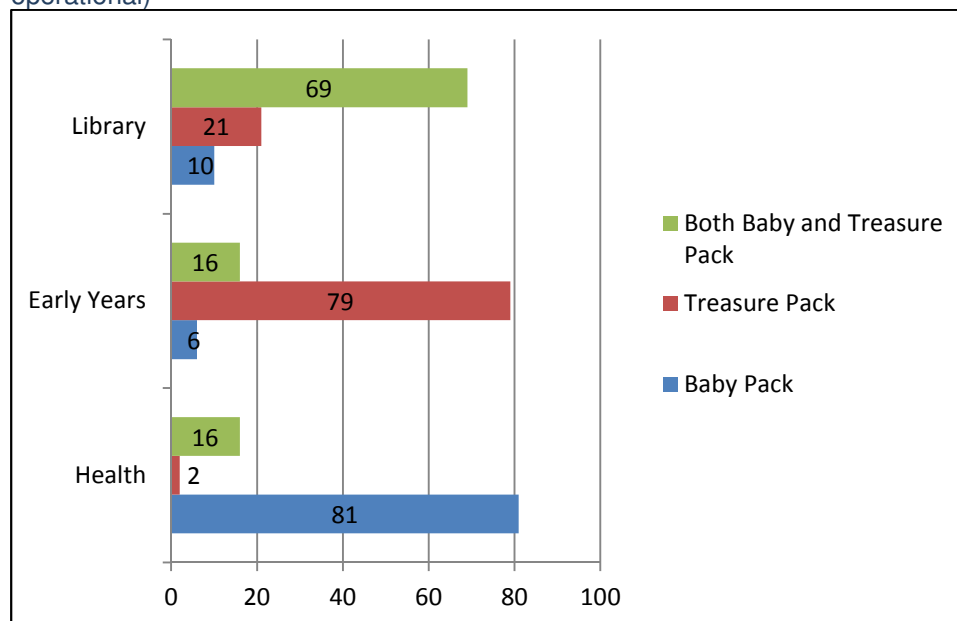
Operational survey respondents were more likely to be gifting the Baby Pack only (64%) than the Treasure Pack only (15%) with a further 21% gifting both types of pack (Figure 4.1). This reflects the breakdown of respondents, with a much higher number of health visitors responding than early years practitioners. Traditionally, the Bookstart Baby pack has been gifted by health visitors and the Treasure pack by early years practitioners. This pattern of gifting is evident when the responses are broken down by role. Library staff were most likely to gift both packs (69%), those working in early years were most likely to gift the Treasure Pack only (79%) and respondents from a health background were most likely to gift the Baby Pack only (81%) (Figure 4.2).

Figure 4.1 Which of the Bookstart packs are you directly involved in giving to families? (%) (operational, all respondents)



Total n=2120

Figure 4.2 Which of the Bookstart packs are you directly involved in giving to families? (%) (by job role, operational)



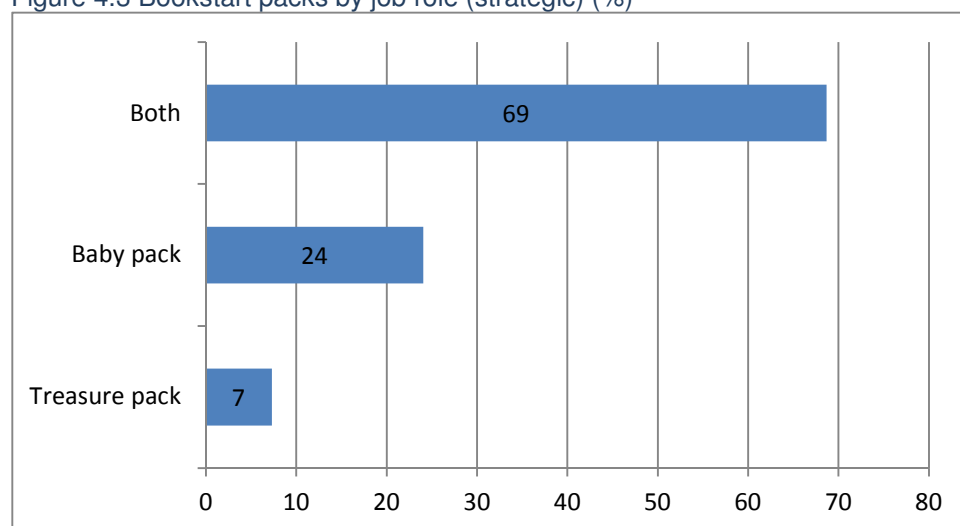
Total n: library = 130, early years = 268, health = 1480

As with the survey findings, the telephone interviews showed that those gifting the Baby Pack were more likely to be from a health background and those gifting the Treasure Pack from early years.

Those gifting both packs were asked which one they would like to discuss. Three-quarters of the operational survey respondents from a health background went on to talk about the Baby Pack whereas over two thirds of those working in early years with both packs wanted to talk about the Treasure Pack, perhaps confirming that these were the packs that they were using most often. The survey findings show that the library staff working with both packs were fairly evenly split between the Baby and Treasure Packs when asked which one they would like to discuss, perhaps indicating that there is an even split between the number of packs which they gift in this environment.

The majority of survey respondents working at a strategic level stated that their organisation worked with both packs (69%). Twenty-four per cent said their organisation worked with the Baby Pack only and a further 7% with the Treasure Pack only whilst 5% worked with neither pack (Figure 4.3). This is not to suggest that these local authorities were not gifting both packs but that in some cases health - for example - were only involved with the baby packs.

Figure 4.3 Bookstart packs by job role (strategic) (%)



Total n = 334

Summary

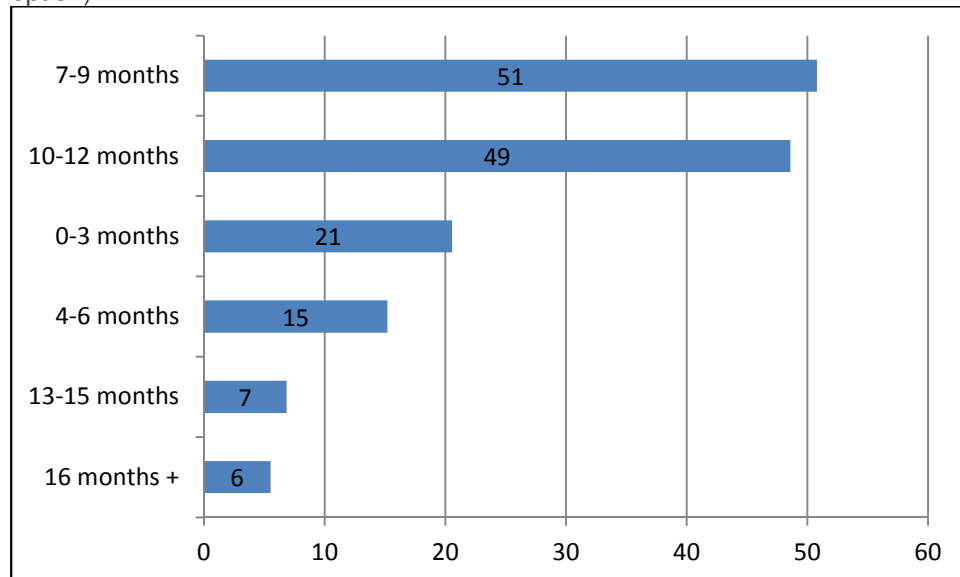
- Operational respondents were more likely to be gifting the Baby Pack than the Treasure Pack, reflecting the breakdown of respondents;
- Health were most likely to gift Baby Packs;
- Early years were most likely to gift Treasure Packs;
- Library respondents were gifting fairly even proportions of Baby and Treasure Packs; and
- The majority of respondents at a strategic level stated their organisation was involved with gifting both packs.

4.2 The process of gifting the Baby Pack

Bookstart gifters tended to give families the Baby Pack when the child was between 7 months and 12 months of age, with 51% gifting it when the child is aged between 7 and 9 months and 49% when the child is 10 to 12 months old (Figure 4.4). While those from a health background tended to gift the pack to families when the child was between 7 and 12 months old, those working within early years or the library services were more likely to gift

the Baby Pack at any point from when the child is born until well into its first year (Appendix table A1). The telephone interviews reflected the survey findings, with the majority gifting the Baby Pack when the child was aged between 7 and 9 months.

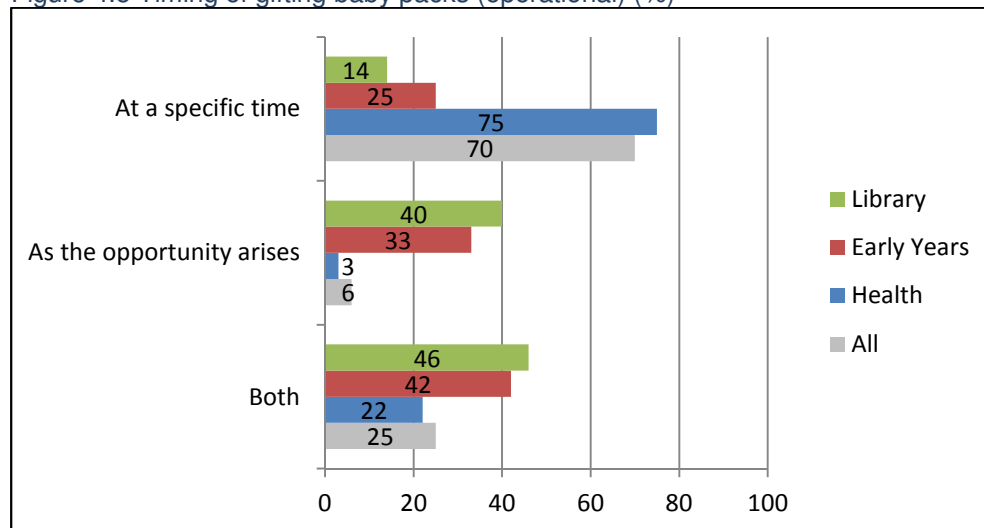
Figure 4.4 Age of gifting packs (operational) (%) (respondents were able to select more than one option)



Total n = 1581

The majority of respondents (70%) stated that that they gifted the Baby Pack at a specific time, with only 6% giving it out as the opportunity arose and a quarter (25%) gifting the packs in both ways. Three-quarters of health respondents were gifting at a specific time, a high proportion compared to a quarter from early years or 14% from the library services (Figure 4.5).

Figure 4.5 Timing of gifting baby packs (operational) (%)

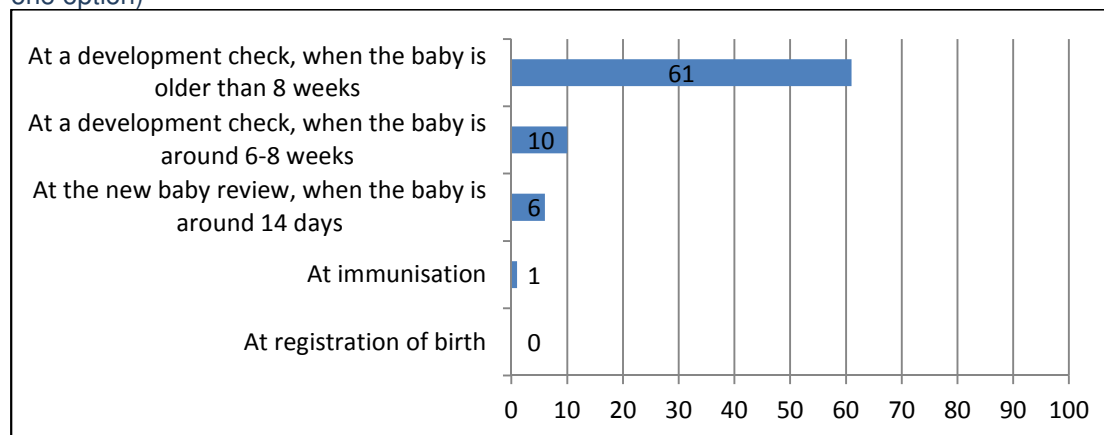


total n all = 1577, library = 50, early years = 24, health = 1343

The majority of respondents (61%) were gifting the Baby Pack when the baby was older than 8 weeks. Fewer gifted the pack at a development check before the baby was 8 weeks old (likely to be the 6 to 8 week development check) or at the new baby review (10% and 6%

respectively); whilst very few gifted the pack at immunisation or at registration of birth³ (Figure 4.6).

Figure 4.6 Age of gifting Baby Packs (operational) (%) (respondents were able to select more than one option)



total n = 1405

Interviewees talked about the benefits of gifting the Baby Pack during the new baby review visit when the child is around 14 days old:

"We know that a baby's brain is developing very rapidly from the day it's born so the more interaction the parents can give their baby the better, so I actually like giving it out at the new birth visit" (HV4, Baby)

"I just say the reason we give it out at this stage is to encourage the idea of reading to your baby. The baby is not too young to be read to. Unless I'm really really pushed for time, I will open the books and actually show them and again sort of say your baby can see quite clearly at about 30cm - that sort of thing which they are quite surprised about and your baby is learning all the time so sort of talking to them is brilliant" (HV2, Baby)

The telephone interviews revealed that many health visitors were not gifting the pack during the 6-8 week developmental checks because of the sheer volume of information being given out to parents prior to this time. There were concerns about information overload for parents and worries about fitting everything in to the short session:

"Part of the issue with that is that you're giving so much information...to a family who have got a very young baby, who are quite overwhelmed anyway, so that would probably be the negative of giving it at that stage... There's just so much to go through ...I mean the whole visit used to be around 1 and a half hours but it's generally down to about 1 hour now" (HV2, Baby)

"Sometimes when you've got a busy caseload and a lot of child of protection issues causing concern you know the last thing on people's minds generally is child development...so when they have a 9 month development check it's an ideal opportunity to form sort of a base with them [and gift the pack]" (HV5, Baby)

Survey respondents also spoke about this issue in the open text box:

"It would be better if it was handed out at a different time. The new birth visit is too early, when there is so much one needs to discuss and the parent at this time has so many more worries e.g. breast feeding, lack of sleep, support... Ideally a follow up visit

³In reality there may be higher proportions of packs being gifted at the registration of birth than are noted here as no registrars responded to the online survey; those respondents gifting at this stage were from an early years background

would be the time to give out the pack when parents are more receptive to the benefits of the pack" (Open response from the survey, health visitor)

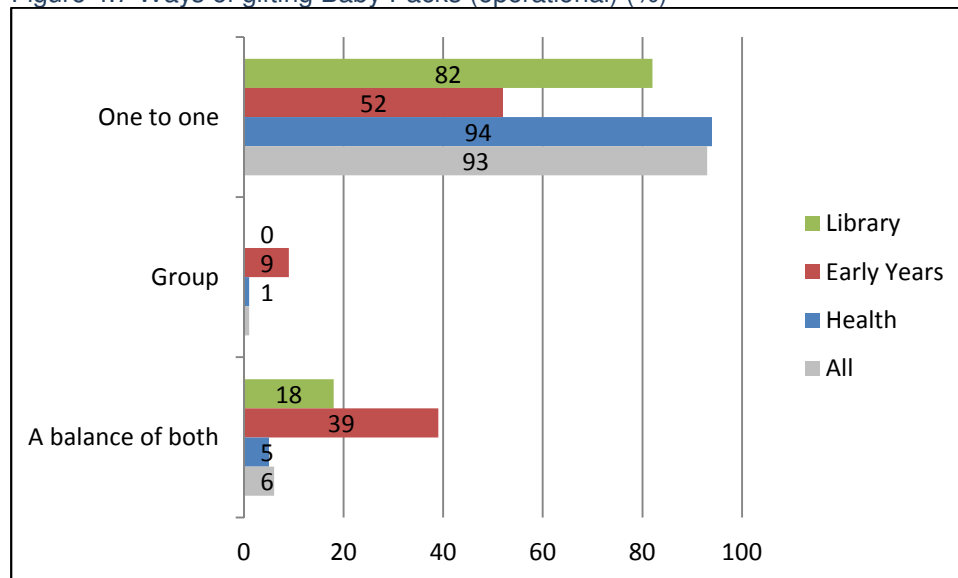
"I think we should be giving it out at the 6 week visit. I think there is too much information at the new birth visit for it to be given then but parents usually a bit more 'settled in' at 6 weeks" (Open response from survey, health visitor)

A small number of localities addressed this issue by gifting the packs in two stages, giving out the black and white book⁴ when the child was born and the rest of the pack at a later date:

"I don't know if Bookstart would approve of what we are doing but it now has this little black and white book in it which is for babies really - so our team have decided to take that out when the packs arrive and we give that at our very first birth visit and we talk about positive book sharing at that visit as well so then we are just reinforcing when we go back at 8 months with the bigger pack, the full pack" (HV6, Baby)

Respondents were mainly gifting the Baby Pack on a one-to-one basis, with 93% gifting in this way. Health respondents were more likely to be gifting in this way (94%), followed by those from the library (82%) and then early years (52%). This is not surprising as the health gifters were likely to be gifting the packs at a development check where ordinarily only one family is present at a time (Figure 4.7).

Figure 4.7 Ways of gifting Baby Packs (operational) (%)

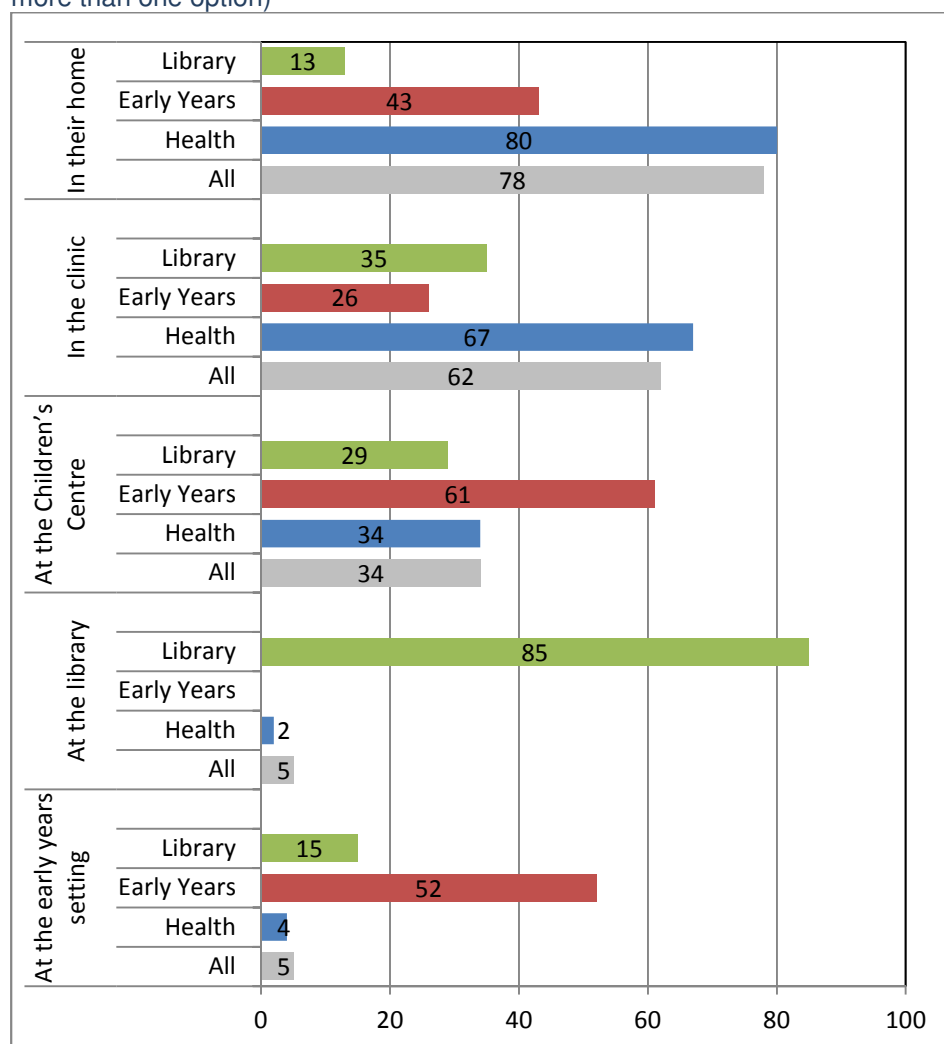


total n all =1520, library = 49, early years = 23, health = 1295

Over three-quarters (78%) of those gifting the Baby Pack were giving them to families in their own homes, again mainly via those working in the health profession. Health professionals were also gifting in the clinic (67%) and at children's centres (34%). Those working within early years were more likely to be gifting within children's centres (61%) and in early years settings (52%), the only place that early years staff were not giving out Baby Packs was in libraries. Not surprisingly the vast majority of library staff were gifting in libraries themselves (85%), with smaller proportions in clinics (35%), at children's centres (29%), in early years settings (15%) and in homes (13%) (Figure 4.8). In response to an open comment box attached to this survey question a handful of respondents also stated that they gifted the Baby Packs in health centres, GP surgeries and hospitals.

⁴The black and white book is called *Baby's First Shapes* and can be used from birth. It is included in the Bookstart Baby pack, and it is intended that it will be given with the pack rather than separately.

Figure 4.8 Where the Baby Pack is given to family (operational) (%) (respondents were able to select more than one option)

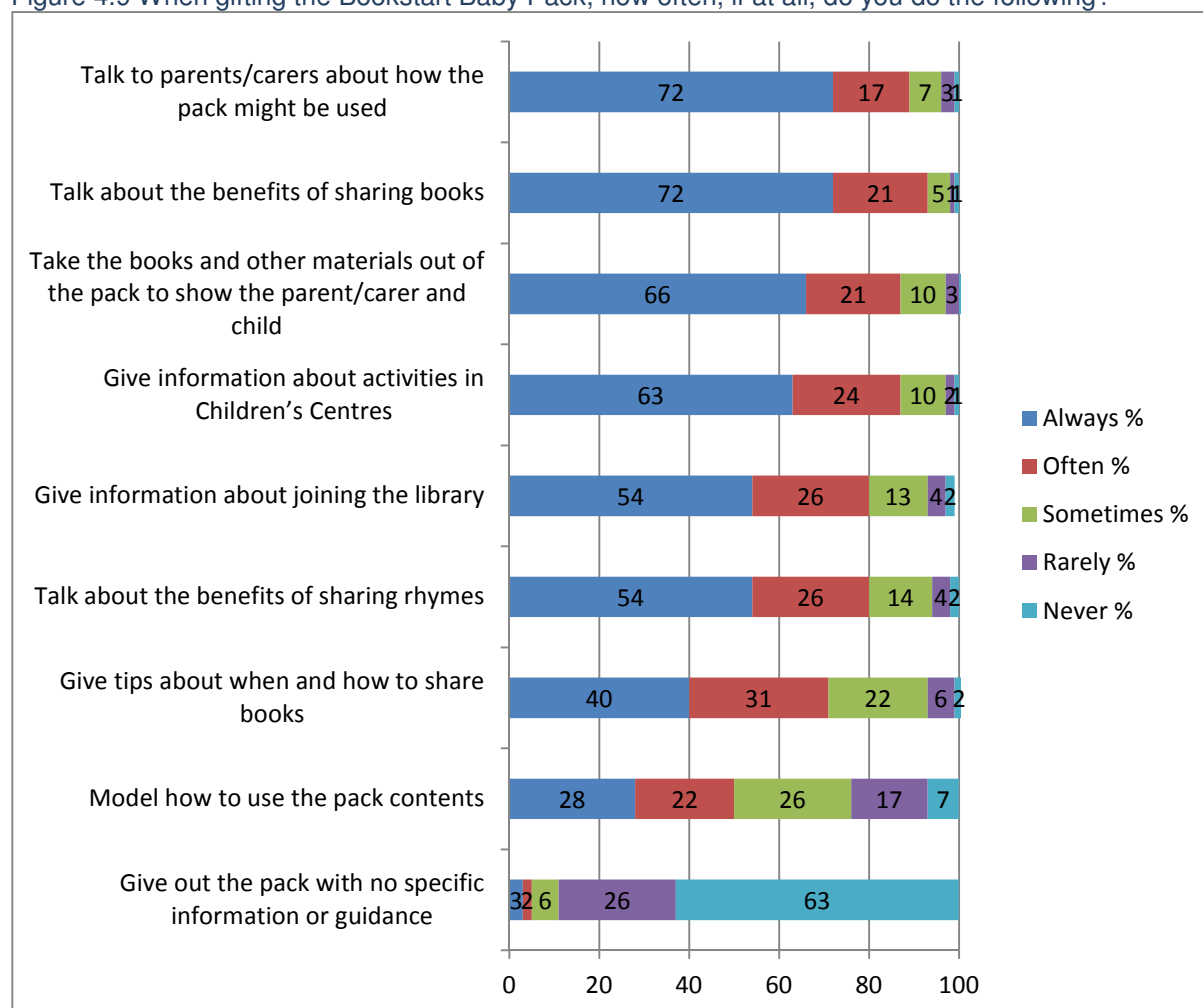


Total n = 1521, library = 48, early years = 23, health = 1296

As the graph below shows, respondents were more likely to carry out certain processes when gifting the Baby Pack than others. For instance respondents were most likely to always talk to parents and carers about how the pack might be used (72%) or talk about the benefits of sharing books (72%). Slightly fewer respondents stated that they always took the books and other materials out of the pack to show the parent/carer and child (66%), gave information about activities in children's centres (63%), gave information about joining the library (54%), or talked about the benefits of sharing rhymes (54%). Respondents were less likely to state that they always modelled the pack contents (28%) or gave tips about when and how to share books (40%) (Figure 4.9).

Only 5 per cent stated that they always or often gift the Baby Pack with no specific information or guidance; this was fairly evenly split between the three sectors.

Figure 4.9 When gifting the Bookstart Baby Pack, how often, if at all, do you do the following?



Health staff were more likely to state that they always fulfilled the outlined processes in the following areas than early years or library respondents (Appendix table A3):

- Talk to parents/carers about how the pack might be used;
- Model how to use the pack contents;
- Talk about the benefits of sharing books; and
- Give information about activities in children's centres.

The survey open comments revealed a lack of awareness from some respondents about the benefits of gifting the Bookstart packs with these kinds of processes:

"It was not until I filled in this questionnaire that I realised how I could do more to support and promote Bookstart. I tend to hand out the packs without discussing them. I will now change how I hand the packs out and make time to discuss the benefits and ways of using them. This questionnaire has really opened my eyes, thank you. I will now support every parent/carers that receives a pack" (Open responses from survey, family support worker)

"I have seen a lot of poor practice where packs are handed out to families without the person taking the time to educate the parents about its use, this role is often delegated to skill mix staff in health visitor teams who have not received the relevant training" (Open response from survey, child protection advisor)

This indicates a requirement for Booktrust to make sure that gifters are aware of the benefits of gifting the packs in this way. Although it should be noted that some survey respondents mentioned the lack of time available to gift the packs properly:

"Our staffing levels do not allow for any length of time to spend on the distribution of Bookstart, consequently I often feel that it is an aside to my other duties" (Open response from survey, community nursery nurse).

Summary

- Those gifting the Baby Pack were mainly from a health background;
- Baby Packs tended to be gifted to children between 7 and 12 months of age. Those from an early years and library background were more likely to gift outside these times;
- Baby Packs were usually gifted at a specific time rather than ad hoc, and on a one-to-one basis rather than in a group, usually at a development check after the child was 8 weeks old;
- Those from an early years and library background were less likely to be gifting at a specific time;
- The Baby Packs were normally given out in homes by health professionals, those working within library services mainly gifted within libraries and early years were mainly gifting in children's centres and early years settings;
- Health staff were more likely to gift the Baby Pack using all information than those from early years or library professions; and
- It is suggested that Booktrust make sure that gifters are aware of the benefits of gifting the Bookstart Packs and provide best practice examples of how to talk to parents about the benefits of sharing books.

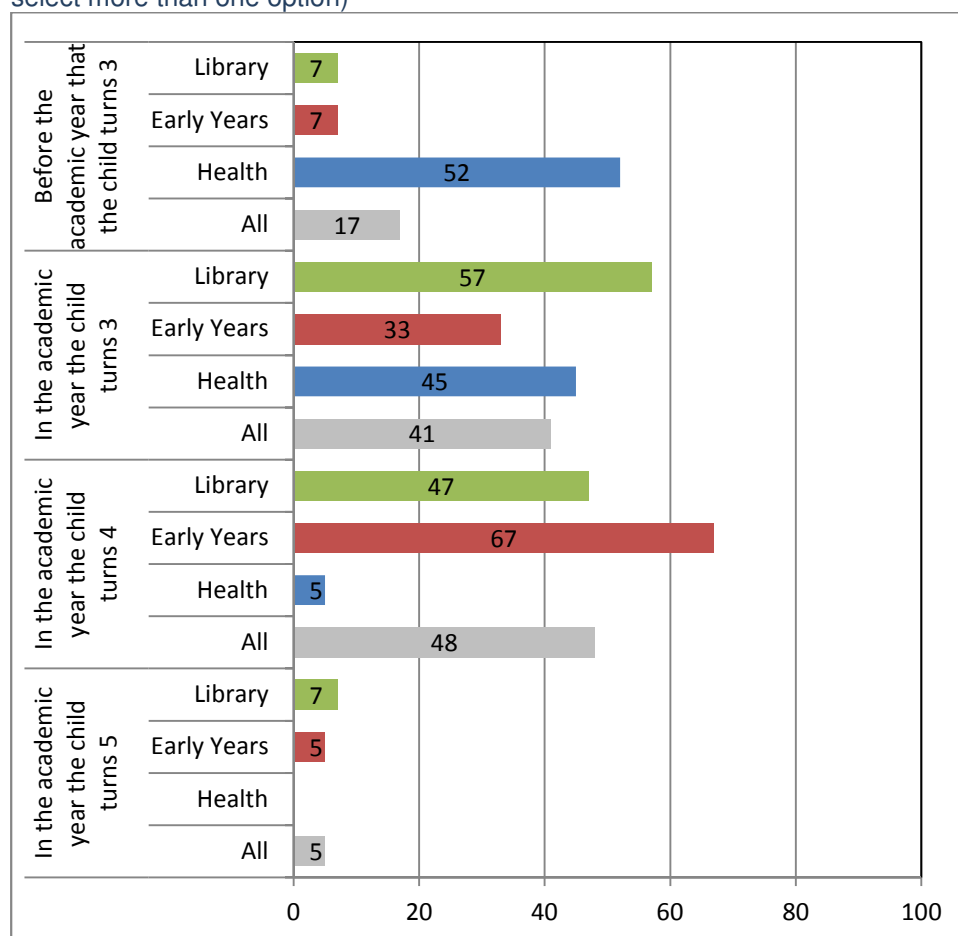
4.3 The process of gifting the Treasure Pack

The Treasure Pack was being gifted either in the academic year the child turned 3 (41%) or in the academic year the child turned 4 (48%), with far fewer gifting either before (17%) or after (5%) this time. The telephone interviewees gifting the Treasure Packs were also gifting during the academic years when the child turns 3 and 4 (Figure 4.10).

There were differences in relation to what age the packs were gifted by those working in the three sectors. The majority of those from an early years background were gifting the pack in the academic year when the child turns 3 (33%) or 4 (67%), and were unlikely to be gifting the pack outside of this time. This was a similar finding to those working within the library services where the majority were gifting in the academic year when the child turns 3 and 4, and small proportions at other times (Figure 4.10).

Although a minority in terms of those gifting the Treasure Packs, those from a health background were more likely to give out the Treasure Pack before the academic year when the child turned 3 (52%) and in the academic year when the child turns 3 (45%) than either in the academic year when they turn 4 (5%) or after this (0%). This is most likely linked to the development check that a child receives between the ages of two and two and a half. This suggests that although the development checks link in effectively when gifting the Baby Pack, they are not so helpful for those gifting the Treasure Pack which should be given out between the ages of 3 and 4, further highlighting that those from early years are best placed to work with the Treasure Pack (Figure 4.10).

Figure 4.10 process of gifting Treasure Pack by sector (operational) (%) (respondents were able to select more than one option)



Total n = 448, library = 68, early years = 227, health = 85

The majority of respondents were giving the Treasure Packs out on a one-to-one basis (57%); this was proportionally lower than those gifting the Baby Pack in this way (93%). Health respondents were far more likely to be gifting the Treasure Pack on a one-to-one basis (89%), compared to around half of the early years respondents (49%) and around two-fifths (41%) of those from the library services. Overall almost a quarter (24%) were gifting the Treasure Pack to groups, equating to just under a third of those from early years and the library services (30% each) but only 4% from health. A further fifth (20%) used a combination of the two methods; these respondents were more likely to be working within the library services (29%) (Table 4.2).

Table 4.2 Gifting of Treasure Packs by role (operational) (respondents were able to select more than one option)

	% One to one	% Group	% A balance of both	Total n
Health	89	4	7	82
Early Years	49	30	21	225
Library	41	30	29	70
All	57	24	20	445

The vast majority of operational staff working with the Treasure Pack gave it out to children and their parents/carers together (86%); a far smaller proportion gave them to children on their own (20%) and only 9% gave them to parents/carers on their own. Early years and staff

from the library services were more likely to gift the packs to children on their own compared to those from a health background. This is probably because those working in an early years or library setting would be more likely to be working with children on their own compared to those from a health background. Library staff were more likely than other respondents to gift the packs directly to parents/carers without their children present; this is most likely due to parents calling in to collect a pack whilst their child is at nursery if they are not available through the early years setting (Table 4.3).

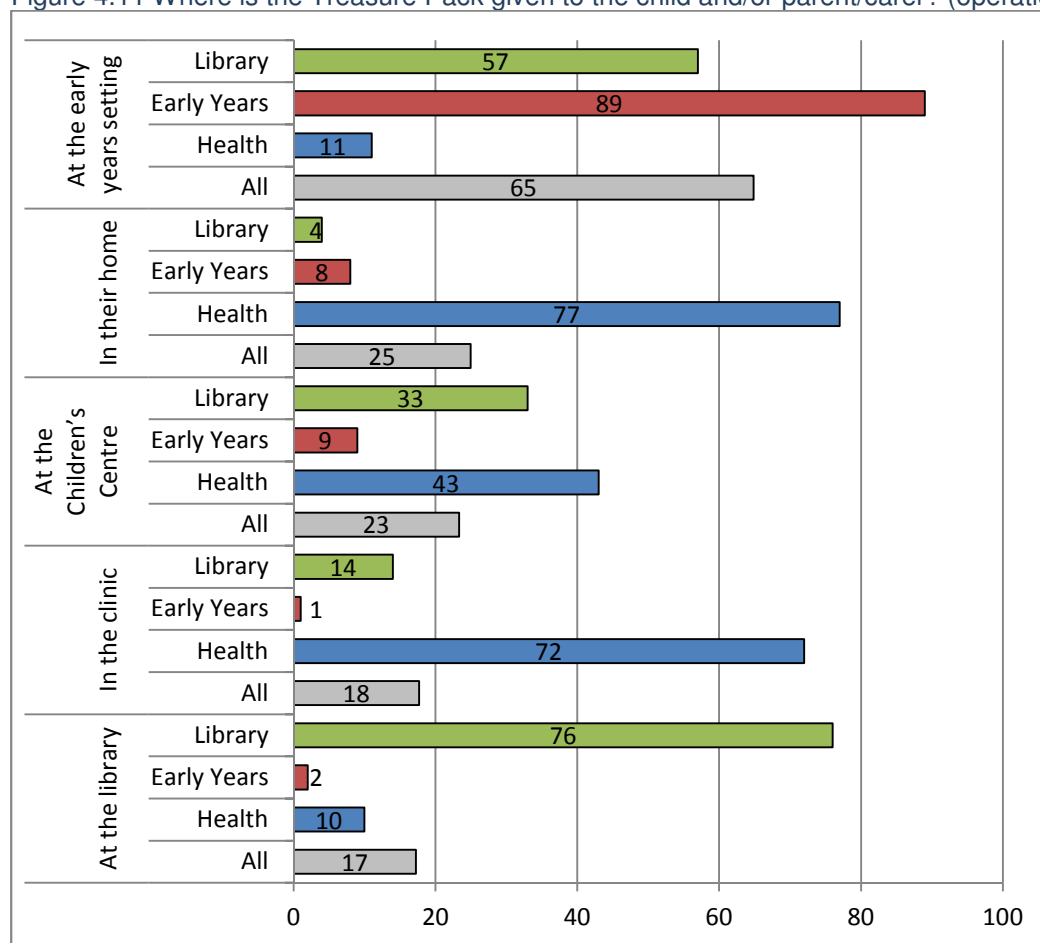
Table 4.3 How Treasure Pack is given by role (operational) (respondents were able to select more than one option)

		Yes %	Total n
Children without parent/carers present	Health	1	81
	Early Years	23	219
	Library	29	70
	All	20	436
Parents/carers without children present	Health	2	81
	Early Years	3	219
	Library	34	70
	All	9	436
Children and parent/carers together	Health	99	81
	Early Years	79	219
	Library	96	70
	All	86	436

Treasure Packs tended to be gifted in early years settings (65%), differing from the Baby Pack which was mainly gifted in the home (78%). A quarter of respondents (25%) gifted the Treasure Pack in the home, and just under a quarter (23%) at children's centres (Figure 4.11).

Early years staff were unlikely to be gifting anywhere other than in an early years setting, differing from the Baby Pack where a majority were also gifting in children's centres (Figure 4.11).

Figure 4.11 Where is the Treasure Pack given to the child and/or parent/carer? (operational) (%)



Total n = 441, library = 70, early years = 224, health = 82

Responses to the open questions also revealed several respondents who were gifting the pack at schools and a few via GP surgeries.

The telephone interviews revealed a potential concern around duplicate gifting of the Treasure Pack. A number of early years practitioners spoke about how they had tried to gift a pack only to discover that the parent or carer had already received one from the library:

"Quite a number of them who come to me will have already had the baby or the toddler bag so they may well have had that explanation previously" (EYP1, Treasure)

"Some of them had already accessed the various packs but then others obviously hadn't" (EYP2, Treasure)

Generally, Treasure Packs were gifted through early years settings, with fewer additional packs being gifted through libraries. The issue of duplication was avoided in one authority in relation to the gifting of the Baby Pack; here early years practitioner worked collaboratively with the health visitors to ensure all children received a pack and none were missed out as well as preventing duplication. This is something that could work between library and early years settings in relation to the gifting of the Treasure Pack.

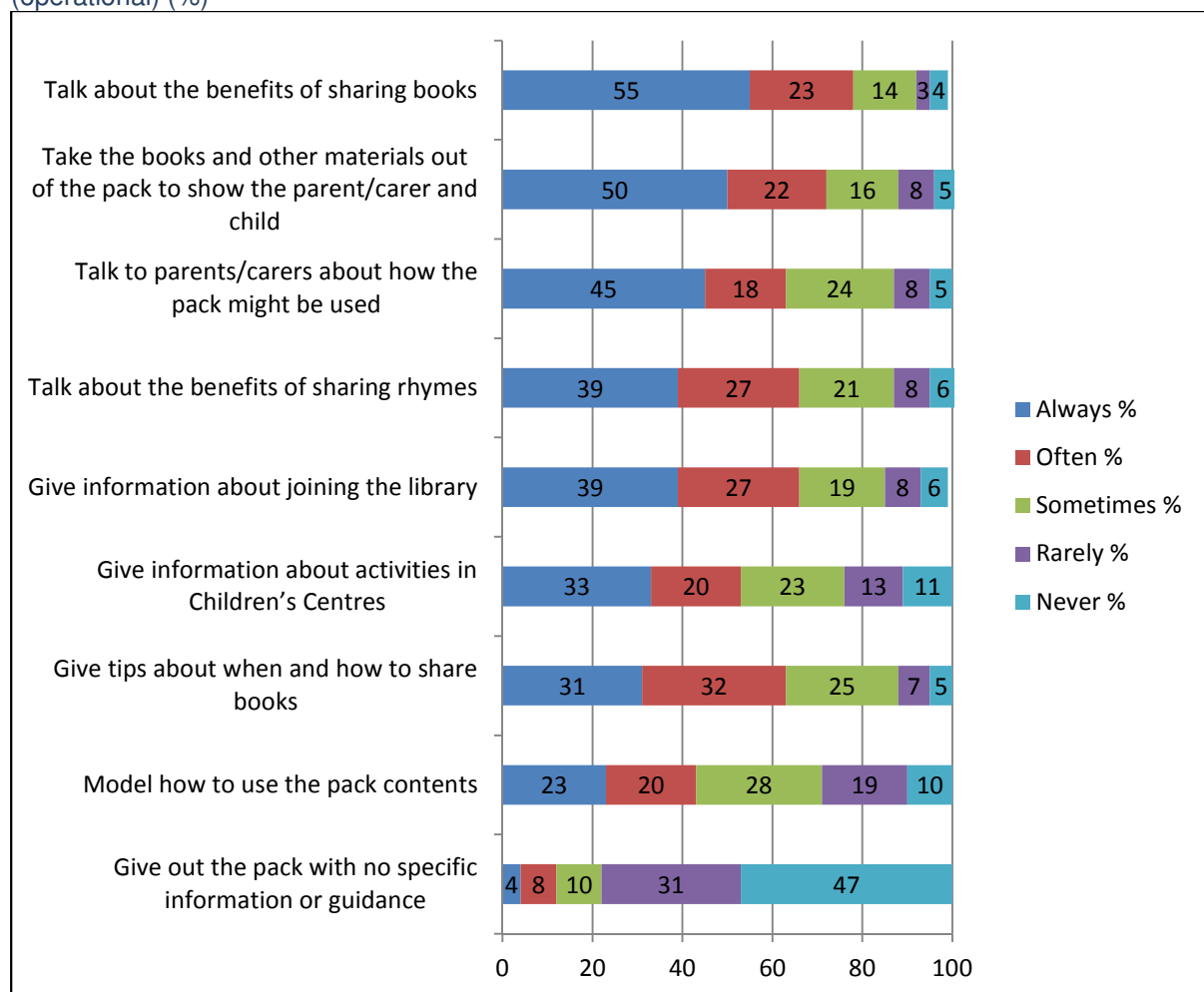
There appeared to be less structure in terms of the way that the Treasure Packs were gifted compared to the way the Baby Packs were gifted during the development checks with health visitors. Parents tended to be invited in to the early years setting, which provided a good opportunity for the setting to build a relationship with parents:

"We have open afternoons and invite parents in to come and find out about Bookstart, about the books and what's going on and encourage parents to take the books home with them and to use them at home with the children... We do it for a whole afternoon, so parents tend to come and go" (EYP7 Baby and Treasure)

This form of gifting may mean that some miss out due to other commitments, communications failure or disinterest. Booktrust expect that in these instances the Treasure Packs would still be sent home with the children; however the research indicates that this is not always the case.

The operational respondents were asked how often, if ever, they carried out certain processes when gifting the Treasure Pack. The graph below (Figure 4.12) shows that those gifting the Treasure Pack most frequently cited the benefits of sharing books (55%) followed by taking the books and other materials out of the pack to show the parent/carer and child (50%). Fewer respondents stated that they talked to parents/carers about how the pack might be used (45%), talked about the benefits of sharing rhymes (39%) or gave information about joining the library (39%). Lower levels stated that they always gave information about activities in children's centres (33%), tips about when and how to share books (31%) and modelled how to use the pack contents (23%). Comparing these responses to the responses about the Baby Pack reveals that those gifting the Treasure Pack were less likely to follow the processes than those gifting the Baby Pack (see Figure 4.9)

Figure 4.12 When gifting the Bookstart Treasure Pack, how often, if at all, do you do the following? (operational) (%)



A higher proportion of those gifting the Treasure Pack also noted that they gifted the book pack without any specific advice or guidance. This equated to 18% of staff from libraries, 14% from early years and 3% from health (Appendix table A4).

The telephone interviews support this finding where a number of interviewees spoke about the reasons for gifting the packs with limited advice and guidance:

"In all honesty I don't give a lot of background to it because when they come to visit - parents have got a lot of questions to ask which to them seem more important perhaps than listening to me talk about the book pack. There is a little bit of paper that we put inside which explains what it's for and where it's from" (EYP1, Treasure)

"Because they come quite late in the academic year⁵ we tend to just give them out with the child as they leave the classroom and we don't tend to have a meeting about it because we've done a lot of that talking already" (EYP5, Treasure)

The telephone interviews also revealed that those gifting the Baby Pack were more likely to give them out with more in-depth advice and guidance than those gifting the Treasure Pack; this was particularly related to the benefits reading could bring to the child. However, it could be the case that staff find it easier to explain the benefits to parents of babies because parents appear to be less aware of the benefits for younger children, which may therefore make for an easier conversation.

Summary

- As expected, more early years staff were gifting the Treasure Pack than those from health or library services, but the difference was much less clear cut than that for the Baby Pack;
- The Treasure Pack was more likely to be gifted either in the academic year when the child turns 3 or in the academic year when the child turns 4. Health staff tended to gift the Treasure Pack before the academic year when the child turns 3 and in the academic year the child turns 3; and early years and library staff gifted in the academic year when the child turns 3 or 4;
- The Treasure Pack was more likely to be gifted on a one-to-one basis, although this was proportionally less than the Baby Pack;
- Treasure packs were usually gifted to parents and children together;
- Treasure packs were usually gifted in early years settings; and
- The Treasure Pack tended to be gifted using less of the explanatory processes than the Baby Pack.

4.4 The Bookstart resources

The telephone interviewees were asked about the suitability of the Bookstart packs. All of the operational interviewees felt that both the Baby Pack and the Treasure Pack were of good quality and were appropriate for the age group, for example:

"I think the quality is excellent" (HV3, Baby)

"They are fantastic and are an excellent resource to be able to give out" (EYP5, Treasure)

"I thought they were brilliant" (EYP4, Baby & Treasure)

Interviewees gifting the Baby Pack suggested that the suitability of the resources may decrease for children over the age of 9 months, and were therefore best suited to children younger than this. This was not an issue for the interviewees gifting the Baby Pack, who

⁵ Please note that the time of year that packs are given out varies from setting to setting.

tended to distribute them before the 9 month development check. However, when the survey results are taken into account (where 49% were gifting the pack between 10-12 months of age) this could lead to concerns around the suitability of the books for many children receiving the packs:

"If they're given young enough⁶ then they are [suitable]" (HV10, Baby)

The interviewees were asked what they thought about the items included in the Bookstart packs, whether they thought that any were unnecessary and whether there should be any additional resources. Comments around the books themselves were all positive:

"The books are very good" (HV6, Baby)

"The content of the books is ideal...I think they're excellent" (HV9, Baby)

A number of interviewees gifting the Baby Pack talked about how appropriate the books were for babies in terms of their durability and size:

"I think it's not too many pages, they are quite sturdy because most babies are chewing at that age and they seem to stand up to that quite well" (HV7, Baby)

"The books themselves, you can see when children are interested in them, and the Bookstart books, like the little baby one you can tell they like that, because it's small, they can hold it, it's solid, whereas the bigger books are harder to hold" (HV10, Baby)

Whilst another interviewee commented on how the black and white books for new borns were helpful in relation to the sessions they ran in the playgroup with teenage parents:

"Putting the black and white picture books in has been so good, it's really helped us with the new parents...it really supports the session that we do" (EYP8, Baby & Treasure)

The information guide for parents - which is included in each pack⁷ - was seen as a beneficial supplement. Whilst practitioners felt that the content of the guides were valuable, an issue was pointed out that something of a more concise nature may be more appropriate to ensure parents and carers actually read it:

"The information booklets that come with it are very nice" (EYP5, Treasure)

"[The information guide] is absolutely fantastic...very visual...written in quite simple language...mentions reading in a broad sense going to art galleries and museums...yes [it covers all the right kind of things]" (EYP6, Treasure)

"The information for parents could be cut down, maybe presented as bullet points...I don't think they personally read it all...they don't have the time to be looking through all of it" (HV10, Baby)

"Different languages or less 'wordy' information sheets for those with English as a second language or those with limited reading skills" (Open response from survey, community nursery nurse)

The colouring pencils were felt to be a good resource within the Treasure Pack. Spontaneous comments around the new packaging of the Bookstart packs revealed that staff were happy with the changes, stating that they were more child-friendly, easier to handle and store, and that the children themselves preferred them:

⁶ The interviewee suggested that this was between 6-8 weeks of age

⁷ *Babies love Books: a guide for grown-ups* in the Baby Pack and *Treasure: a book of ideas* in the Treasure Pack

"I'm pleased it changed from the bag that went over the shoulder - the handles were quite long and we had to remind parents it wasn't a toy and to not leave the baby alone with it, and now it's in the purple bag it's more client friendly" (HV6, Baby)

"I think they're excellent...they love the bright bags and they do attract the baby's attention" (HV9, Baby)

"The older ones almost felt a bit put out that they got boxes and not bags, so I'm really glad they changed...They're just great, we love them, much easier to handle" (EYP8, Baby & Treasure)

"[The children] particularly like the new style book bags and few of them brought them into the school every day after they received them" (EYP5, Treasure)

Very few interviews spoke about the need for additional items, with most saying that the contents did not need anything extra included:

"I think the contents are really good" (EYP9, Baby)

A suggestion from a health visitor arose around the inclusion of a gender specific item along with something from current culture that the child would recognise such as Peppa Pig, feeling that they would be beneficial for the Baby Pack and would help to gain the child's interest and encourage interaction:

"Look at what's appropriate to stimulate girls and stimulate boys better....if the books reflect what is currently there for children it encourages them to flick through it" (HV10, Baby)

In terms of the Treasure Pack, there were suggestions that the older children might benefit from the inclusion of something that would help bring the books to life, such as a finger puppet. An early years practitioner also suggested that the addition of a non-fiction book would be valuable:

"What I find with children is that they need something a bit more tactile a lot of the time, so although the books are always suitable and always nicely presented...they need something to interact with the story so be it a little finger puppet or a rubbery type thing that you stick on the end of a pencil...Something tactile that represents a part of one of the stories" (EYP2, Treasure)

"It would be absolutely fantastic to put an information book in there as well. So it might be about animals or birds or countries; just an information book as well as a story book. We teach the children that stories are great but we can also get information from books as well" (EYP3, Treasure).

The strategic interviewees had very little to say about the Bookstart resources as most of them had not seen them recently. Those who did comment about the resources thought they were of good quality:

"The families are really happy with what they get and they use it, which is the main thing" (HHV2, Baby & Treasure)

"I think the content's excellent" (HHV3, Baby)

"They're very clever, they've been well thought through and the kids absolutely love them" (HEY1, Baby & Treasure)

Some talked about how they felt the packs had improved over time in relation to the streamlining of information for parents:

"...when it started there were lots of extra leaflets put in and I think that was confusing...because the people you are trying to reach tend to have a lower reading age and if you put too many things in there it's actually off putting for them...they do try to pull in relevant research with the books and things they use, using simple books to using the black and white, giving the information about what graphics you can use with children and at what age, so that's come a long way" (HHV3, Baby)

In contrast to the operational interviewees an individual with a role as a head of health visiting talked about how she preferred the old style book bags, perhaps indicating the differences in terms of how the bag actually looks and its marketing appeal with more practical issues such as its storage:

"The bag looks a bit cheaper than the old bag, but I understand about the funding and there's less money...[The old bags] were well known, and you'd see people walking around town using them as a shopping bag, so that was good, the name was getting out there. Whereas with those little purple ones with the zips, that's not really going to happen is it?" (HHV4, Baby)

The same interviewee also raised concerns over safety aspects of the new Baby Pack in relation to the message which appears on the side stating *Warning! Not suitable for children under 36 months due to small parts - choking hazard:*

"It said on the side not to be given to a child under 36 months, we believe that's something to do with the end of the zip. So we encourage people not to leave the bag with the baby" (HHV4, Baby).

Summary

- All operational interviewees made positive comments about the books included in the Baby and Treasure Packs;
- Practitioners were happy with the changes to the pack regarding the packaging, most stating that they preferred it;
- The vast majority felt that the content of the packs were good and needed no additions
- The Baby and Treasure Packs were felt to be of good quality;
- The packs were thought to be suitable for the age of the children they were intended for, although the appropriateness of the Baby Pack was thought to decrease once the child reached 9 months of age; and
- Most strategic interviewees knew little about the resources in the current Bookstart packs, although those who did spoke about them in a positive light.

4.5 Additional Bookstart resources

4.5.1 Operational findings

The Bookstart programme includes a number of additional resources which staff may or may not use, these consist of the dual language books and guidance (available in 27 community languages), packs for children who are blind/partially sighted (Booktouch), packs for children who are deaf/hearing impaired (Bookshine), the Bookstart Bear Club⁸, the Rhyme

⁸ The Bookstart Bear Club is a membership reward scheme for under 5s that is run in libraries in over 100 local authorities across England. There is also an online version available. The Club aims to encourage the sharing of books, stories and rhymes using the incentive of collecting stamps and certificates

Challenge⁹, and events around National Bookstart Week. The survey respondents were asked whether or not they used any of the additional elements of the Bookstart programme within their work.

Of all the additional elements respondents were most likely to be using the dual language books and guidance and incorporating National Bookstart Week into their work. Forty-two per cent of those using the Baby Pack and 58% using the Treasure Pack also used the dual language books and guidance, and about the same proportions incorporated National Bookstart Week into their work. Between a quarter and a third of respondents also used the packs for children with sight and hearing impairments, with those working with the younger age group being slightly more likely to utilise these resources (Table 4.5).

Table 4.5 Within your organisation do you incorporate any of the following elements of the Bookstart programme? (operational)

	Baby Pack %	Total n	Treasure Pack %	Total n
Dual language books and guidance	42	1505	58	443
Packs for children who are blind/partially sighted (Booktouch)	33	1485	27	427
Packs for children who are deaf/hearing impaired (Bookshine)	28	1456	24	419
Bookstart Bear Club	12	1393	29	420
The Rhyme Challenge	10	1385	30	422
National Bookstart Week	42	1460	57	447

The majority of the operational telephone interviewees stated how well received the dual language books had been amongst families who did not speak English as their first language:

"[The dual language books are] a great help to us here...we've had quite a few Polish people move into the area.....it's great for the children to see the languages side by side which is great for them when they move on to the school system here" (EYP3, Treasure)

"They've been so very very very well received by the parents. What I've done is give the parents the regular Treasure Pack with the English text in because as part of being at school the children are going to be bringing home texts with English writing in but I've given them the dual language one as well in the appropriate language...it's valuing the child's home background" (EYP6, Treasure)

"We do have children with dual language and we use them...We had a child whose first language was Polish and she didn't have much English and we used it with her quite a lot with her mum, that was certainly useful for us as a centre" (EYP7, Baby & Treasure)

Although the dual language resources were valued amongst the practitioners, a number noted issues around coverage of all the languages spoken in their community:

"I haven't actually used that [the dual language resources] because I don't think it comes in the language of the parents I've been visiting" (HV6, Baby)

"Bookstart doesn't tend to cover all the languages" (EYP5, Treasure)

"The Bengali books were a dialect that our Bengali parents couldn't understand...it was a very formal, little understood dialect" (Open response from survey, early years practitioner)

⁹ The Rhyme Challenge is run in Early Years settings and involves children learning up to ten rhymes over a period of time. Early Years settings need to purchase a pack of resources to take part in the Rhyme Challenge

Whilst it is accepted that due to the vast number of languages spoken within England it would be incredibly difficult and costly to produce dual language resources in every language spoken, it may be a worthwhile exercise for Booktrust to investigate if there are languages that are not currently included that could be provided in the future.

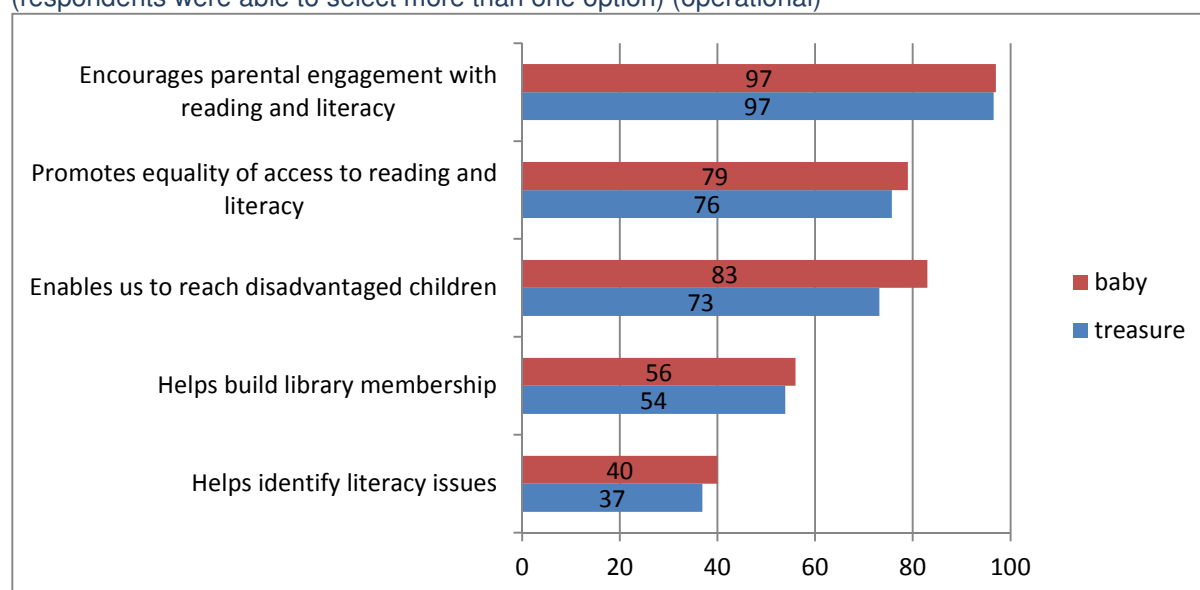
Around three times as many respondents working with the Treasure Pack were incorporating the Rhyme Challenge and the Bookstart Bear Club into their programmes compared to those using the Baby Pack. These two elements of Bookstart are aimed at 0 to 5 and 0 to 4 year olds respectively, but the findings suggest they are more commonly used with children at the upper end of this scale. This is most probably because the Rhyme Challenge was developed for early years settings and is not designed to be used by health visitors, who are most often gifting the Baby Pack. Similarly, the Bookstart Bear Club is predominantly library based, with an online presence as well. The Rhyme Challenge was also a popular resource amongst those telephone interviewees gifting the Treasure Pack.

Those working within library services were more likely to be working with the additional resources in comparison to those from health or early years. For both those working with the Baby Pack and Treasure Pack there was a notable difference. For instance 68% of Baby Pack gifters within libraries also use the Booktouch Packs, compared to 33% in health and 17% in early years. Furthermore 65% of Treasure Pack gifters within libraries use Bookshine Packs in comparison to 8% of early years and 24% of health respondents. This finding may be easily explained for elements such as the Bookstart Bear Club and National Bookstart Week which are more likely to take place in libraries, but throws up questions around why libraries are more likely to work with the dual language books and the materials for children with sight and hearing impairments (Appendix tables A5 and A6). One reason for this may be that there is greater awareness of the availability of these resources in libraries, as this is where Bookstart coordinators tend to be based.

The questionnaire suggested a number of potential benefits to an organisation of using Bookstart's additional resources. Almost all respondents at the operational level (97% for each pack) agreed that they encouraged parental engagement with reading and literacy. High proportions were also likely to agree that they enabled them to reach disadvantaged children; those gifting the Baby Pack (83%) were slightly more likely to agree with this than the Treasure Pack respondents (73%) (Figures 4.13, 4.14) and interestingly amongst this second group those working within health were more likely (89%) to agree to this than any other group working at an operational level (Appendix table A7).

Around three-quarters of Baby (79%) and Treasure Pack (76%) respondents also felt that the additional resources benefited their organisation by helping to promote equality of access to reading and literacy (Figures 4.13). Lower, but still notable, proportions agreed that they helped to build library membership and identify literacy issues. Perhaps not surprisingly there was a difference in terms of which respondents felt that the additional resources benefited library membership, with almost all of those working within the library agreeing to the statement, and between 38 and 58% of those within early years and health (Appendix tables A7, A8).

Figure 4.13 Please tick any of the benefits to your organisation of using these additional resources (respondents were able to select more than one option) (operational)



An early years practitioner interviewee mentioned the benefits to her organisation from their use of the Rhyme Challenge. She worked in a setting where 30% of the children had additional needs ranging from mild to severe cases of autism and spoke about the benefits of the resource in terms of settling children into the early years setting:

"We thought it would be a really good way of settling children in, to have familiar rhymes around them so they would each get the cards with the rhyme challenge...it's really good for the communication between families and it's really good for the kids emotional wellbeing because as they are starting the setting they've got something familiar there's not many children who come into us that don't know at least one of those rhymes so sharing something they've done at home or with grandparents, it's familiar things for them" (EYP2, Treasure).

Summary

- Practitioners were more likely to be using the dual language books and guidance and incorporating National Bookstart Week into their work than the other additional elements and resources, with those gifting the Treasure Pack being more likely to use these two resources;
- An issue around the breath of languages available in the dual language resources was noted by the operational interviewees;
- Between a quarter and a third were using Bookshine and Booktouch packs, those gifting the Baby Pack were more likely to use these packs;
- Those gifting the Treasure Packs were three times more likely to use the Rhyme Challenge and the Bookstart Bear Club than those gifting the Baby Pack;
- Library staff were more likely than those from health or early years to use the additional elements; and
- Respondents felt that the additional elements encouraged parental engagement with reading and literacy and enabled them to reach disadvantaged children.

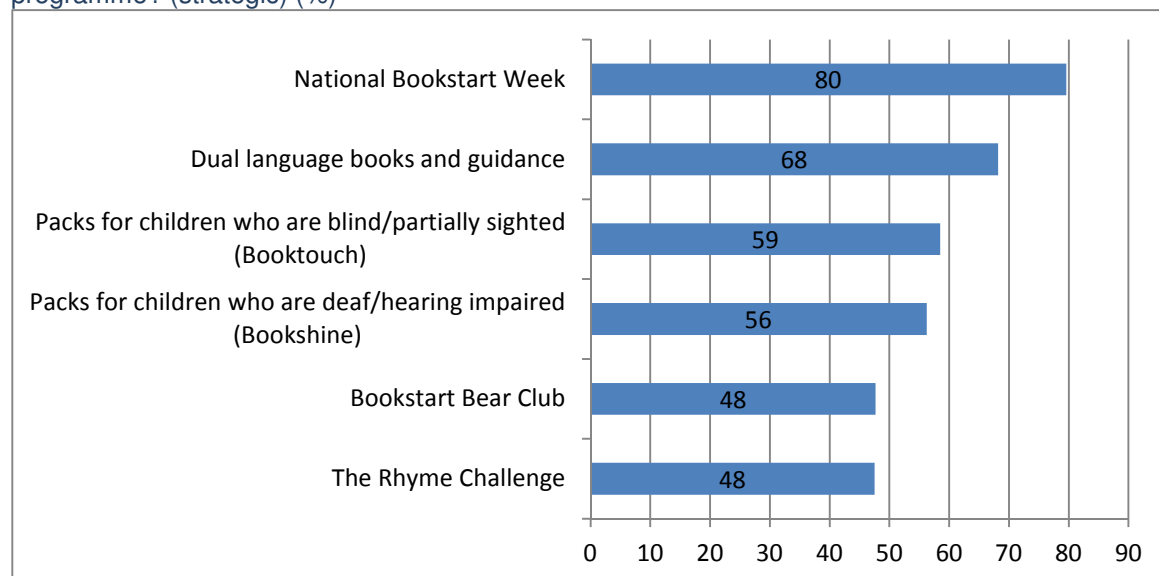
4.5.2 Strategic findings

Strategic survey respondents were more likely to state they were using all of the additional elements of Bookstart than the operational respondents. This is likely to be due to the fact

that they had an overview of what was happening within their authority¹⁰, but it could be because they assume that the elements are being used widely when in fact they are not.

In terms of the additional elements the majority of strategic respondents said that their organisation was incorporating National Bookstart Week (80%), dual language books and guidance (68%), and the Booktouch (59%) and Bookshine packs (56%) into their work. Lower, but still notable, levels were also incorporating the Bookstart Bear Club (48%) and the Rhyme Challenge (48%). As with the survey findings, the strategic interviewees were more likely to be using or know about the dual language books and guidance and National Bookstart Week than the other additional elements (Figure 4.14).

Figure 4.14 Within your organisation do you incorporate any of the following elements of the Bookstart programme? (strategic) (%)



As with operational respondents, the strategic interviewees raised issues in relation to the dual language books and guidance not being available in all of the languages spoken by families in their localities:

"Increasingly there is such a wide variety of languages in the London boroughs that it's difficult to know which ones to focus in on" (HEY2, Baby & Treasure)

"[There are around 70 different languages in locality] which I know is about half of what you get in Camden, but when it's spread amongst a small population...it's not big communities, you've got isolated families...which is so different from a city" (HEY3, Baby & Treasure)

However, the difficulties around having the books available in every language were acknowledged and the available dual language books were seen to be helpful:

"It's really good it's for everybody, and people are usually thrilled with them, particularly the dual language ones we have a lot of migrant families here, and they're always really pleased with the dual language ones. They've never known any books like that" (HHV4, Baby)

"The dual language books are brilliant" (HEY1, Baby & Treasure)

¹⁰ In some authorities, for example, Bookshine and Booktouch are gifted by other partners such as Sensory Impairment teams and the strategic respondents may be more aware of this than those from an operational background.

Similarly to the operational survey findings those from the library services were more likely to be making use of the additional elements of the Bookstart programme compared to early years and health, with twice as many using them in some cases (i.e. Booktouch and Bookshine packs and the Bookstart Bear Club). Health organisations were less likely than those from the early years or library sector to be using the Bookstart Bear Club, the Rhyme Challenge, or National Bookstart Week; this is not surprising as these elements are unlikely to be incorporated into home visits.

National Bookstart Week was viewed by the strategic interviewees as an important and valuable event when approached in a joined up way and marketed appropriately. In localities where this was not happening effectively the element was not working so well:

"Is a really good thing, we work in conjunction with the children's centres and the libraries to try and promote that" (HHV2, Baby & Treasure)

"I think they're great, we've had some fantastic events using some of the materials. We have a good partnership with the local museum and they have hosted the Bookstart week or Bookstart day, a big event there and the bear's come along and it's a time for parents and children together to celebrate books. I think it's great" (HEY5, Baby)

"If I'm completely honest I don't know if it was effectively marketed enough [either locally or by Booktrust]...could make much more effective use of it in terms of more awareness through children's centres, I don't get the sense that there was much joining up by the partners in terms of optimising" (HHV1, Baby)

The Bookshine and Booktouch Packs were viewed as beneficial additions to the range of Bookstart resources:

"I think they're great, I think they're really good" (HHV2, Baby & Treasure)

"[They are a] very valuable addition" (HEY2, Baby & Treasure)

The data from both the survey and the telephone interviews show that the Bookstart Bear Club was one of the least utilised additional elements of the programme by survey respondents. However, the Bookstart Bear Club can have a major impact on the take up of services, as shown by this strategic interviewee:

"For some, the excitement of the book club bear can really make a difference, and the librarian was telling me that of the 1,500 children who are in the Bookstart Bear Club, about 30% have joined the library solely so that they can become part of the club, so they were not regular library members" (HEY3, Baby & Treasure)

The Bookstart Bear Clubs tend to run through library services across the country and the higher proportions of library respondents stating that they run this additional function compared with health and early years reflect this (Appendix tables A5, A6). However, even in the libraries where there were high proportions using the additional elements it was one of those that was least utilised¹¹.

Summary

- Strategic respondents were more likely to state that their organisation covered all the additional elements compared with those at an operational level;
- Of the additional resources, National Bookstart Week and dual language books and guidance were being used most often;
- The issue around dual language books and guidance not always being in the right language for families in the locality was raised again;

¹¹ The Rhyme Challenge was the least utilised additional element used in libraries

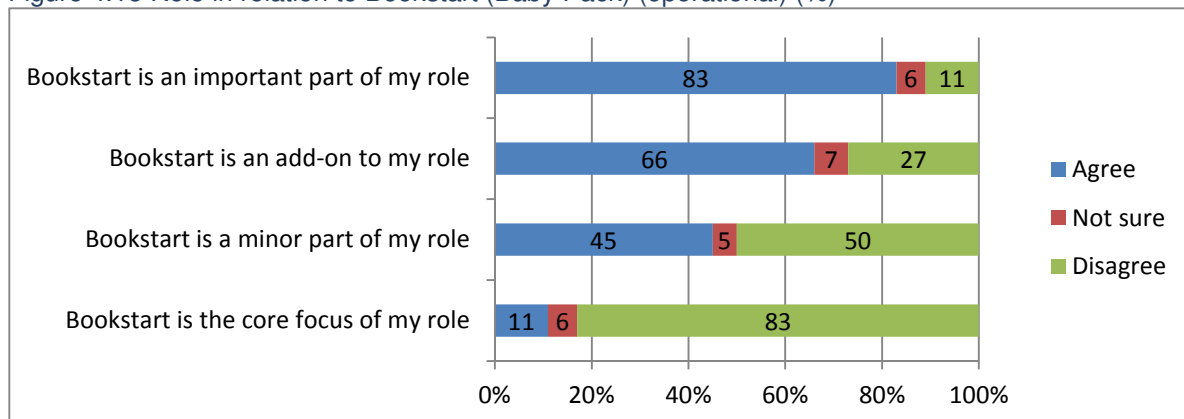
- Library services were more likely to be using all of the additional elements, particular differences were found for the Bookshrine and Booktouch packs and Bookstart Bear Club;
- National Bookstart Week was seen as an important and valuable event when marketed effectively;
- As expected the health sector were less likely to be using the Bookstart Bear Club, the Rhyme Challenge or National Bookstart Week than the early years or library sectors; and
- The use of the Bookstart Bear Club can have a major impact on the take up of library membership.

4.6 Bookstart's role

4.6.1 Role at the operational level

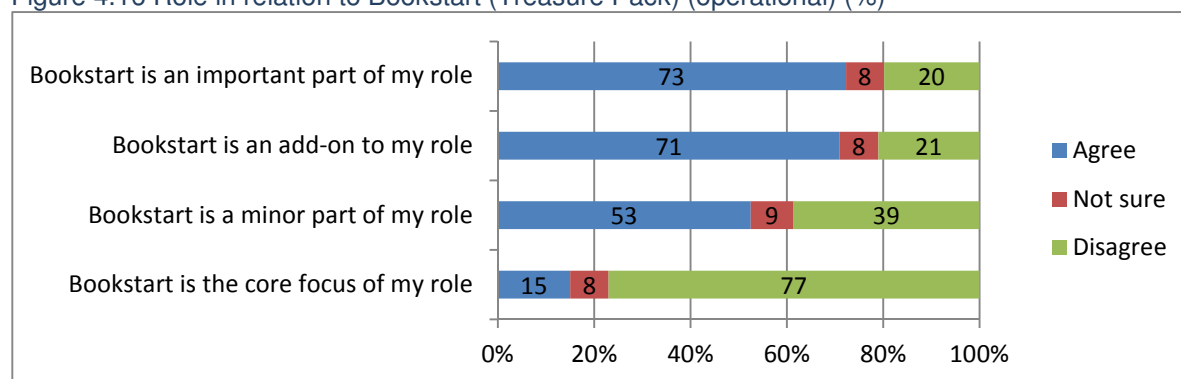
The majority of operational respondents working with the Baby Pack agreed that Bookstart was an important part of their role (83%) although the same proportion felt that the programme was *not* the core focus of their role. This is to be expected, as Bookstart is just one element of the work that respondents undertake. Two thirds of respondents agreed that Bookstart was an add-on to their role (66%) whilst respondents were split fairly evenly in terms of whether they considered Bookstart to be a minor part of their role (45% agreed and 50% disagreed) (Figure 4.15).

Figure 4.15 Role in relation to Bookstart (Baby Pack) (operational) (%)



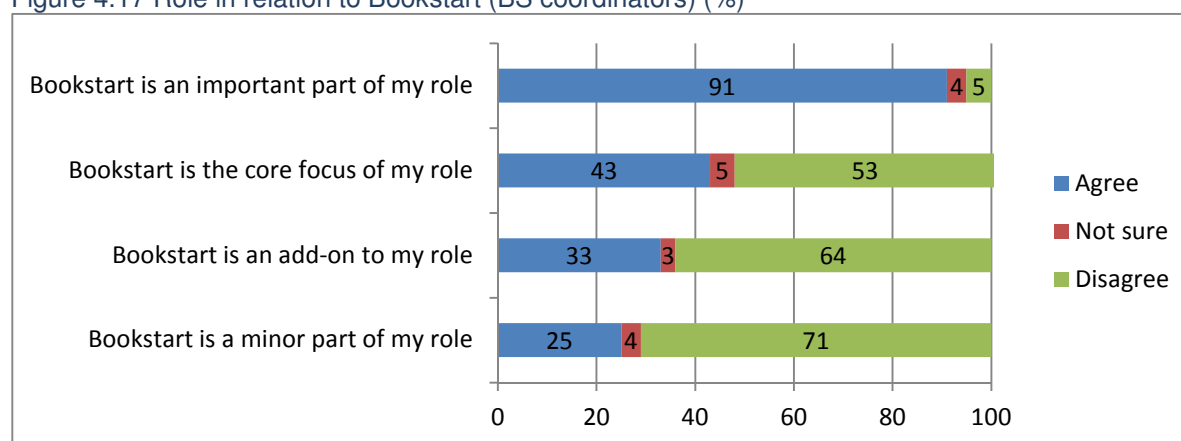
Overall those gifting the Treasure Pack were less likely to see Bookstart as an important part of their role compared with those gifting the Baby Pack. The majority (73%) agreed that Bookstart was an important part of their role, and as with the Baby Pack a similar proportion (77%) disagreed that it was the core focus of their role. Seventy-one per cent agreed that Bookstart was an add-on to their role whilst just over half (53%) agreed that it was a minor part of their role.

Figure 4.16 Role in relation to Bookstart (Treasure Pack) (operational) (%)



Unsurprisingly given their role, the Bookstart coordinators were more likely to state that the programme was an important part (91% agreed) or the core focus of their role (43% agreed) compared with the other respondents working at an operational level, and less likely to see it as an add-on (33%) or a minor part of their role (25%) (Figure 4.17).

Figure 4.17 Role in relation to Bookstart (BS coordinators) (%)



Breaking this data down by job role shows little variation in how different types of practitioner perceive their Bookstart role. However, health visitors were less likely to see it as the core focus of their role than the other practitioners, and other library staff members were the most likely to see it as the core focus (Appendix tables A9, A10).

The telephone interviewees were asked what they thought about their role as a Bookstart giver. The operational interviewees tended to feel that it complemented their role. As expected the health visitors spoke about how they thought they were best placed to be gifting the Baby Pack and likewise the early years practitioners felt that they were best placed to be gifting the Treasure Pack:

"I think it does fit well because child development is key to our role...the fact that we are encouraging parents to share time with their children and to share books and to interact with babies from an early age" (HV4, Baby)

"It's exciting and it complements what we do very well" (EYP8, Baby & Treasure).

Summary

- Bookstart was considered to be an important part of the respondents' role, but understandably not the core focus. It was seen to be an add on to their role for all respondents except Bookstart coordinators;

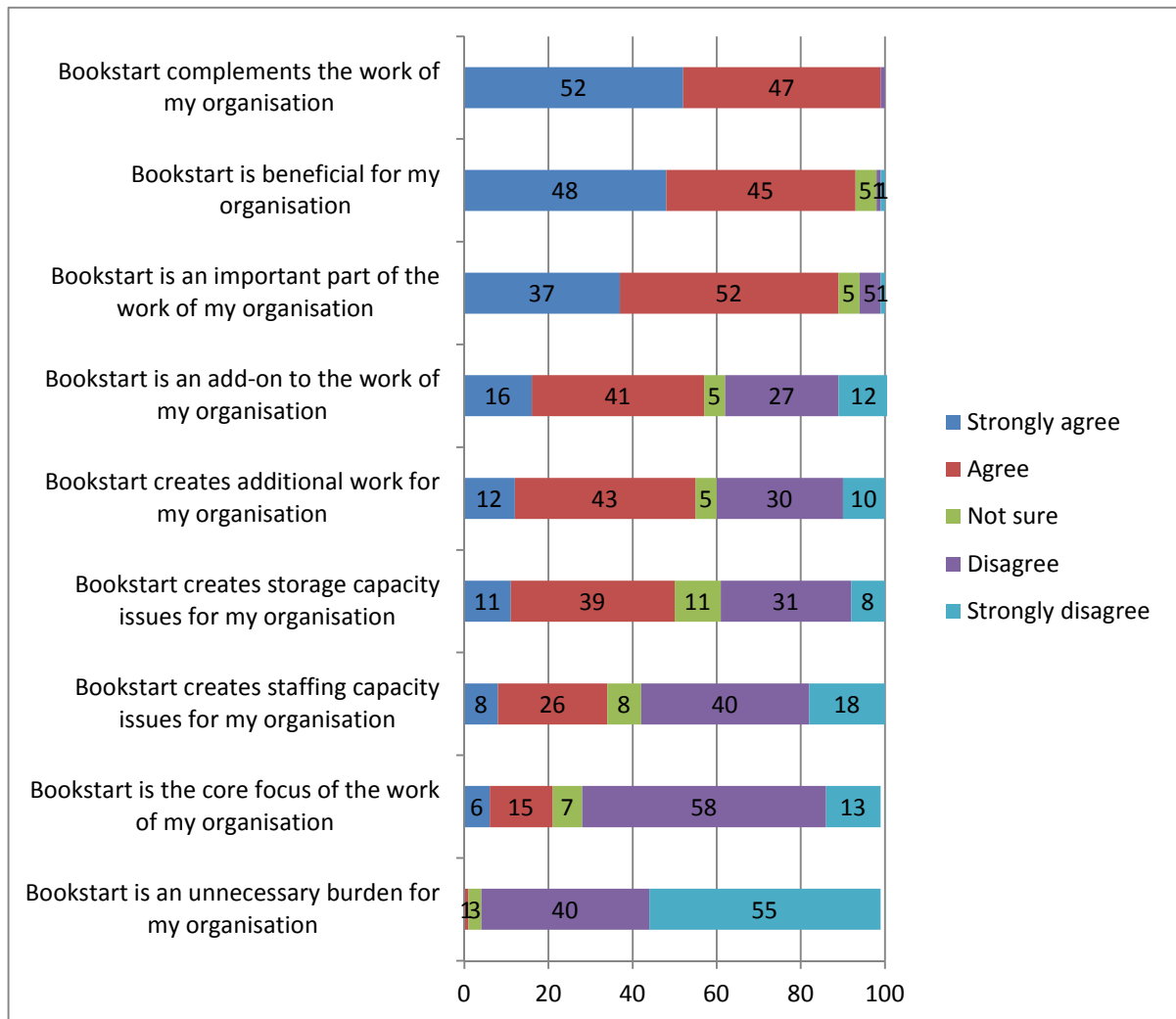
- Health visitors were less likely to see it as the core focus of their role than the other practitioners, and other library staff members were the most likely to see it as the core focus;
- Those gifting the Treasure Pack were more likely to see it as a minor part of their role than those gifting the Baby Pack; and
- The telephone interviews revealed that health visitors felt they were well placed to gift the Baby Packs and that early years practitioners felt they were well placed to gift the Treasure Packs.

4.6.2 Role at the strategic level

The strategic respondents were given a number of statements relating to how the Bookstart programme affected their organisation (see Figure 4.18 below).

Almost all of the strategic respondents from all three areas were likely to say that the Bookstart programme complemented the work (99%) and was beneficial (93%) for their organisation, and furthermore did not see it as an unnecessary burden (Figure 4.18)¹².

Figure 4.18 To what extent do you agree or disagree with the following statements about Bookstart? (strategic) (%)



¹²95% disagreed that it was a burden

The telephone interviewees discussed how the Bookstart programme was complementary to the work that their organisations were already doing in terms of fitting in with wider goals and meeting targets for specific initiatives such as the Healthy Child programme:

"Bookstart fits in with a number of wider goals of the service such as good parenting, bedtime routines, parental communication with their child, early speech and language development, school readiness, narrowing the gap for harder to reach families...it's an additional resource...it gives parents something to take away so they think 'oh the health visitor spoke to me about so and so, and this is what I was given to support that', so I think from that point of view it's effective as well" (HHV1, Baby)

"Bookstart absolutely fits in. In the work that we do we know how important it is for bonding and attachment and for families to be together, and reading books is the best way of doing that. But we also know for children that their language, communication and literacy skills, that books are the most important part, it's not just the reading it's the prompts, the conversation. So Bookstart is really important, not just for babies but all the way through really" (HEY1, Baby & Treasure)

"[Bookstart] sits in succinctly with the Healthy Child Programme delivery, because that delivery is across all our partner agencies and how we work in partnership. We're working hand in hand with early years, children's centres, social care etc., so it really does ensure that every child gets that equal opportunity...so we're making sure that all the children have a universal offer at the time when they should have it...It's a tool that helps with that overall objective of the Healthy Child Programme" (HHV3, Baby)

"[Locality] has high level of need around speech, language and literacy...therefore the outcomes for the Early Years Foundation Stage are one of the key performance indicators...the Bookstart stuff fits into that as an overall package where we know we've got a very high level of need" (HEY4, Baby & Treasure)

High proportions of strategic survey respondents also agree that Bookstart is an important part of the work of their organisation (89% overall) (Figure 4.18), with almost all (99%) of those working within the library services agreeing that this was the case (Appendix table A11). This is understandable, due to the focus in this sector on books, reading and literacy.

The Bookstart programme was not seen as the core focus of their organisation for most strategic respondents, however 21% of them stated that this was the case (Figure 4.18). The telephone interviews revealed further detail around this in terms of the embedded nature of Bookstart. Interestingly, strategic respondents often talked about how the programme was not a core focus but was seen as being at the core of everything they did as an organisation:

"It's part and parcel of what we do" (HEY1, Baby & Treasure)

"This is not a core part of the work [we do] but it lies at the core...if you take Bookstart as both a set of resources and a set of principles it absolutely lies at the heart of the encouragement and promotion for professionals and for carers in terms of getting early enjoyment of books underway and giving it a sense of life and purpose and energy, so it gives it that place. We would still be trying to do that without Bookstart" (HEY3, Baby & Treasure)

A head of health visiting talked about how the programme was so embedded in what they did every day that it was not viewed as adding to their workload:

"When new things come out, health visitors think 'oh no not another thing to do at the 8 month check' or 'not another thing I've got to remember to do and it's going to take even longer', but we've had Bookstart for so long now that it's at the heart of it, it's just part of it" (HHV4, Baby).

Summary

- Almost all strategic respondents saw the Bookstart programme as being important, beneficial and complementing their organisation's work, and although it was not the core part of their work they did not see it as a burden;
- The strategic interviews revealed how the Bookstart programme was regarded as complementary to the work that the organisations were already doing in terms of fitting in with their wider goals and meeting targets for specific initiatives; it was seen to be at the core of their work and embedded in their everyday work;
- Strategic health staff were more likely to see the programme as an add-on to the work of their organisation compared with those from early years or the library;
- Those from early years and the library services were more likely to see the programme as creating an additional workload and staffing issues than those from health;
- Most strategic interviewees felt that no modifications were needed to the programme to ensure a better fit with their organisation; and
- The strategic goals and intended outcomes of Bookstart were not clear for some of the strategic interviewees.

4.7 Strategic views around Bookstart

All of the strategic interviewees held the view that the Bookstart programme was a great initiative and spoke about it in positive terms:

"Very much in support of it...It's been a fantastic scheme" (HEY4, Baby & Treasure)

"I think it's the best thing that ever happened!" (HHV3, Baby)

"It's a smashing scheme and we're always proud to be part of that" (HEY2, Baby & Treasure)

The importance of the programme's focus on the home-learning environment was noted by this head of early years as being at the core of why he felt the initiative made a difference, commenting that it is the home and the parent's role as the child's first educator that makes the biggest impact upon a child's outcomes:

"If it can genuinely get into people's homes then it can have a huge impact...We can only achieve so much in terms of narrowing the gap and improving outcomes for kids if we get them into really good settings, so it does make a difference if they go to high quality early years setting and it does make a difference if they have good input from a teacher, and it certainly makes a difference if they've had access to children centre services from an early stage, but the home-learning environment is the one that I think makes the biggest difference" (HEY2, Baby & Treasure)

The importance of the universal nature of the programme was commented upon by a number of the strategic interviewees from a health background. This was particularly in relation to the benefits universality brought in terms of the non-stigmatisation of the families the packs were being gifted to. For many interviewees this meant that vulnerable hard-to-reach families were accessed through the gifting of the Bookstart pack, which in turn led to them accessing services that would not have been used otherwise:

"It makes families feel valued, and because they know that all families are getting it and you're giving them all the same thing....it does enhance [our service] and gives you a way in to talk about lots of different things...Families who are hard to reach know about Bookstart and they will come to you about it. You can access that family without them thinking they're not doing so well...you can just go round and say 'I've got your

Bookstart pack' and go in and have a chat. It creates that accessibility for you without pointing a finger" (HHV2, Baby & Treasure)

However, this universality also brought with it questions around the programme's value for money and whether gifting packs to families who already have books in the home was in fact uneconomical.

"It being universal is really good because then there's no stigma, but sometimes you feel like you're giving out a resource to someone who's already got hundreds of books at home. So it's that balance off really...Providing it for someone like myself, if I'm honest, there probably isn't any impact...if it could be made universal but with a targeted element so that money could be spent on improving some of the packs for more disadvantaged families....and I know some of my friends have said 'why have I been given this?' but I work with the universal services and I understand the impact of universal provision and all the benefits of that, so it's a balance isn't it, I'm not saying I've got an answer to it...it's an age old question. And I wouldn't like to see it as a purely targeted service" (HHV1, Baby).

Summary

- All of the strategic interviewees spoke positively about Bookstart;
- The importance of its focus on the home-learning environment was noted; and
- The universal nature of the programme was felt to be advantageous in terms of its non-stigmatising benefits, but also brought questions around its value for money.

4.8 Impacts on children

4.8.1 Operational findings

Operational respondents were given a series of statements around the potential impact of the Bookstart programme on children (see Figures 4.19-4.21) and were asked to state what extent they agreed with them in terms of them benefiting 'all' children, 'most' children, 'some' children or 'no' children.

Figure 4.19 To what extent do you agree with the following statements about the impact of Bookstart Baby Packs on children, based on your experience (operational) (%)?

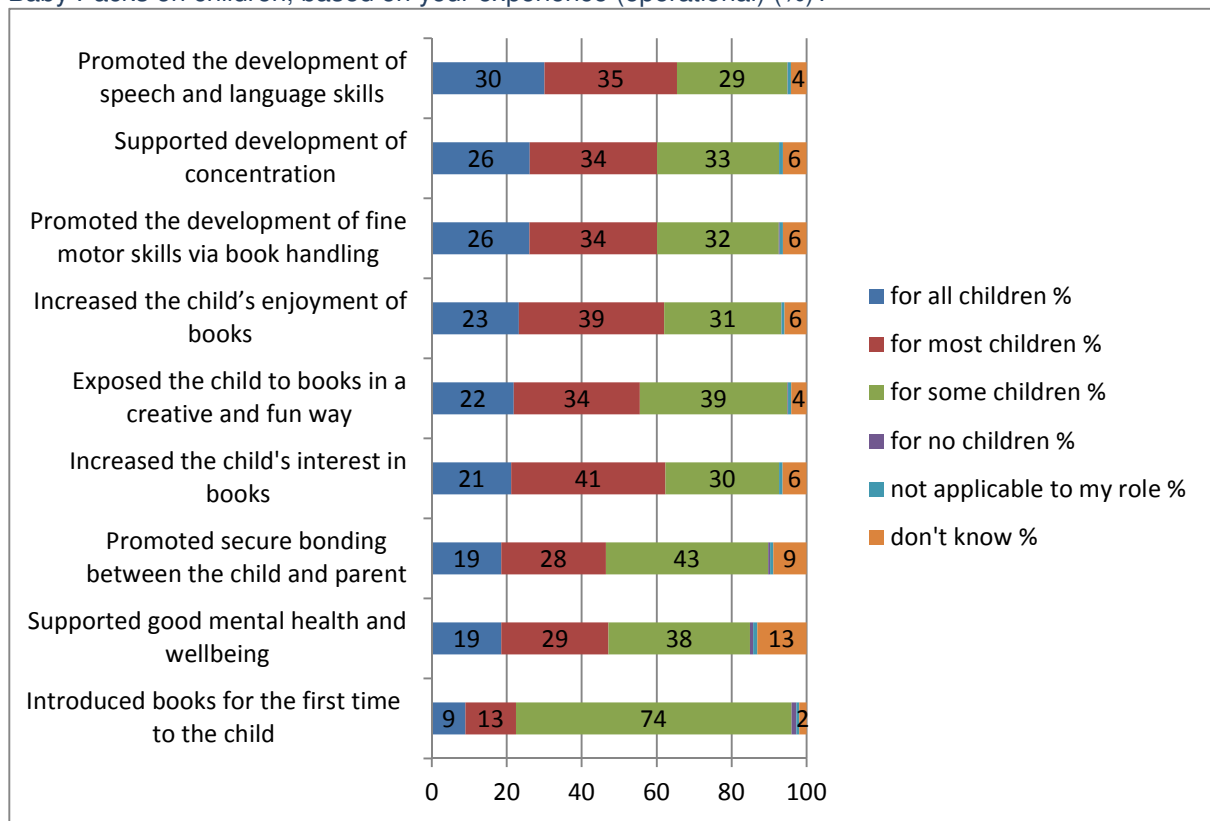


Figure 4.20 To what extent do you agree with the following statements about the impact of Bookstart Treasure Packs on children, based on your experience (operational) (%)?

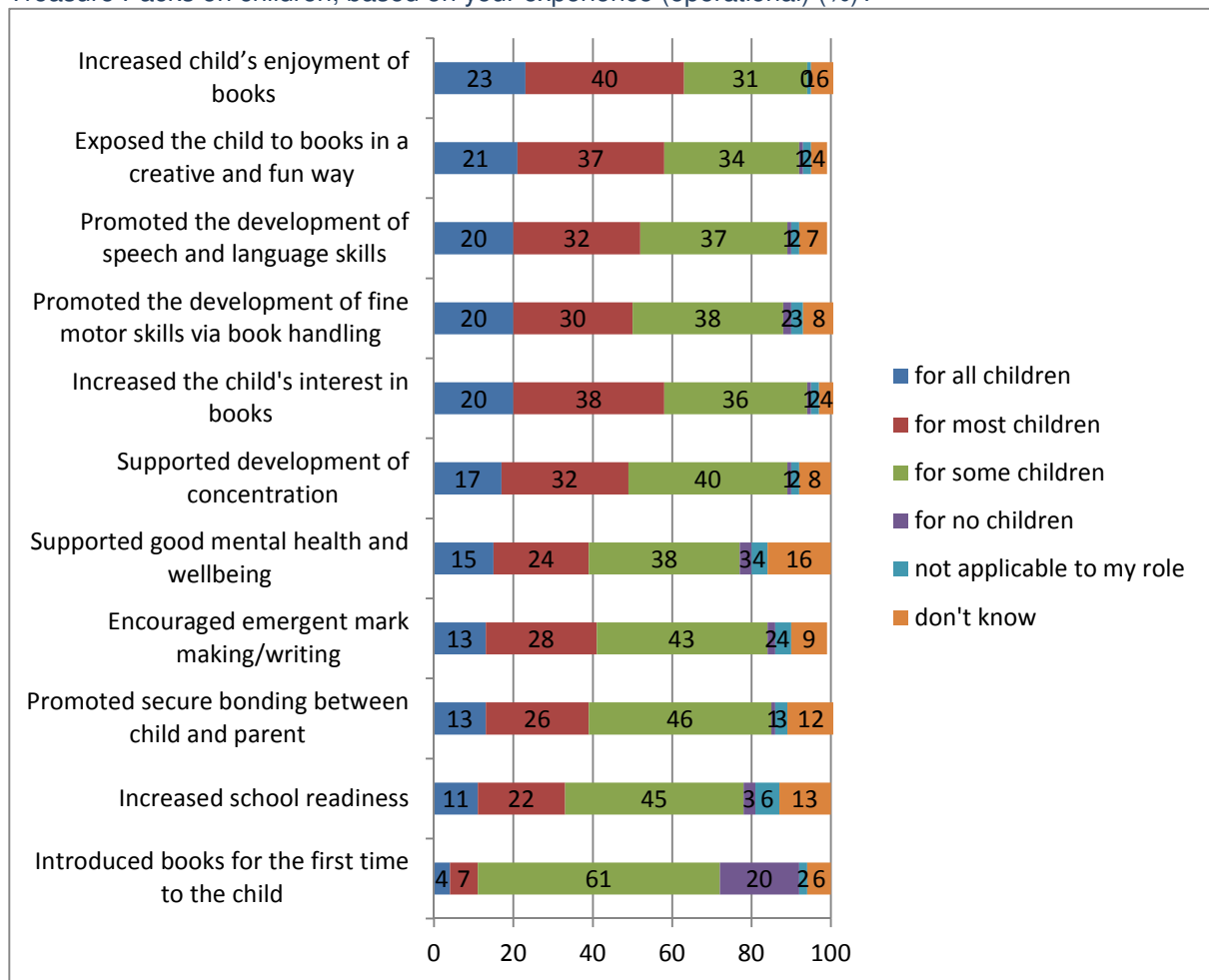
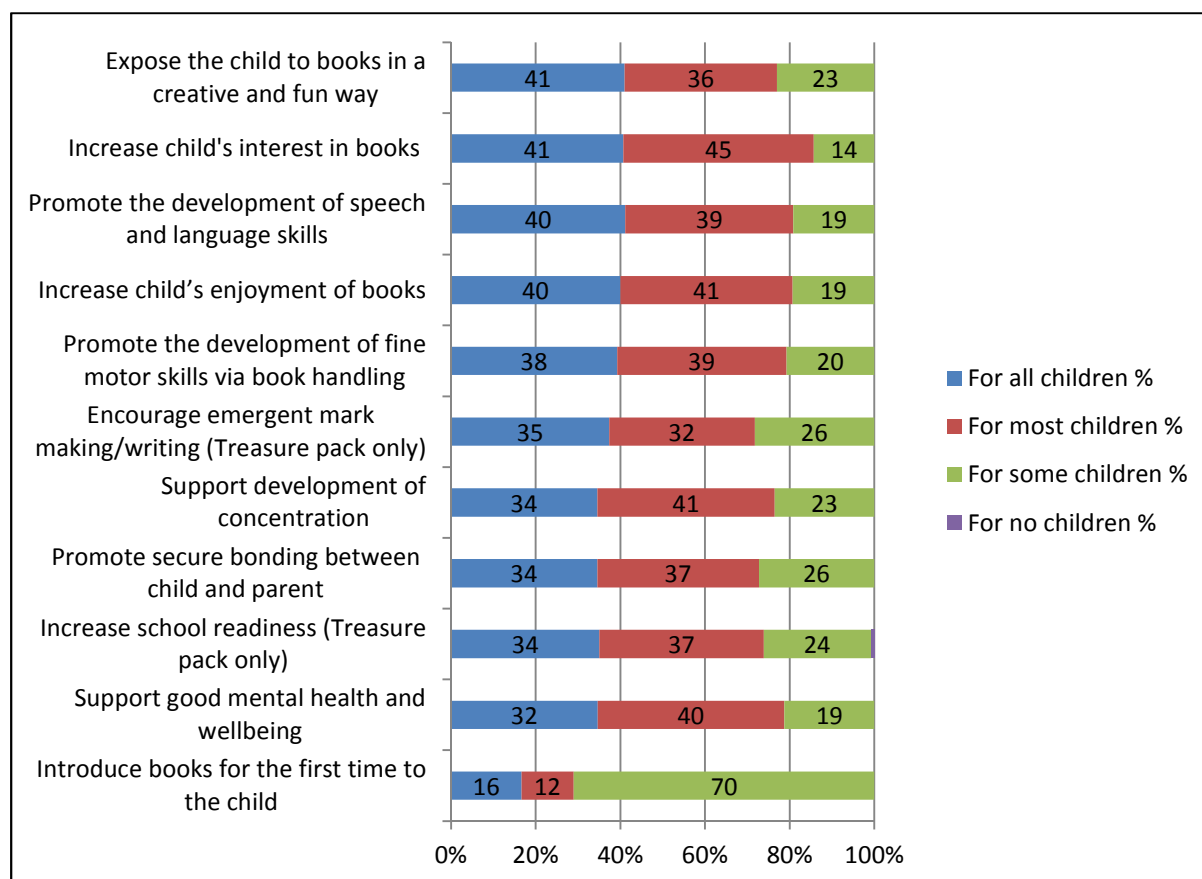


Figure 4.21 To what extent do you agree with the following statements about the impact of Bookstart Packs on children, based on your knowledge of the programme? (BS coordinators) (%)



For all statements apart from the one around books being introduced to children for the first time there were incredibly small numbers of respondents stating that the programme had not benefited any children at all; this was particularly notable for the Baby Pack and amongst the Bookstart coordinators where there were between none and one respondent for each of the statements (Figures 4.19-4.21).

In relation to the programme having an impact on 'all' children, the main impacts for those gifting the Baby Pack were the promotion of the development of speech and language skills (30%); supporting the development of concentration (26%) and the promotion of the development of fine motor skills (26%). For those gifting the Treasure Pack the main impacts for 'all' children were around increasing the child's enjoyment of books (23%); exposing the child to books in a creative and fun way (21%) and increasing the child's interest in books (20%). The findings suggest that the Baby Pack was perceived as having an impact around a child's initial development, whereas for those working with the Treasure Pack it was more likely to be around the child's enjoyment and interest in books and reading (Figures 4.19, 4.20).

The Bookstart coordinators noted higher impact than the other survey respondents across both packs and felt it most in relation to an increased interest in books (41%); exposing the child to books in a creative and fun way (41%); and the development of speech and language skills (40%) (Figure 4.21). This increased impact may be due to the fact that Bookstart coordinators were more frequently involved in the delivery of packs and therefore may have simply had more of an opportunity to observe these effects. Furthermore, there is also a possibility that some Bookstart coordinators would have been more aware of the impact that their responses may have on the future of the programme, so may have been more inclined to speak more positively in relation to the impacts that the packs have on

children. The survey findings also revealed that those gifting the Baby Pack were more likely to state that the programme benefited 'all' children than those gifting the Treasure Packs.

When the analysis also takes into account those who felt there was an impact for 'most' as well as 'all' children it can be seen that the majority of respondents are in agreement with the bulk of the statements for both packs.

The main area where fewer benefits were found amongst those gifting both the Baby and Treasure Packs was around the introduction of books for the first time with much lower proportions of survey respondents noting this kind of impact.

Even though the Bookstart programme may not have been responsible for introducing books to most children for the first time, there was anecdotal evidence about how the programme had led to books being introduced into the home and how they were still being used on subsequent visits:

"I do know there are some children that don't have any books of their own. Books are just not part of their homes. So the fact they've got really lovely quality books going into their homes must have a huge impact for them. I think that helping the parents to realise how vital their role is in the whole process both in the enjoyment and the learning to read must have a huge impact" (EYP6, Treasure)

"When you go on another visit you can see them out and can see they've been used" (EYP10, Treasure)

"I am also certain that many of our children would not otherwise have any access to books were it not for the Bookstart packs" (Open response from survey, health visitor)

"For some of our families the Bookstart books are the ONLY books the children have, and we feel it is so important for children to enjoy books from birth" (Open response from survey, health visitor)

However, interviewees questioned whether, for some more affluent children, there would have been outcomes with or without the Bookstart programme, and whether the programme was more likely to benefit more vulnerable children:

"To be honest I really don't know. That's a really interesting question because for a lot of the children they are living in households where they would have access to books so the outcome is probably no different and then the families that don't. I don't know how much of a difference it makes to them" (HV2, Baby)

"I think the children of the parents that have been motivated will have got quite a lot but then maybe they'd have got a lot anyway because they would be the sort of parents that would have gone to libraries and groups and things like that...it nice to see that some of the vulnerable parents do look after the books very carefully and to see them sitting and reading which I never saw before...I think it has made an impression on them" (HV8, Baby)

"Most of our families would have lots of books in the home anyway and they have full access to the classroom library and parents tend to be quite well educated and value books anyway so I don't think an extra couple of books is going to make a massive difference in our area! It could do in one or two children" (EYP5, Treasure).

Summary

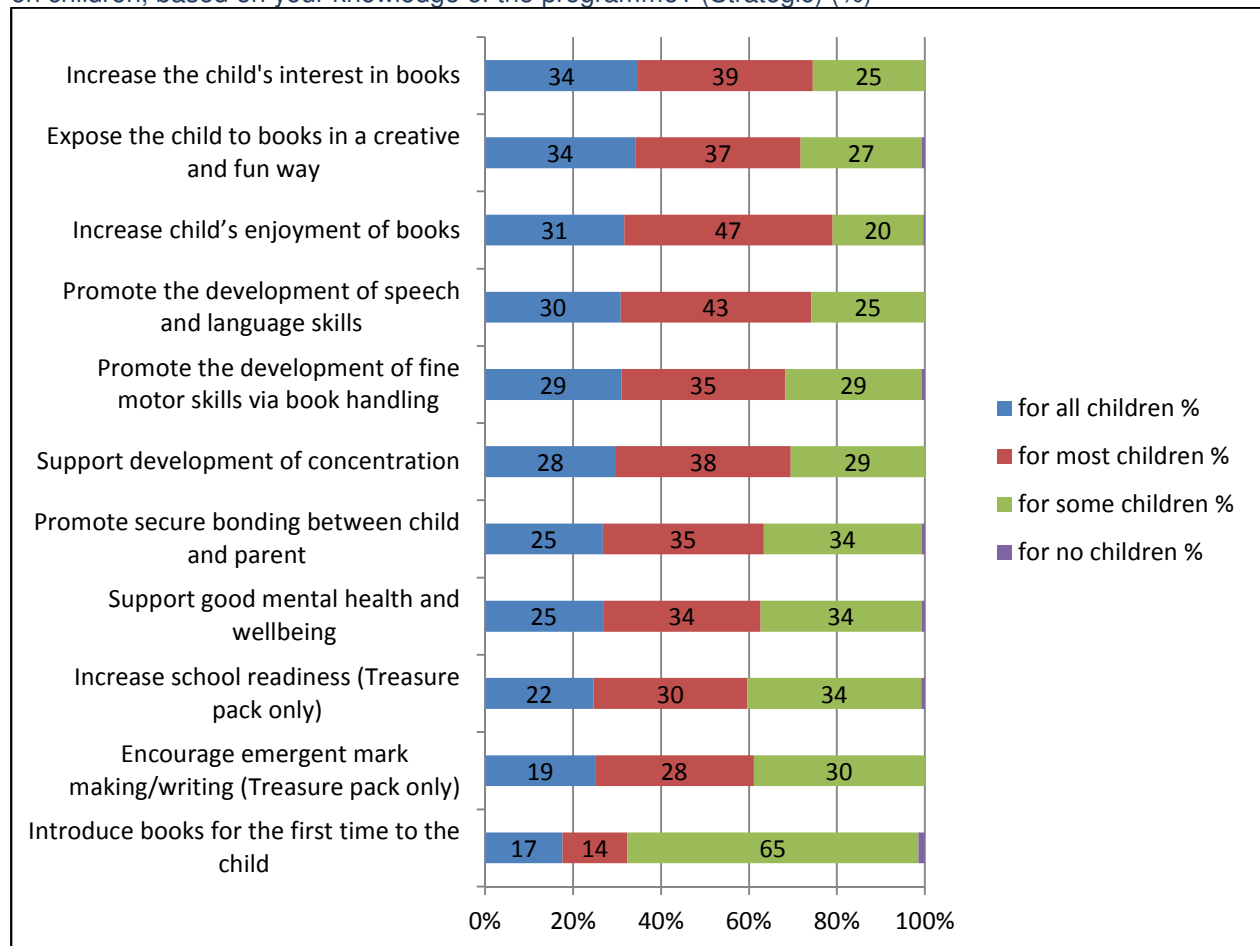
- Almost all operational respondents disagreed that the programme benefited 'no' children for each impact statement;

- Those gifting the Baby Pack were more likely to state that the impacts had benefited 'all' children than those working with the Treasure Pack;
- Types of impact for 'all' children differed between those gifting the Baby Pack and the Treasure Pack. Baby Pack impacts were around initial child development factors, whereas the child's enjoyment and interest in books and reading were more likely to be noted by those gifting the Treasure Pack;
- The lowest impacts were felt around the introduction of books for the first time;
- Bookstart coordinators were more likely to state that there had been an impact of the books on the children than other Bookstart gifters; and
- Whether there was an impact for more affluent children was questioned in the interviews, as it had been by those at strategic level (see below).

4.8.2 Strategic findings

Strategic respondents were also given a series of statements around the potential impact of the Bookstart programme on children (see Figure 4.22 below).

Figure 4.22 To what extent do you agree with the following statements about the impact of Bookstart on children, based on your knowledge of the programme? (Strategic) (%)



The analysis took account of both the findings for agreement with the statements for 'all' children, and a merged category of 'all' and 'most' children. The four statements with the highest levels of agreement were (Figure 4.22):

- Increase the child's interest in books
- Expose the child to books in a creative and fun way
- Increase child's enjoyment of books
- Promote the development of speech and language skills

As noted above, these statements also ranked highly in the findings from the operational group. However, those at the strategic level were more likely to rate these impact statements more highly than those at the operational level¹³.

When the analysis takes into account those who felt there was an impact for 'all' as well as 'most' children, it can be seen - as with the operational findings - that for most of the statements the majority of strategic respondents are in agreement.

The strategic telephone interviewees were also asked about what impacts the Bookstart programme had had on children. As with the operational interviewees there were comments around how some of the information they were providing was anecdotal. However, at the strategic level interviewees were more likely to also be able to talk about hard evidence which had been obtained in the authority, although it should be noted that this was not in relation to data specific to the Bookstart programme¹⁴. The main impacts mentioned by the strategic interviewees were around the promotion of secure bonding between parent and child, increasing school readiness and promoting the development of speech and language skills:

"We see Bookstart as very important for children in developing attachment with parents" (HEY1, Baby & Treasure)

"[Bookstart leads to] significant improvements in relation to language and literacy" (HEY2, Baby & Treasure)

"For us it's an absolute must [for school readiness]" (HEY1, Baby & Treasure)

"Some children would not get the chance to learn to turn pages even [if it wasn't for Bookstart]" (HHV4, Baby)

The impact statements with the lowest levels of agreement were encouraging emergent mark making/writing, and introducing books for the first time to the child. These two statements also received lower agreement with the operational group, particularly in relation to the statement around the introduction of books.

As with the operational findings, few strategic respondents felt that the Bookstart programme had not benefited any children at all.

Summary

- The majority of strategic respondents agreed that the programme benefited 'all' or 'most' children for most of the statements, and hardly any stated that it had benefited 'no' children;
- For strategic staff, the impact of the programme on children was felt most highly in terms of increasing the child's interest and enjoyment of books, exposing children to books in a creative and fun way and promoting the development of speech and language skills; and
- The only two statements where there were less than a majority agreeing that there was an impact for 'all' or 'most' children were introducing books for the first time to the child and encouraging emergent mark making/writing.

¹³ It should be noted that the Bookstart coordinators rated the statements most highly overall

¹⁴ See Section 4.11 for more on this issue

4.9 Impacts on parents and carers

4.9.1 Operational findings

Operational respondents were given a series of statements around the potential impact on parents and carers from the Bookstart packs (see Figures 4.23-4.25 below).

Figure 4.23 To what extent do you agree with the following statements about the impact of Bookstart Baby Packs on parents/carers, based on your experience? (operational) (%)

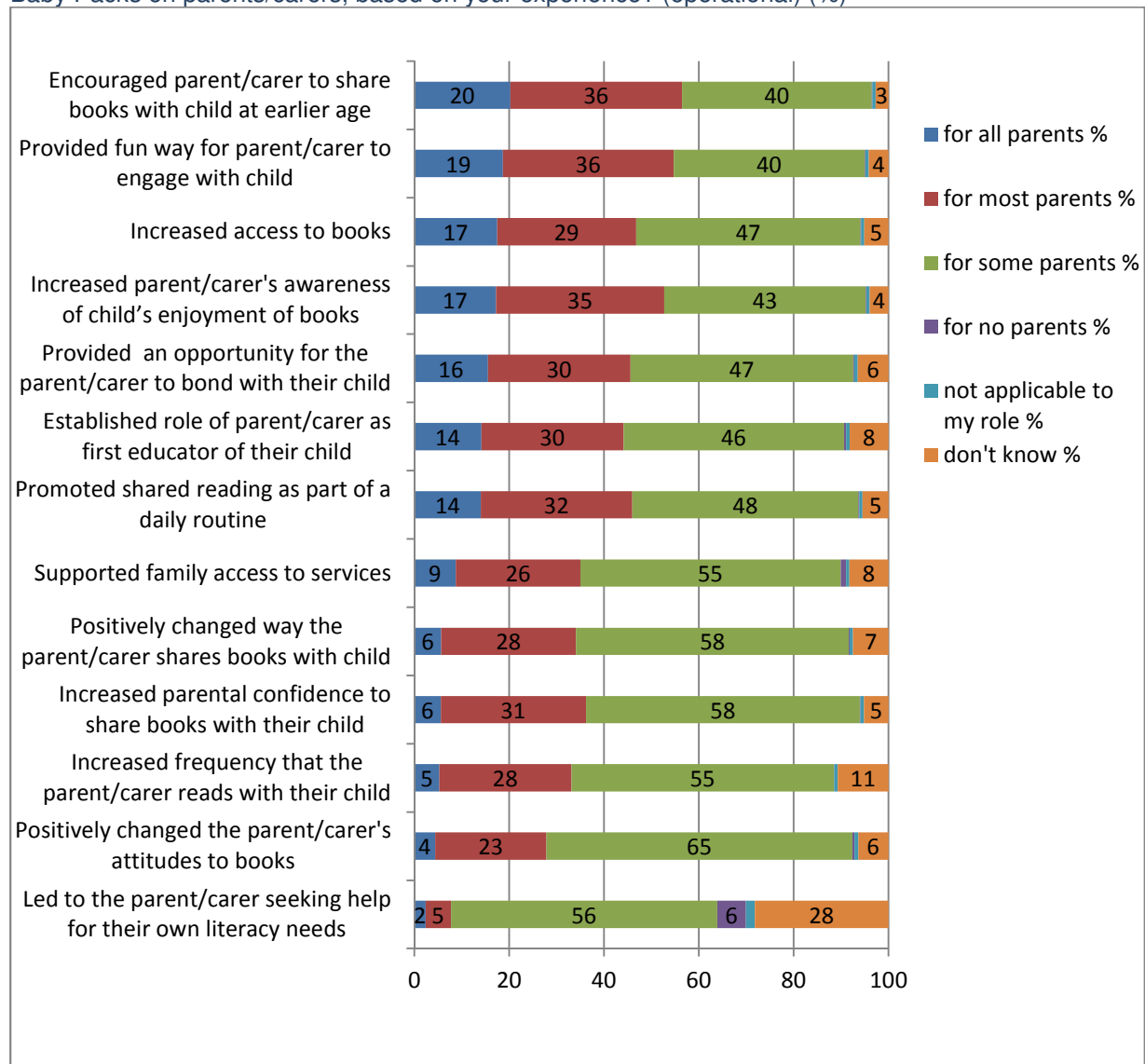


Figure 4.24 To what extent do you agree with the following statements about the impact of Bookstart Treasure Packs on parents/carers, based on your experience? (operational) (%)

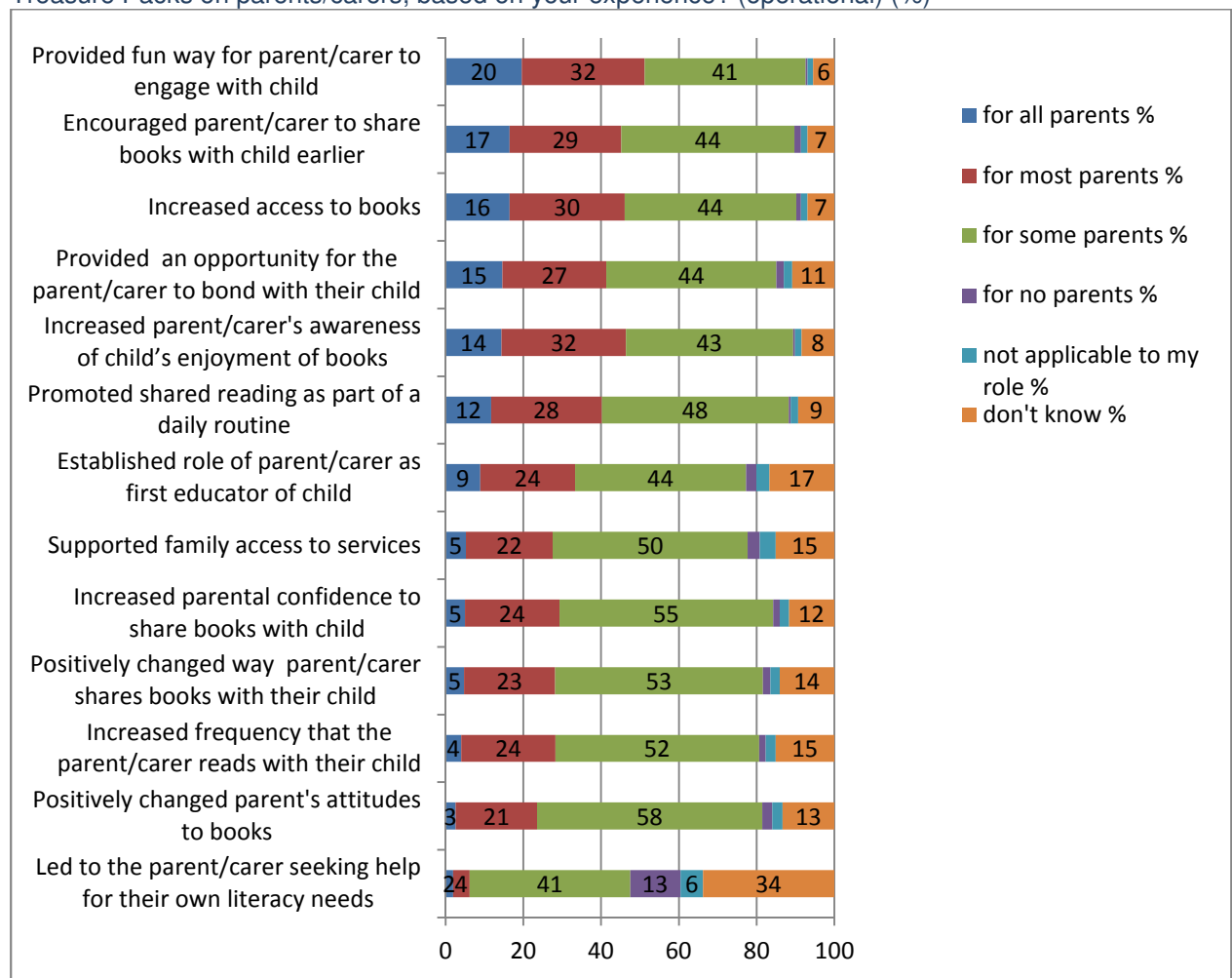
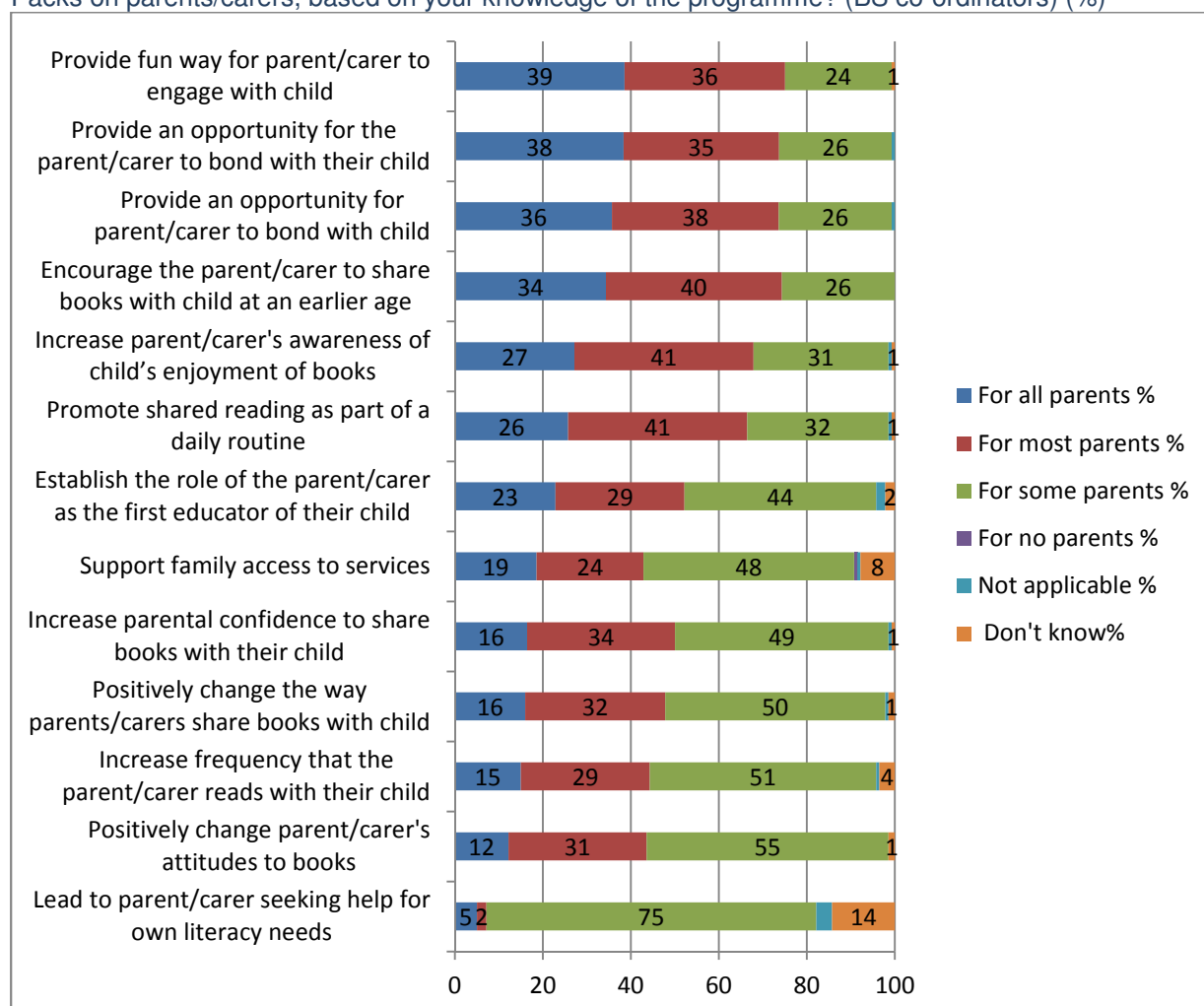


Figure 4.25 To what extent do you agree with the following statements about the impact of Bookstart Packs on parents/carers, based on your knowledge of the programme? (BS co-ordinators) (%)



Similarly to the responses around the impacts on children, there were very low numbers of operational respondents agreeing that the programme had not benefited the parents/carers for all of the statements above. Again the numbers were incredibly low for those gifting the Baby Pack and the Bookstart coordinators (Figures 4.23-4.25)¹⁵.

In relation to the programme having an impact on 'all' parents/carers, there were similar findings across the data from those gifting the Baby Packs, those gifting the Treasure Packs and the Bookstart coordinators. The five main impacts were: encouraging the parent/carer to share books with child at an earlier age; providing a fun way for the parent/carer to engage with their child; increasing access to books; increasing the parent/carer's awareness of their child's enjoyment of books; and providing an opportunity for the parent/carer to bond with their child.

When asked about the impact that the Bookstart programme had had on parents and carers the main point made by the operational telephone interviewees was around family access to services, particularly anecdotal evidence in relation to local library membership, and also in terms of the using the children's centre or services such as those to help with issues around speech and language. Both those gifting the Baby and Treasure Packs noted impacts around these aspects:

¹⁵Where they totalled between none and one response for each of the statements

"[From the programme you are] able to pick up some speech and language issues and then they get access to lots of other services as well" (HV2, Baby)

"Parents have said 'I've started going to the library since [getting the Bookstart pack]'" (EYP7, Baby & Treasure)

"[Bookstart] gets them interested in what the children's centre is all about, because I think sometimes they just see it as a place you're only involved with if you have a professional involved [in your life]" (EYP10, Treasure)

Although not one of the highest noted impacts, supporting family access to services emerged as affecting both those gifting the Baby (35% see Figure 4.23) and Treasure Packs (27% see Figure 4.24). The telephone interviews support these findings in terms of increased library membership amongst parents and carers who have been part of the Bookstart programme. Furthermore, as mentioned later in the report (see Section 4.9), the signposting of parents and carers to other services was the most frequently mentioned factor in the survey in relation to impacts on practitioners themselves.

Several of the telephone interviewees gifting the Baby Pack talked about parental impacts in relation to changing the attitude of the parent/carer and increasing their access to books. Some also mentioned how the programme had positively changed the way the parent shared books with the child as well as encouraging them to share books earlier:

"I think it's to do with some families who wouldn't tend to normally have many books in the house, wouldn't have many babies or children's books and wouldn't possibly perceive it as normal to read to the children. So to certainly get those type of families engaged with books has been really beneficial...but having said that we have some very affluent people in this area but I have to say whenever we give these out they and the babies are always absolutely thrilled with them. It's always very positive" (HV9, Baby)

"I think there are a lot of families who have been prompted to sign up to libraries and to be involved much more so in reading because everybody would say 'oh I thought it was too young. I didn't think I could start now'" (HV8, Baby)

As well as the impact around supporting access to services, those gifting the Treasure Pack, also talked about increasing parental confidence to share books with their child, establishing the role of the parent as first educator, providing an opportunity to bond with the child and reigniting the parent/carer's own enjoyment of reading:

"I think that we are able to use the pack to stress to them that yes there's more formal learning but at the same time they're an absolutely vital part of their children's learning and I use that pack as a way of encouraging them to work very closely with us in helping their children towards first of all their enjoyment of books and then becoming readers" (EYP6, Treasure)

"I have had parents who have come up to me and said 'that was really nice we just sort of sat on the sofa and snuggled up'" (EYP3, Treasure)

Lower, but still notable, proportions of operational survey respondents stated an impact on 'all' or 'most' parents/carers around the following statements (Figures 4.23-4.25):

- Increased parental confidence to share books with their child
- Increased frequency that the parent/carer reads with their child
- Positively changed the parent/carer's attitudes to books
- Led to the parent/carer seeking help for their own literacy needs

As can be seen, there are far lower proportions of survey respondents stating that there had been an impact around parents and carers seeking help for their own literacy needs than anything else. However, there was evidence of this happening:

"Used [Bookstart] as an opportunity to discuss the importance of literacy and parents and children sharing books. Also as an opportunity to address parent's literacy issues" (Open response from survey, health visitor)

This is likely to be because relatively few parents require help with their literacy skills. It may also be because those gifting the packs may not know whether or not this had occurred as it may happen at a later date or through a different organisation.

Survey respondents were more likely to state that there was an impact for 'some' in relation to the statements concerning parents and carers as opposed to those around children. Overall, the impacts for parents were lower than those for children, although this is to be expected considering that children are the main recipients of the Bookstart programme.

Overall the survey findings revealed that reported impacts regarding parents and carers were high amongst those gifting the Baby Pack, and less so - but still notable - for those gifting the Treasure Pack. This may reflect the fact that most parents and carers will have already received the Baby Pack prior to the gifting of the Treasure Pack and will have already taken on board the messages in relation to the benefits of sharing books. Even if this is not the case, practitioners may assume that parents have taken on board these messages, and therefore might be uncomfortable talking about this. However, as we note in the conclusion, the less systematic gifting of the Treasure Pack compared with the Baby Pack may also have an effect.

As with the operational survey findings the telephone interviewees gifting the Baby Pack were more likely to state an impact amongst parents and carers than those gifting the Treasure Pack. Those gifting the Treasure Pack were more likely to question whether the programme had led to any impact at all. This differs from the survey where very few respondents stated that there had been no impact at all for parents and carers. The following quote was from an early years practitioner:

"If you are asking me if this is going to make any difference to a parent who doesn't read to their children then I suspect the answer is probably no...to do that is not just about giving out books it's about giving them the skills to do it...in isolation I think the child will get a nice book to look at and I think because it's new and because the child will probably be asked to be read to they will probably be read to from that book pack but I don't know if it will then necessarily spark reading in the family generally" (EYP1, Treasure)

Interestingly, this interviewee also spoke about gifting the Treasure Pack in a low key way with minimal information and guidance therefore potentially minimising the impact it would have:

"In all honesty I don't give a lot of background to it because when they come to visit - parents have got a lot of questions to ask which to them seem more important perhaps than listening to me talk about the book pack. There is a little bit of paper that we put inside which explains what it's for and where it's from" (EYP1, Treasure)

This may suggest that this early years practitioner did not prioritise providing information to parents about the Bookstart pack among their other commitments and this may therefore have implications in terms of the impact of the pack.

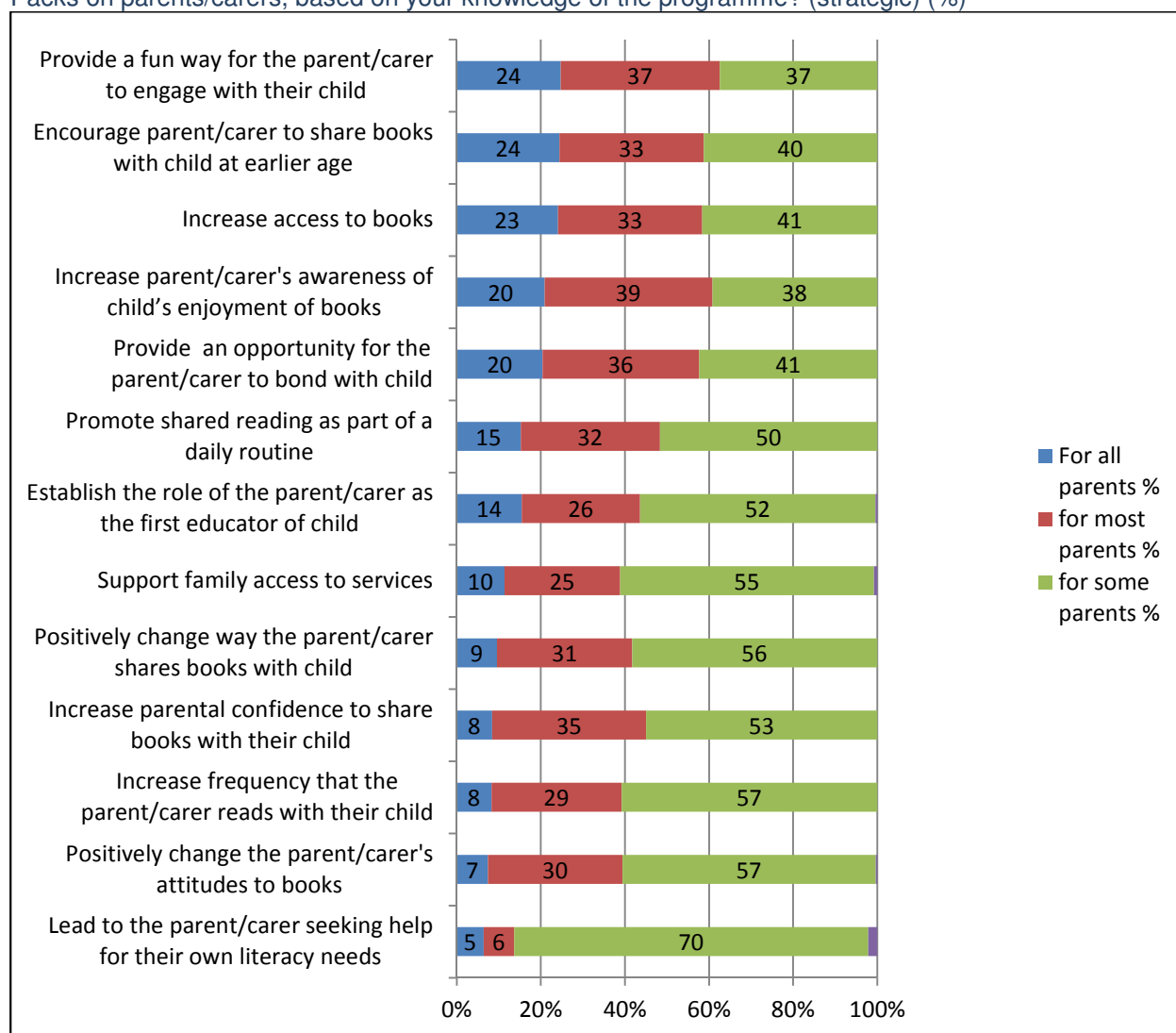
Summary

- Almost all operational respondents agreed that the programme benefited at least 'some' parents for each impact statement;
- The main ways the programme was seen to impact parents/carers were: increasing their access to books; encouraging them to share books with their child at an earlier age; increasing their awareness of their child's enjoyment of books; and providing a fun way for them to engage with their child;
- The operational telephone interviews also revealed a high impact around supporting family access to services, particularly in relation to library membership;
- The lowest impact was around the programme leading the parent/carer to seek help for their own literacy needs;
- The impacts were higher amongst those gifting the Baby Pack compared with the Treasure Pack; and
- The impacts were lower for parents and carers than for children.

4.9.2 Strategic findings

A number of statements were also given to the survey respondents around the impact that the Bookstart programme had had on parents and carers (see Figure 4.26 below) and they were then asked how far they agreed with them based around their knowledge of the programme.

Figure 4.26 To what extent do you agree with the following statements about the impact of Bookstart Packs on parents/carers, based on your knowledge of the programme? (strategic) (%)



As with the findings from the operational respondents; there were extremely low numbers of strategic respondents agreeing that the programme had benefited 'no' parents/carers for all of the statements above.

When the findings for the benefits to 'all' or 'most' parents are considered the highest impacts were around:

- providing a fun way for the parent/carer to engage with their child (61%);
- increasing the parent/carer's awareness of their child's enjoyment of books (59%);
- encouraging the parent/carer to share books with child at an earlier age (57%); and
- increasing access to books (57%).

These are identical to the four most highly rated parental impact statements noted by the operational staff in relation to 'all' parents and carers. Furthermore as with the operational respondents, strategic staff were also more likely to rate the impacts amongst children more highly than those with parents and carers. The strategic respondents were more likely to rate these statements highly than those at operational level working with the Baby or Treasure Packs but less likely than the Bookstart coordinators (Figure 4.26).

Lower, but still notable, impacts were found for the following statements in relation to 'all' or 'most' parents/carers from the strategic respondents:

- Positively change the parent/carer's attitudes to books (38%)

- Support family access to services (35%)
- Increase frequency that the parent/carer reads with their child (37%)
- Led to the parent/carer seeking help for their own literacy needs (11%)

The operational group also rated the statement around parent/carer's own literacy needs lower than all of the other statements, as noted previously this is not surprising as most parents and carers would not need help with their literacy.

The telephone interviews with strategic staff also included questions around the impact of the Bookstart programme on parents and carers. The main topics mentioned by the strategic interviewees were in relation to positively changing the parent or carer's attitudes to books, increasing parental confidence to share books with their child and supporting family access to services. These were similar topics to those mentioned by the operational interviewees.

Bookstart was felt to be the catalyst for many more vulnerable families which then sparked a lasting change in attitude or confidence:

"Important for the minority of families who are unconfident with books, or don't understand how best to do this...and for those families it's pivotal, it gets them interested for the first time, and once that door's open, then it just stays open" (HEY3, Baby & Treasure)

Quite a few strategic interviewees also spoke about the impact that the Bookstart programme had had on families in terms of supporting access to services, this tended to be evidenced in a more measureable way in relation to increased numbers using services:

"It opens up avenues to them [the parents], so they start accessing the libraries and things like story time" (HHV2, Baby & Treasure)

One head of health visiting interviewee spoke about a trial that they had set up when Bookstart had first started, where the programme was delivered in the most deprived area of the city initially and then implemented everywhere else at a later date. The interviewee went on to say how this had had a huge impact on the numbers of children registering at local libraries:

"When it rolled out across the rest of the city that area had more babies registered than any other libraries across the city" (HHV3, Baby)

Another strategic interviewee mentioned how a Bookstart event which had taken place at a children's centre in an area of social housing had led to impacts in terms of an increase in the number of parents attending the centre and raised parental confidence to share books with their child:

"The Bookstart Bear was there and there were packs for the children...the parents were absolutely overwhelmed with the sitting down in groups and reading, some of them can't read, their fear is 'how can I do it if I can't read' but we were showing them how they could just use the pictures. And what was good about that event was we got quite a few of them signing up to come to the children's centre, so to me that was impact" (HEY1, Baby & Treasure)

The impact of increased confidence can be linked to impacts around the parent or carer's own literacy. Some interviewees mentioned how the Bookstart programme had encouraged parents to use the English and mathematics courses running at the children's centres through conversations about their own needs during the gifting of the packs:

"That may be when parents give you a hint that they can't read very well themselves...it may be the first time they've thought 'I really need to do something

about this now I've got a child. If they ask me to read a story or I get a letter from school' [and it prompts them to do something about it]" (HHV4, Baby)

"As their level of self-esteem grows they get more confident and then they want to do it. They do learn through children, they learn to read quicker when they sit down to read with their child than they do in a literacy lesson, so there's something about that initial confidence and enjoyment" (HEY1, Baby & Treasure)

Those from a strategic background spoke about how impact can be limited if the packs are not gifted using the appropriate support, advice and guidance:

"If [Bookstart is] handled well and if we really do concentrate on supporting adults on what they then do with those materials, there's the capacity for more children to have a home-learning environment where an adult will support them or share a book with them in whatever way will make sense to that parent and that child to allow them to draw some pictures and to make some marks. And potentially to think about going to the local library to bring back more resources back into the home and provide an even richer environment for children....but this will never happen by itself, it wouldn't happen by posting the stuff to every household and letting them get on with it. It requires some sort of support network being in place" (HEY2, Baby & Treasure).

Summary

- Incredibly low numbers of strategic respondents agreed that the programme benefited 'no' parents/carers across all impact statements;
- The four statements where most impact was perceived for parents/carers were around providing a fun way for the parent/carer to engage with their child, encouraging the parent/carer to share books with their child at an earlier age, increasing the parent/carer's awareness of their child's enjoyment of books and increasing access to books;
- Lowest impacts were felt around supporting family access to services and the parent/carer seeking help for their own literacy needs;
- Impacts for children were rated more highly than those for parents/carers;
- Strategic respondents tended to rate the statements more highly than those at an operational level; and
- Interviewees spoke about Bookstart being a catalyst for a change in attitude towards reading and literacy, both for themselves and their children and how that impact can be limited if the packs are not gifted using the appropriate support, advice and guidance.

4.10 Impacts on practitioners

Operational respondents were also given a series of statements around the impact that the Bookstart packs had had on themselves as practitioners (see Figures 4.27 and 4.28 below).

Figure 4.27 To what extent do you agree with the following statements about the impact of Bookstart Baby Packs on you as a practitioner, based on your own experience? (operational) (%)

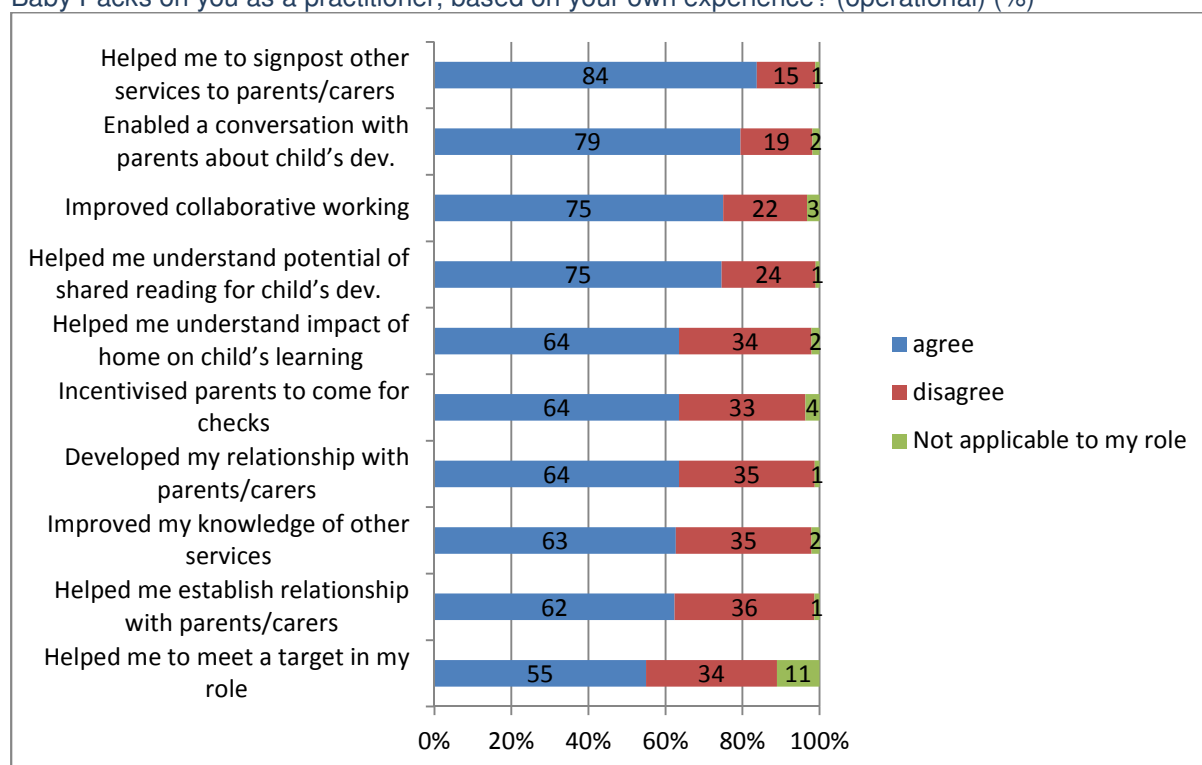
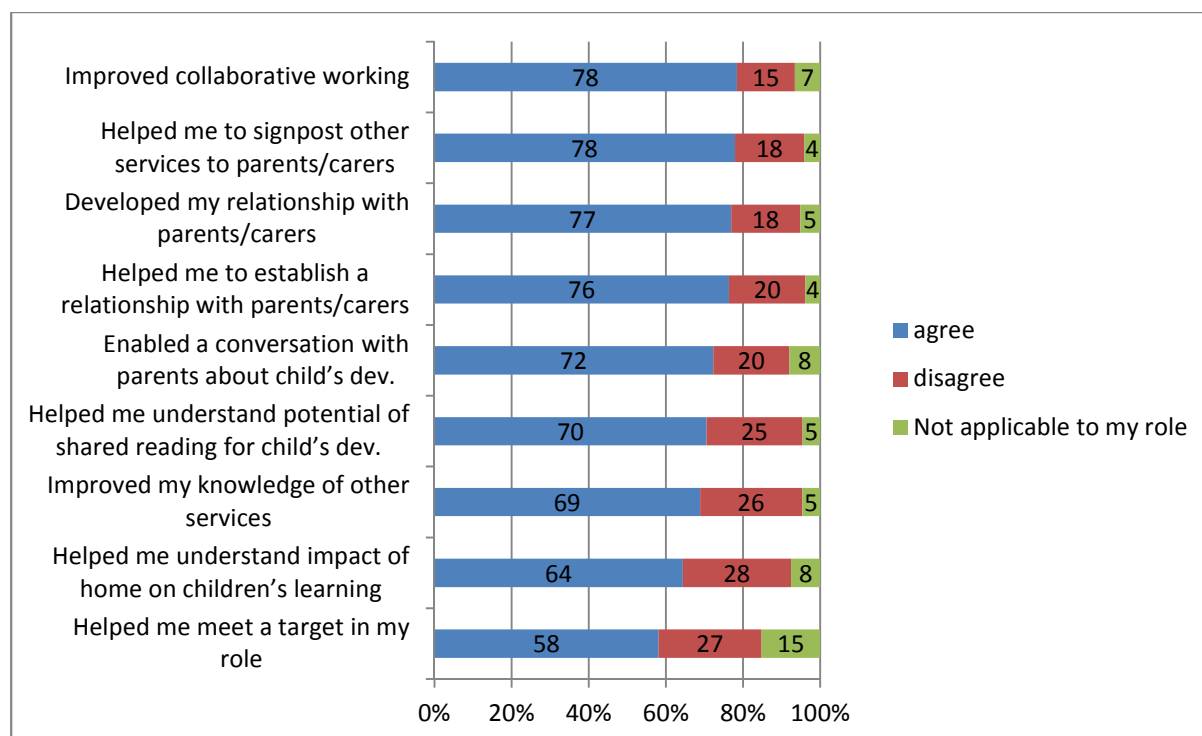


Figure 4.28 To what extent do you agree with the following statements about the impact of Bookstart Treasure on you as a practitioner, based on your own experience? (operational) (%)



The majority of respondents agreed with all of the statements, and this was the case for both those gifting the Baby Pack and the Treasure Pack. Levels of agreement ranged between 55 to 84% of those gifting the Baby Pack and 58 to 78% of those gifting the Treasure Pack.

Operational respondents working with the Baby Pack were most likely to agree with the statements around signposting parents/carers to other services (83%); supporting them to have a conversation with parents/carers about their child's development (79%); helping to understand the potential of shared reading for a child's development (75%) and improving collaborative working (69%) (Figure 4.27).

The Treasure Pack respondents were more likely than the Baby Pack respondents to agree with the statements about developing relationships with parents/carers (73% of Treasure, 62% of Baby) and establishing a relationship with parents/carers (74% Treasure, 60% Baby). The fact that early years practitioners see parents and carers on a more regular basis than health visitors explains why this impact was felt more deeply by those gifting the Treasure Packs. (Figure 4.28)

Many of the operational telephone interviewees commented on how the programme had enabled them to have a conversation with parents and carers about their child's development. Interviewees spoke about how Bookstart had enabled them to facilitate this discussion whilst gifting the pack, and how they had been able to do this without appearing to point the finger due to the universal nature of the programme. This suggests that the Bookstart programme was being used as a tool to help practitioners bond with parents and support conversations around issues such as their child's development which may be more difficult otherwise due to the potential for the parent or carer to feel stigmatised, for instance:

"Through the Bookstart system of giving them out it's enabled us to communicate more effectively. I think particularly for the shy families who wouldn't perhaps come and talk to us, it's opened up ways to communicate with them ... It's a really good conversation opener it gets people involved... they are usually very grateful for the resources as well" (EYP2, Treasure)

"I've found they've been excellent for encouraging practitioners to talk about children's development and raising the awareness of parents through that, but also they are a little bit like a carrot for encouraging people to come to developmental assessment because some families are not good at attending for things so it's nice to be able to give them something because word quickly spreads" (HV5, Baby)

"It's the opportunity to start a conversation, and we use it as a way in, so we can say 'have you had one of these?' and they say 'no I haven't' and we can say 'why hasn't your health visitor given you one?'. Maybe they've not been going to see the health visitor, they might have just moved into the area in that case they're a new family and we might need to get a long sight, they may not understand the system, English is an additional language. So it gives us all sorts of cues to be able to be welcoming and encouraging and be able to use it as a tool to assist us in helping to get to know families better... You can get to the bottom of why they haven't been [to see the health visitor] and whether there are other issues" (EYP8, Baby & Treasure)

The impact of reduced stigmatisation links to comments made earlier by those at strategic level (see Section 4.7). The open text box from the survey also led to a number of comments around how practitioners were using the programme as an incentive and to avoid stigmatising families:

"It has also acted as an incentive to encourage parents to attend their child's development review as they felt rewarded at the end of the session they received their pack" (Open response from survey, community nursery nurse)

"For many this provides an opportunity to access families without them feeling stigmatised and provided an opportunity to undertake some valuable work" (Open response from survey, health visitor)

This also links to impacts regarding the establishment and development of relationships with parents and carers where the survey showed high levels of agreement from those gifting the Baby Pack and even higher ones from those working with the Treasure Pack:

"For me they give a really positive feel about the visit. You know the visit is drawing to a close and I've had the chat with parent, the child has got something to take away - which I think makes them feel very positive about coming back in September" (EYP1, Treasure)

"Having something in their language brings them closer to us and trusting us and knowing that we're not going to judge them for the way they speak English" (EYP3, Treasure)

Interviewees mentioned how the Bookstart programme had helped them to understand the potential of shared reading for a child's development. This had the greatest impact on newer practitioners who had not been working in the role as long:

"Perhaps it's increased my awareness of the early sharing of books with babies who are only a couple of weeks old" (HV4, Baby)

"It gives you a different insight and angle, I started in February in this role and it's built on my awareness" (EYP10, Treasure)

Something which had not been suggested as an impact for practitioners in the online survey but was mentioned by several telephone interviewees was the issue of their own gratification. Interviewees spoke about how gifting the Bookstart packs made them feel good as they felt that they were doing something worthwhile for families:

"It makes me feel quite satisfied that I'm doing something quite nice. You know you are giving them a gift really" (HV1, Baby & Treasure)

"It's had a positive effect in that we give very little these days, so it's quite nice to be able to give something positive to the parents and to say we are interested in your child's progress and we want to give you this to help" (HV8, Baby)

A small minority of operational interviewees spoke about how they had felt no impact in relation to their practitioner role, but this was not because they believed the programme had no effect, but due to the fact that they had been in their role for some time and said that they would be working in the same way with or without the Bookstart programme:

"Encouraging children to look at and use books is something that we've always done, so it's just an extension of that" (EYP7, Baby & Treasure)

"[I do not think that Bookstart had impacted upon me as a practitioner because] a passion of mine has always been books and literacy is an underlying thing in early years, you know mums and dads reading to babies from an early age, so it's always been part of my practice anyway" (EYP9, Baby).

Summary

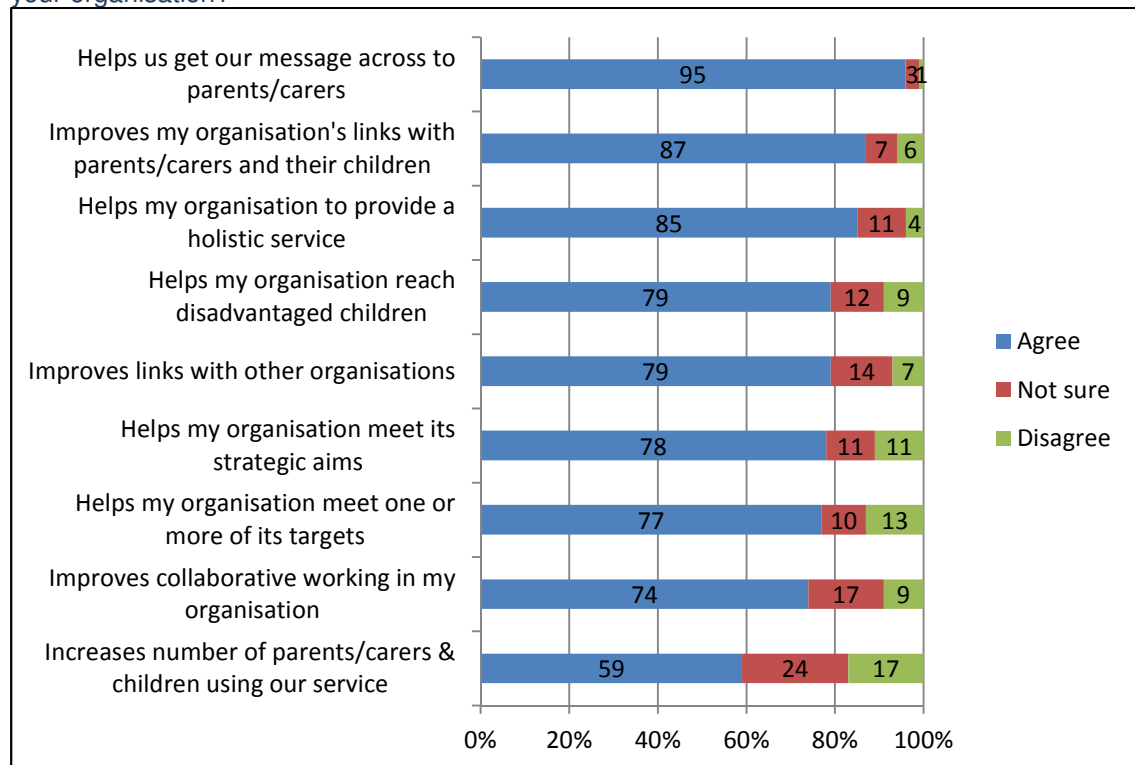
- Highest impacts for practitioners were noted around signposting parents/carers to other services and improving collaborative working, as well as supporting a conversation with parents/carers about their child's development for those working with the Baby Pack and developing and establishing relationships with parents/carers for the Treasure Pack gifters;
- The Bookstart programme is an important tool for supporting conversations with the parents and carers around their child's development;

- The programme was seen as an incentive that could be used to encourage the engagement of parents and carers; and
- Interviewees mentioned how the Bookstart programme had helped them to understand the potential of shared reading for a child's development. This had the greatest impact on newer practitioners who had not been working in the role for long.

4.11 Organisational impacts

The strategic respondents were asked to what extent they agreed with a number of statements around how Bookstart could benefit their organisation (Figure 4.29).

Figure 4.29 To what extent do you agree or disagree that Bookstart brings the following benefits to your organisation?



The vast majority of strategic respondents agreed with all of the statements. In particular they agreed that the programme helped get their message across to parents/carers (95%), improved their organisational links with parents/carers and their children (87%), helped their organisation to provide a holistic service (85%), and helped their organisation reach disadvantaged children (79%) (Figure 4.29).

For most statements strategic respondents working within the library services were more likely to be in agreement than those from health or early years, possibly because of the particularly close fit between library objectives and Bookstart objectives. The only sector where the majority of respondents disagreed with each statement was health, for the following statements; increasing the number of parents/carers and children using the service (36%) and helping the organisation to meet one or more of the organisational targets (49%). One reason for this may be that the targets in health differ to the aims of Bookstart or the targets within early years or the library services. Alternatively it may be the case that those working within health were unaware of the health benefits of the Bookstart programme. This links with findings from the operational respondents from the survey, where around two-fifths of health visitors and community nursery nurses felt that information on the health benefits of Bookstart would improve their use of the programme (Appendix table A13).

A further 31% of strategic health respondents were 'not sure' about whether the programme led to increases in the number of parents/carers and children using the service (Appendix table A12), this is interesting when compared with some earlier operational findings where the Bookstart programme was described as a tool which might lead to an increase in attendance at development checks. The strategic results imply that this impact may not be known about at a more senior level in all cases.

The one area where strategic health staff were more likely to agree about benefits to their organisation was around Bookstart helping to provide a holistic service: 93% of health staff agreed with this statement compared with 78% of those from early years and 84% of the library respondents (Appendix table A12). This may be due to the way in which Baby Packs are gifted as part of the integrated development check.

A few of the strategic telephone interviewees spoke about how the Bookstart programme had helped them meet organisational targets:

"I have a number of priorities that I need to feed into [e.g. Children and Young People's Plan and the Health and Wellbeing Board], I report on Bookstart as part of those priorities as we've deemed it as being a high priority area as being part of the development of children's attainment, closing the gap, working with vulnerable children, it comes under all of them, and child poverty. Personally, I link it across the piste and report on that...and these reports go to councillors, which is really important" (EY1, Baby & Treasure)

"Bookstart contributes to what we know are our real issues around speech, language and communication" (HEY4, Baby & Treasure)

The strategic telephone interviewees also talked about how the programme had helped improve links and collaboration with other organisations, which had led to joined up working. Bookstart was likened by one to the cement in the bricks which helped glue together partnership building. Interestingly one interviewee talked about how the Bookstart programme was part of a range of initiatives and programmes that all contributed to making the difference in terms of achieving more at aged 5 and closing the gap more effectively, going on to note that it was an incredibly significant part of the picture due its home-learning element:

"All of them [initiatives] have made their own unique contribution. Some factors will make all the difference for one family...Bookstart may make a difference to a huge number of families...I think the key thing is having a number of different elements, and the key thing with Bookstart is that it is one which is overtly focused on the home-learning environment¹⁶. It's easier, on the whole, for local authorities and their partners to come up with initiatives that make life better or improve quality of provision in institutions, in settings, in children's centres, it's tougher to come up with initiatives which are really going to make a difference in people's homes, particularly when housing can be quite problematic a lot of the time for our families. So I'd say it was an important and significant part of a bigger jigsaw, it's important as it's the only overtly focused home-learning element of all the support services" (HEY2, Baby & Treasure).

Summary

- The vast majority of strategic respondents agreed with the statements around how Bookstart could benefit their organisation;
- Strategic respondents were most likely to agree with the statements around the programme helping get their message across to parents, improving their organisational links with parents/carers and their children, helping their organisation

¹⁶ Something he felt was at the core in terms of making a difference

to provide a holistic service, and helping their organisation reach disadvantaged children;

- Strategic library staff were more likely to agree with the statements than those from early years or health; and
- Strategic health staff were notably less likely to agree with the statements around increasing the number of parents and carers and children using the service and helping the organisation to meet one or more of the organisational targets than their library and early years counterparts.

4.12 Issues around the measurement of impact

Many comments from operational interviewees discussed the difficulties of measuring the impacts of the Bookstart programme. The main issues were around limited contact with families, lack of evaluation and the difficulties around showing the impact was due to Bookstart rather than something else. Whilst many of the operational interviewees felt that the Bookstart Packs had made an impact, they often had difficulties when it came to providing any hard evidence:

"To be honest it would be impossible for me to say" (EYP1, Treasure)

"It's difficult to answer [about impact] because we give out the book bags and we give them out in good faith but we don't actually know do they use them, we don't know the regularity...But the number of parents that you speak to that say 'we had one of those, they're really good!', or somebody might say about a book in the centre 'we had a copy of that in our Bookstart bag', so you know they've been using them, they're familiar with it" (EYP8, Baby & Treasure)

"We don't have any evidence of the impact it has on parents, only what we see in our everyday work...you do notice the bags themselves being used" (HV10, Baby)

Baby Pack gifters talked about how their limited contact with families could have an effect on their awareness of programme impact:

"It's very difficult. If the nursery nurse is giving it out at one year they probably won't see the child again for 2 or 3 months...So I think it's the quantity and quality of contact we are having with families now which isn't at all as good as it used to be" (HV8, Baby)

"At the moment the way the universal service is, we wouldn't routinely see most of those babies again after that 7 to 9 month check so that would be difficult" (HV9, Baby)

Another spoke about how any impact was difficult to assess as they were more likely to lead to longer term outcomes rather than short-term ones:

"Our outcomes would be long term outcomes. You couldn't expect to give a book pack and then you know a few weeks later it's made a big impact. I think the impacts are longer term" (HV1, Baby & Treasure)

Strategic interviewees also spoke about the difficulties of obtaining hard evidence, outlining how softer outcomes were far easier and quicker when it came to showing impact:

"It's a difficult thing to measure, we have soft outcomes and there's loads of those, what we try to see is do they continue that? Do they go on to more books?...I think that's the thing that takes time, but we are seeing evidence of that, and I'm quite confident that they will be good impact measures" (HEY1, Baby & Treasure)

Furthermore, the previous sections around impact have shown that many of the interview comments about the programme's outcomes were in terms of interviewee perceptions, anecdotal evidence or something they just knew intuitively.

None of the operational interviewees routinely carried out any kind of impact assessment in relation to the Bookstart programme, although some did comment that this was something that they were considering:

"We've never done any follow up questions about the Bookstart packs...maybe that's something Bookstart could consider and we could hand out a questionnaire to parents" (EYP1, Treasure)

"We've never given any surveys out to get feedback from the parents, I suppose that's something that we could look at doing and ask parents how they've been using them at home" (EYP7, Baby & Treasure)

The strategic interviewees stated that they were interested in gathering evidence around the impacts of the Bookstart programme, but again most were not currently measuring its impact, with some interviewees and survey respondents questioning whether it was in fact their place to be carrying out this kind of work:

"[The survey questions around impact] were challenging to answer, because it's not something we would routinely audit, we expect Bookstart to do that to be honest...it would be interesting to do it but I wouldn't like to do the work for it...it would be very interesting" (HHV2, Baby & Treasure)

"Early Years Services are looking towards payment by results - it would be helpful if Bookstart could start to look at that model and give us some advocacy documents/stats - the results do not refer to numbers of packs given out, we need a much more subtle measure of actual impact at a local level. Booktrust does need to bear in mind however that we have no more time to spare for Bookstart - there is no point in asking for us to complete complicated and time consuming surveys or whatever - we don't have the time or the staff to do this anymore. Bookstart is a valuable strand of our work, but it is only one strand" (Open response from survey, head of children's library)

Operational interviewees speculated whether perceived impacts would have occurred in any case through other initiatives and work with children in early years settings:

"This is always the difficulty with things like this. It's trying to prove that things have made an impact...it's like saying 'do health visitors make an impact?' because you just can't measure prevention!" (HV5, Baby)

"It is more difficult because it isn't quantifiable...Bookstart is an important part but quite a small part of the whole becoming a reader and enjoying reading which is such a huge thing which is already started before the children come to us and goes on for a long time so to quantify that within is really quite difficult to be more specific...but my gut and my heart tell me it's tremendous" (EYP6, Treasure)

"We're always promoting language and reading it's hard to differentiate between what's Bookstart and the other things we do, and because we're doing ECAT¹⁷...and we've done a lot of work with a national literacy consultant in our playgroup settings to prepare them for nursery and reception, because we're quite focused on communication, language and literacy Bookstart is part of what we do, ECAT is part of what we do, because it's a high priority for us, so it all contributes into what we do" (EYP8, Baby & Treasure)

Difficulties were evident in relation to the problems around disentangling the outcomes of Bookstart from a number of programmes and initiatives. Strategic interviewees also felt that there are problems in relation to being able to attribute any particular aspect of the

¹⁷ Every Child a Talker programme

programme to the development of a child, and the likelihood is that it is due to a mixture of the different initiatives' outcomes:

"It's very difficult. It's like a lot of children's centre's activity is a part that makes up a whole...and with some things it's very complex, Bookstart is part of a whole approach and how do you pick out - apart from actually getting down on the ground and talking to parents and the people who distribute it and how it's promoted, what they would feel if it wasn't there....so it is quite tricky... Hard evidence of impact against outcomes is difficult" (HEY4, Baby & Treasure)

"[Bookstart is difficult to entangle] particularly in children's centres where you're trying to integrate a whole package of different things, we have very positive increases in the Early Years Foundation Stage profile and our children are doing very well by the time they're 5, but how do I disentangle Bookstart as part of that in terms of all the other programmes that we have promoted language and communication? And I think that is a challenge" (HEY5, Baby)

Those who provided harder evidence around the programme's impact were not looking at it in isolation, and tended to attribute their Foundation Stage outcomes to a number of different related initiatives including Bookstart. This creates problems when trying to look at the specific impact that the Bookstart programme has made, but may indicate that Bookstart could be effective when used in conjunction with other early literacy programmes.

Finally, the difficulties of gaining hard evidence around the explicit impacts of the Bookstart programme seem to be made even more difficult by the gap in the types of evidence that tend to be obtained by those at an operational and strategic level. Those on the ground are more likely to be exposed to the softer outcomes amongst individual families, whereas those at a strategic level are more likely to be looking at the impact in terms of their wider organisational targets such as the Foundation Stage outcomes on a locality-wide level, and are therefore more likely to have knowledge around the whole raft of relevant initiatives. This suggests that to carry out any kind of impact assessment which leads to hard evidence around the programme there needs to be some kind of tool that can be used by someone at the operational level. A standardised tool of this nature would also help compare data across localities.

Summary

- There were difficulties providing hard evidence around the impact of Bookstart;
- Difficulties around the collection of hard evidence was noted by many, with the main issue being around disentangling the outcomes from the raft of other initiatives taking place locally;
- Interviewees were interested in evaluating Bookstart at a local level, but most were not carrying out any kind of assessment;
- Some interviewees questioned who should be collecting hard evidence around the programme; and
- The gap between overarching local level evidence and perceptions relating to individual families make data around the impact of Bookstart difficult to obtain.

4.13 Disadvantages and challenges

Very few operational or strategic interviewees had anything to say in relation to the disadvantages or challenges of the Bookstart programme, and the few cases where comments were made were in relation to practical issues of weight, storage and running out of packs:

"The only problem I can think of is running out!" (HV4, Baby)

"To remember to have enough of them around and a full box of them is quite heavy but there's nothing anyone can do about that, books are heavy!" (HV10, Baby)

Furthermore, the survey revealed that more than half (59%) of all strategic respondents felt that storage of the Bookstart Packs was an issue for their organisation, with the problem being felt most for early years (66%) and least for health (51%). It became apparent that most of the problems around storage had now been resolved and it was suggested by one interviewee that although the weight of the packs could not be rectified there were benefits around the packs being sent directly to the gifters rather than to a central point. This was something that was reiterated in the survey's open comments:

"Bookstart would be better utilised if the book packs were delivered to our place of work rather than the local library as it is difficult to find the time to get there, there is limited parking and it is time that would be better spent with the families on our caseload" (Open response from survey, health visitor)

"Transport is always an issue; it would help if [local authority name] could receive Bookstart deliveries to several settings each month, so that internal distribution is less onerous" (Open response from survey, head of children's library)

A few interviewees noted how the only concern that had arisen was when they thought the funding was going to be withdrawn:

"The worry that it would not continue with the change of government...when it looked as if the funding wasn't going to be happening" (HEY2, Baby & Treasure)

One further thing that should be noted here, even though it is not part of the Bookstart Baby or Treasure Pack programme, is the loss of the Bookstart pack for two year olds (Bookstart +). Neither respondents to the survey or interviewees were specifically asked about the withdrawal of the Bookstart + packs, but the evaluation was overwhelmed with comments around the issue, particularly from individuals completing the open question within the online survey. It seems appropriate to outline the general opinions here:

"We find it very frustrating that the 2.5 year pack has been taken away from us, this is the first time we capture some children for a development review for a variety of reasons i.e. they may have moved into the area etc." (Open response from survey, community nursery nurse)

"Sadly having lost the Bookstart plus packs... we have lost additional times to discuss language and literacy with a number of parents that don't engage well with other services" (Open response from survey, community nursery nurse)

"We very much miss the opportunity to give out Bookstart packs at our 2-3 year developmental assessments. I used to incorporate the contents into my assessment and it was both an incentive and reward for the child. A very sad day when they ceased to be available for health visitors to give out universally" (Open response from survey, health visitor)

"The Bookstart Packs are wonderful but since cutting the... 2yrs pack we feel families are missing out. They were used as a tool and helped us to observe and promote speech and language development" (Open responses from survey, community nursery nurse)

"The two year pack was the best as it was an ideal opportunity as parents are aware of the need to communicate more and would come to the two year check as the bag was an incentive...It's a shame we lost that pack as it was really valued" (Open response from survey, health visitor)

"The loss of a pack at 2 years has been disappointing as with the new EYFS programme this is an ideal time to re-iterate to parents the importance of sharing books" (Open response from survey, head of health visiting)

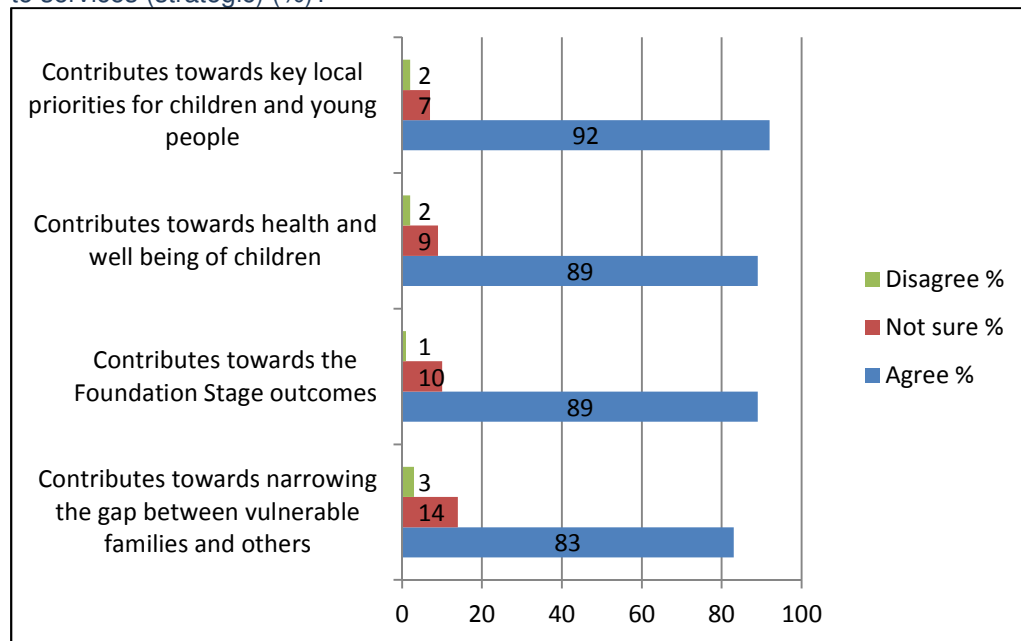
Summary

- The majority of interviewees stated that there were no challenges or disadvantages in relation to the Bookstart programme;
- The only issues noted were of a practical nature;
- Interviewees stated how concerned they had been when they thought that Bookstart funding was going to be withdrawn; and
- As an aside many mentioned their frustration around the removal of the Bookstart + Pack.

4.14 The fit of Bookstart with wider organisational goals

The strategic survey respondents were likely to agree that Bookstart brought wider benefits to their services. High proportions of respondents agreed with all the statements around these benefits (Figure 4.30).

Figure 4.30 To what extent do you agree or disagree that Bookstart brings the following wider benefits to services (strategic) (%)?



The strategic telephone interviewees were extremely likely to talk about these four benefits when asked generally about the wider benefits the programme brought to their organisation, and all spoke about at least one of the factors. Some interviewees spoke about how the Bookstart programme supported their organisation's strategic aims of narrowing the gap and tackling disadvantage as early as possible:

"It sits very comfortably alongside tackling and mitigating the effects of disadvantage" (HEY3, Baby & Treasure)

Many mentioned the linkages Bookstart has with national priorities concerning literacy, communication and language and outcomes for the Foundation Stage, Every Child a Talker, and the aims of the Healthy Child programme:

"It's been a fantastic scheme, and thinking that speech and language and communication is such a high priority for us nationally, especially in areas of high

deprivation where that tends to be the thing that's going to make the difference to children...when they get into school" (HEY4, Baby & Treasure)

"It fits in very well with that [the Healthy Child programme] and that's what we're commissioned to deliver" (HHV2, Baby & Treasure)

Interviewees also mentioned how Bookstart contributes to local priorities in relation to children and young people:

"[Bookstart] is hugely significant for the main strategic aims of my organisation, my early years service, but I'd also include the council because we have a Children and Young People's Plan, and that talks about the home-learning environment, and something significant in terms of what we need to improve if we want to improve outcomes for kids, so yes it's a very key and important part of our strategic aims for our organisation" (HEY2, Baby & Treasure)

"[Bookstart] helps us meet our organisational goals from priorities that go right across everything, as well as the specific priorities such as those in the Children and Young People's Plan and the Health and Wellbeing Board" (EY1, Baby & Treasure)

Interestingly the survey showed that those strategic respondents from a health background were less likely to agree that the programme contributed towards the health and wellbeing of children, with 76% in agreement compared to 90% for early years and 91% for those with a library background. This finding also applied to the strategic telephone interviewees. All strategic interviewees from an early years background mentioned a wider organisational benefit in terms of Bookstart contributing towards the health and wellbeing of children, whereas not all those from a health background did the same. This perhaps reveals a narrower understanding in the health sector of wellbeing as being about clinical health, rather than a wider understanding of wellbeing, common to those in children's and educational sectors (Table 4.9).

Table 4.9 To what extent do you agree or disagree that Bookstart brings the following wider benefits to services by role (strategic) (%)

		% Agree	n
Contributes towards narrowing the gap between vulnerable families and others	Health	87	45
	Early Years	86	29
	Library	96	102
Contributes towards the Foundation Stage outcomes	Health	91	45
	Early Years	97	29
	Library	85	102
Contributes towards health and wellbeing of children	Health	76	45
	Early Years	90	29
	Library	91	102
Contributes towards key local priorities for children and young people	Health	95	44
	Early Years	86	29
	Library	87	102

Furthermore, survey respondents from a health background were far less likely to feel that Bookstart created an additional workload, with just over a quarter (26%) stating that it created extra work, compared to 62% in the library services and over three-quarters in early years (77%). Strategic health respondents were also far more likely to feel that Bookstart was an add-on to the work of their organisation with 73% agreeing that this was the case compared to those from an early years (48%) or library services background (45%). These

findings may be related to the fact that health respondents tend to gift in a different way to early years or the library services, their gifting being more integrated into a development check, whereas those working within early years or the library are more likely to gift the packs as a separate session. It therefore makes sense that those from a health background are more likely to see the programme as something integrated into their daily work, so not creating an additional workload, but may also view it as an add-on to their core purpose of health work, in contrast with those working in early years or the library where literacy development is more central to their core purpose (Appendix table A11).

Furthermore, strategic health respondents were unlikely to agree that Bookstart created staffing capacity issues (5%), whereas around half of those from an early years (44%) and library (55%) background felt that there were problems concerning staffing as a result of Bookstart. Again, this most probably links in to the way health gift the packs (Appendix table A11).

The strategic telephone interviewees were asked for suggestions around how the Bookstart programme could be modified to better fit the needs of their organisation. More than half of them said that the initiative was working well as it was, although some noted that those on the ground may have more to say on the matter:

"Not [any modifications] that I know of. I tend to have the overview so it would be the people who work more operationally that would have a view on that" (HEY4, Baby & Treasure)

Strategic interviewees mentioned that the goals and intended outcomes of the programme could be made clearer, particularly those related to wider programme outcomes such as the Foundation Stage and the Healthy Child programme. A few talked about how setting up a local strategy group and linking with local initiatives would be beneficial.

Some of the interviewed heads of health visiting talked about how the Bookstart programme had been mentioned in local strategic plans or local action plans, one stated that it was included in the health action plans for the local authority and was *"at the heart of the offer"* (HHV3). Those from an early years background tended to talk about how the programme was not specifically mentioned in any local plans; with most stating that this was due to it being so embedded within the service already:

"Although there is support for Bookstart and a recognition that it has significant value, with the support of all delivery partners, there is a reluctance to include it in strategic documentation" (Open response from survey, head of children's services)

"[Bookstart is not mentioned specifically in local strategic plans because it is] so embedded operationally....because it's well used and the function of it works quite well, we'd be looking at our other areas where we've got weaknesses [to include in the plan]" (HEY4, Baby & Treasure)

"Most of our plans mention areas where we want to improve, and that's been embedded and accepted as something that's happening" (HEY5, Baby)

Local Authorities tended to have a strategic group who met to discuss a number of areas, of which the Bookstart programme was one, these tended to be cross-agency in nature.

Strategic interviewees spoke about initiatives and programmes that were similar to Bookstart in terms of having a book sharing, language, or literacy focus. Most interviewees mentioned the ECAT programme; all went on to talk about how the two programmes occurred in isolation, some suggesting that there should be more linkages between them.

"They exist in different teams, and we understand there is a danger if people don't talk to each other" (HEY3, Baby & Treasure)

One strategic interviewee mentioned an initiative concerned with literacy and numeracy in primary schools, another a home visiting education service that worked with children with complex developmental needs and disabilities, and another the Hello Campaign which focuses on the speech, language and communication needs of children. There appeared to be limited linkages between these initiatives and Bookstart.

Summary

- High proportions of strategic respondents agreed that Bookstart provided wider benefits to services;
- Interviewees spoke about how the Bookstart programme supported their organisation's strategic aims of narrowing the gap, tackling disadvantage and helped support local and national priorities;
- Strategic health staff were less likely to agree that the programme contributed towards the health and wellbeing of children than those from early years or library services; and
- Bookstart was well integrated at a local strategic level.

4.15 The funding and commissioning of Bookstart

The strategic interviewees were asked a number of questions around the funding and commissioning of the Bookstart programme within their authority. There was some confusion around these questions, and in many cases this was due to the fact that the interviewee did not have a commissioning role.

All of the Bookstart programmes were part of a mainstream service and tended to have a role within health, early years and the library services:

"The Bookstart programme itself is not part of a commissioned service because we kind of deliver it through mainstream routes it's never had to have a separate identity because it's been integrated into mainstream practice" (HEY4)

The linkages between health, early years and the library services were more apparent at a strategic level, but there was still ambiguity in terms of how these connections worked in relation to the programme's funding. A survey respondent spoke about the difficulties in relation to partnership working:

"If there was more time on our part and partners (i.e. health and Early Years colleagues) we could take a more joined up, strategic approach but sadly capacity and workload issues simply do not allow this. Therefore our effective partnership working tends to be more down to chance and good fortune rather than planning" (Open responses to survey, head of children's library)

A senior children and families service manager talked about how a long standing arrangement had recently changed whereby the Bookstart coordinator - who had been funded through the library service - was now based in the Children and Families Service as part of their adult and child family learning sessional activities due to service changes.

In one locality the strategic lead commented on how Bookstart was funded through the library services who managed the ordering and distribution of the Baby Packs and how the health visitors then gave them out to parents; whereas another spoke about how the Bookstart coordinator had been funded out of the authority's schools' budget:

"I think the council funds it [through the library services], I might be wrong, but I don't think any money comes from health" (HHV4, Baby)

"We've absorbed [the Bookstart staff] into our own funding mechanism" (HEY1, Baby & Treasure)

An interviewee with a commissioning role for early years and Surestart mentioned that although Bookstart was part of the mainstream service they did make an additional honorarium payment of £2.5k to the Children and Young People's Information Services for what appeared to be the Bookstart coordinator to ensure the logistics of the programme ran smoothly and to deal with any specific issues.

In relation to the future commissioning of the Bookstart programme, the strategic interviewees seemed to want the continuation of national commissioning but with the flexibility to maintain some local variation to account for differing local needs. Problems were noted around Bookstart being commissioned at the local level due to economic cut backs in local government and the competing demands. A survey respondent noted their concerns around the potential withdrawal of funding:

"With depressed budgets this is a time when Bookstart is very much in danger of losing the funding that comes from the wider partnership. We are concerned that if our funding support is withdrawn by Children & Young People's Service we will have to cease offering the programme. Currently the joint funding allows us to provide dedicated staffing and an excellent programme" (Open response from survey, head of children's library)

When prompted some strategic interviewees felt that the Early Intervention Grant could have a role in the future commissioning of Bookstart, although comments were made about the issues around the non-ring fenced nature of the grant and how there would not be enough funding to use it within a universal offer, suggesting that there would be difficulties in relation to using this type of grant for the programme.

Summary

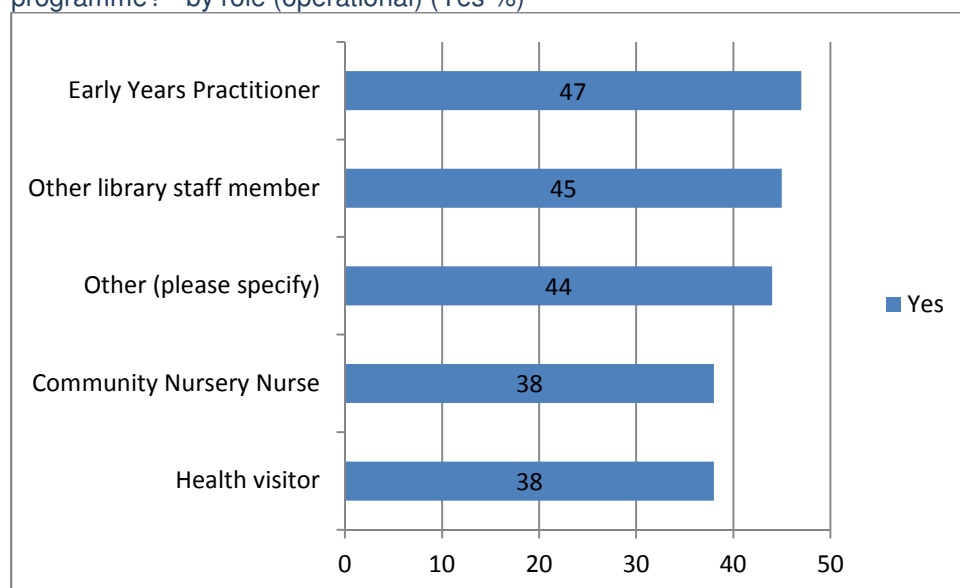
- At the local level strategic interviewees said that Bookstart was part of a mainstream service;
- The linkages between health, early years and the library services would benefit from being stronger; and
- Strategic interviewees wanted the continuation of national commissioning with local flexibility.

4.16 Training and support

4.16.1 Operational findings

The questionnaire asked the operational respondents whether or not more training around Bookstart would help them to make better use of the programme. Forty per cent stated that it would, 32% said that it would not and just over a quarter (27%) were not sure. Of those who felt that more training would be beneficial, proportions were highest amongst early years practitioners (47%) and 'other library staff members' (45%). There was also a demand for more training amongst community nursery nurses and health visitors but this was at a slightly lower level (38% each) (Figure 4.31).

Figure 4.31 Do you think more training about Bookstart would help you make better use of the programme? - by role (operational) (Yes %)



Why early years practitioners and library staff were more likely to feel that they needed more training around Bookstart was unclear, it may be the case that they receive less Bookstart specific training or perhaps that the non-specific training they receive is less relevant to their Bookstart role. It may also be because health professionals have been gifting Bookstart for longer, and so they feel more familiar with it.

The telephone interviews revealed that there were inconsistencies in relation to the amount of training that operational interviewees had received around Bookstart:

"I don't think I have ever ever been given training for Bookstart books, what I've gleaned or decided over the time [I've been gifting the packs] has been my own personal input rather than getting anything from anybody...It's an on-going process and it's something that we're giving out, I do think that a lot of health visitors give it like 'here it is, here's a bag of books' training may help them to understand how to gift the pack more appropriately" (HV10, Baby)

"I've been doing this for quite a while now...I've received training [in the past] around literacy and communication and child development. And the Bookstart coordinator has a regular meeting every 3 months so I go along to those, it's sharing of ideas and anything new that's coming up, so we discuss it at that meeting, and if there's any queries you ask them there" (EYP9, Baby)

One interviewee spoke about how she had received a great deal of training around Bookstart in her previous job, but had had nothing at all in her new role, she later added that some kind of support or training was required in order to keep the profile of the programme raised:

"I've not heard anything about it [Booktrust] in this area. Nothing!...I mean I'm lucky because in my previous area ...I went down to London for a big open day they had. We had some of the authors there...Jacqueline Wilson were there it was really good and you come back feeling really positive about it all but again it needs to not die. You need to keep that going...otherwise it gets forgotten with the workload" (HV1, Baby & Treasure)

Another operational interviewee suggested that although training was carried out within her locality, it was only aimed at new staff and was not on-going:

"Our Bookstart leader has organised training for all the student health visitors and all new members of staff and they get a session with the Bookstart worker from the library service. They get shown a DVD about positive book sharing but existing members of staff have not had an update recently...there has been a lot more research since about brain development so there is possibly a need to update teams but I don't think it would need to be a long training probably just lunchtime update sessions would help" (HV6, Baby)

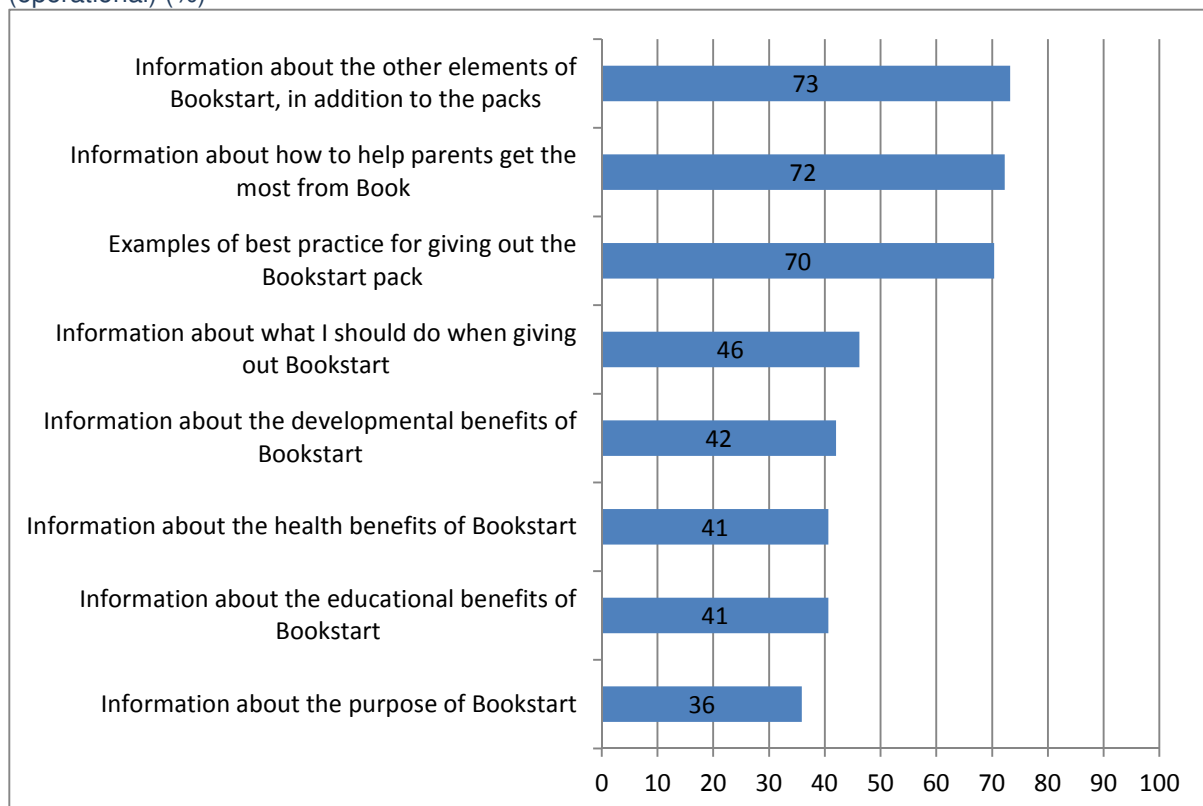
It was apparent from several survey open responses that some practitioners had received very little if any Bookstart training at all:

"It was introduced many years ago and there has never been enough on-going training or updating, particularly for staff joining the service for the first time. When I have been in the position of supporting new staff it has often felt like a bit of an add-on to the role" (Open response from survey, health visitor)

"I've never had any Bookstart training. I was just informed that books would be arriving at my setting and I had to give them out to the preschool children" (Open response from survey, Early Years Practitioner)

When asked what aspects of training would help to improve the use of Bookstart, almost three-quarters of those who required additional training felt that examples of best practice (70%), information around how to help parents get the most from the book (72%) and information about the other elements of Bookstart (73%) would be most useful. Around two-fifths wanted information around the various benefits of Bookstart, and just over a third required information about the purpose of the programme (Figure 4.32).

Figure 4.32 What aspects of training would help improve your use of the Bookstart programme? (operational) (%)



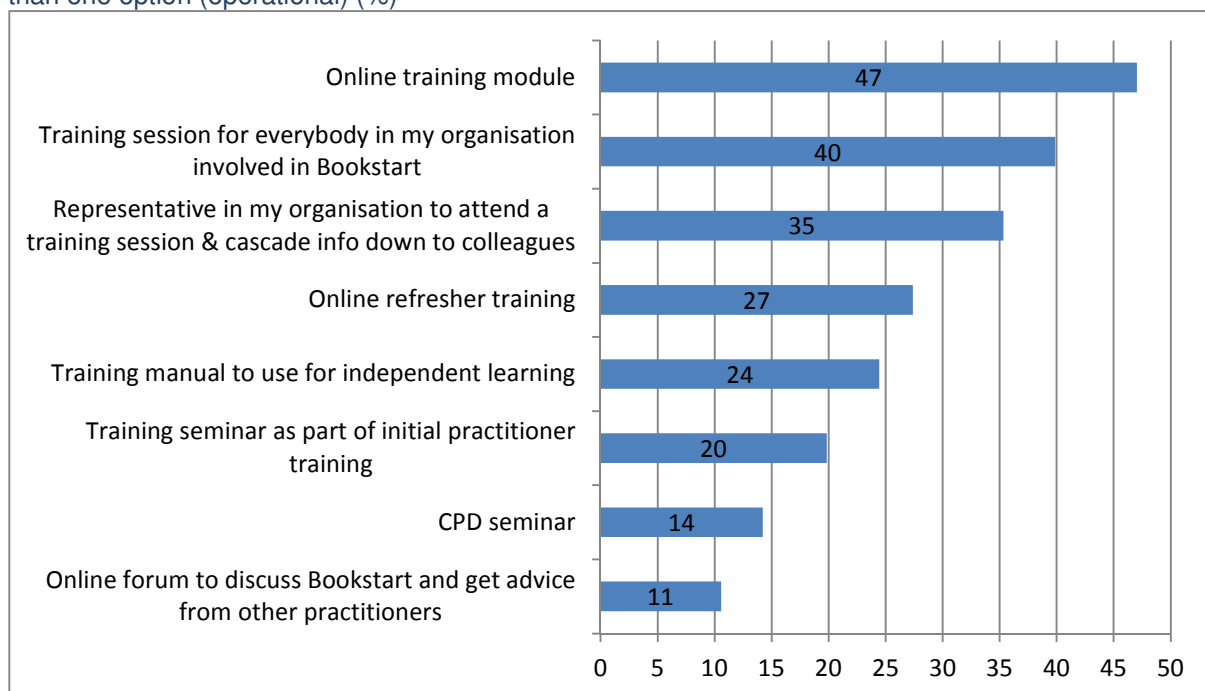
In relation to the differing occupational roles, similar levels wanted information about the purpose of Bookstart, examples of best practice and information about how to help parents

get the most from the book. The main differences were amongst those working within library settings where there were higher levels of training need amongst almost every other training element. For example, 58% of library staff wanted more training around what they should do when gifting the packs, compared with 43% of health visitors and 47% of early years practitioners and community nursery nurses. The only other category where there was a higher level of need amongst any other role was for information about the other elements of Bookstart where 79% of community nursery nurses stated a need compared with 77% of health visitors, 64% of early years practitioners and 55% of library staff (Appendix table A15).

Library practitioners were more likely than others to have higher proportions wanting training in the more basic areas (e.g. around how to gift the pack and its benefits), whereas those from a health background (i.e. health visitors and community nursery nurses) were more likely than others to want training in what could be classed as 'higher level training needs' such as best practice and around the extra resources. The early years practitioners had lower proportions wanting training in every aspect mentioned in the survey even though overall they had the highest proportion stating that more training would be beneficial (Appendix table A15).

Almost half (47%) of Bookstart gifters who wanted additional training suggested this would be most usefully presented through an online training module (Figure 4.33). Other popular methods included via a training session for everybody in the organisation involved with the programme (40%) or a colleague attending a training session and cascading the information down to those working with Bookstart (35%).

Figure 4.33 What type of training would be most useful to you? Respondents were able to select more than one option (operational) (%)



Online training was a popular option which would enable staff to carry out training as and when it was convenient for them:

"I find it very difficult to book time out of my working day for training. We have set days for clinics, and have to fit the home visiting around this as well. So my request for online training is just due to time" (open response from survey, health visitor)

"I have had previous training by a Bookstart rep. and it was inspirational and would value further seminars to maintain that initial enthusiasm and beneficial outcomes of early book experience" (open response from survey, health visitor)

This type of training was something that was reiterated in the open comments text box by some respondents:

"It would be useful to have an online training module about Bookstart and its aims and purpose for all front facing staff involved with early years" (Open response from survey, other library staff member)

"Bookstart e Learning would be good so that new staff could learn about Bookstart and if updated could be a refresher for all staff" (Open response from survey, Bookstart coordinator)

Having training available as and when it suited practitioners appeared a more favourable option than something more structured, whether it be an online tool or a training manual:

"Time is always a problem when professionals have so many targets to meet. Training is always an additional requirement, normally outside working hours and staff change frequently. Therefore may be a Bookstart manual for staff to understand the basics and what the benefits are when introducing the programme" (Open response, information and development officer for a Children's Centre)

Although the operational interviewees did not necessarily talk about the preference for an online module they did reveal a preference for regular emailed updates as opposed to face-to-face modes of delivery. Many of the interviewees suggested that a regular email containing updates and best practice examples would be most helpful. These responses differed somewhat to the options on the online survey, which were all one off pieces of information. The telephone interviews therefore revealed a need for on-going contact from Booktrust themselves. Regular updates were wanted around policy, changes to the programme such as the alteration of the packaging for example, and evidence-based benefits related to the programme that gifters could use to explain the importance of the programme to parents and carers:

"More up to date research that demonstrates the benefits of reading and just general sort of book interaction with babies and the outcomes" (HV2, Baby)

"Perhaps expanding a little bit about the development...from my point of view even if we just had an email with updates in. Maybe if it didn't warrant any face-to-face training, some information via email...to constantly remind you of the importance of it...As a practitioner we should be delivering evidence based information so to have the evidence would be good" (HV4, Baby)

"It would be useful to have some sort of on-going information...It would be good to know if there were going to be any changes in the packaging like there has been" (HV5, Baby)

"I don't think I needed any training per se but I'd gladly welcome any updates or any changes and developments....that would be very useful...Any changes, any differences, any things they were adding or altering just so we were updated when we're giving out the information to parents" (HV9, Baby)

There were also a number of comments from survey respondents in relation to this issue:

"I think up to date information needs to be sent out more regularly as things are changing so much at the moment" (Open response from survey, other library staff member)

"We need to be informed about discontinuing of some of the aspects of book start books e.g. the 2 years plus... packs are discontinued without any warning" (Open response from survey, health visitor)

"There are no clear guidelines. We also need to know what is accessible at all times. We are inundated with resources and things run smoothly, then suddenly everything disappears. Rules seem to change so often and parents are as confused as the staff" (Open response from survey, senior community nursery nurse)

There was a need for increased communication from Booktrust itself, something regular as well as more basic level one off pieces of communication around the purpose of Bookstart and examples of best practice:

"I can't think of the last time I had any sort of proper communication with them [Booktrust]" (HV8, Baby)

"Send something out to the settings outlining what their expectations are. Why they're doing this. So that we're all singing off the same song sheet it's very easy when you work in a setting with very familiar people to go in and say 'right this is what we're doing, this what we want to get from it' but when you've got someone from the outside coming in or providing you with information it can be more effective...so I think it's more about the information sharing between the Booktrust and settings like ourselves" (EYP2, Treasure)

"It would be really great for us to have more of an understanding whether there was more we could be doing. Is there another way we could be doing this? Is there something we're doing on the educational side? Is there some other way children can get different things out of it?...it would be nice if there was some sheet somewhere saying here are some ideas" (EYP3, Treasure).

Summary

- Inconsistencies were apparent in the level of training received by Bookstart gifters, both across sectors and between pack types;
- Two-fifths of the operational respondents felt additional training would help them to make better use of the Bookstart programme, this was highest amongst early years practitioners and 'other library staff members';
- The most common aspects of training required were examples of best practice, information around how to help parents get the most from the book and information about the other elements of Bookstart;
- Library staff were more likely to say they require training around the more basic aspects such as how to gift the packs, compared with those working within early years and health who tended to want higher level training;
- Popular modes of training were an online training module, a training session for everyone in the organisation involved in the programme and a colleague attending a session and cascading information to other colleagues; and
- The interviewees suggested a regular email from Booktrust containing updates would be helpful.

4.16.2 Strategic findings

The strategic survey respondents were also asked whether their organisation needed any additional support to make best use of the Bookstart programme. The majority (68%) stated that they did not think this was necessary, 13% said it was needed and a further 19% were not sure.

The strategic interviews confirmed that most of the interviewees felt that no additional training was needed in relation to the Bookstart programme; some stated this was because

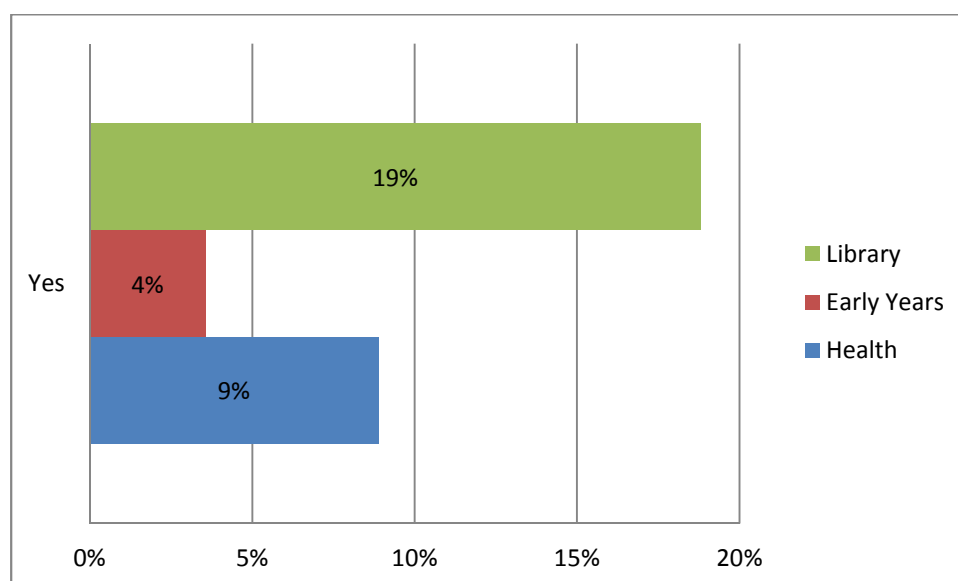
they already carried out relevant training with their staff whilst others spoke of how the local Bookstart coordinator supported the gifting process:

"At operational level we're pretty good because all of the staff have had ECAT training, and that's not just people working directly in the crèche or anything like that, it's all of the staff teams...everybody's very clued in about the importance of speech and language development. The health visitors have been involved in that as well" (HEY4, Baby & Treasure)

"[The Bookstart coordinator] comes out and talks at the health visitor's meeting, she'll attend groups that they arrange, so in terms of all of that she's very accessible...and very amenable... The training and support we get is very good" (HHV2, Baby & Treasure)

Strategic survey respondents from an early years background were most likely to say no to additional training, with 10% more of them disagreeing that it was necessary (79% compared with 69% of those with a role linked to health or libraries). Those surveyed from a health background were far more likely to say that they were unsure about the need for additional training and those with a library role were more likely to say yes (19% compared with 4% of early years and 9% of health respondents in a strategic role) (Figure 4.34). Overall the findings reveal that staff from the library services at both an operational and strategic level state a requirement for more training around Bookstart, although it should be noted that the differences between the different employment roles for those at an operational level were small.

Figure 4.34 Do you or your organisation need any additional support to help make best use of the Bookstart programme? (Strategic) (Yes %)



Strategic respondents who needed more support were most likely to say they would like:

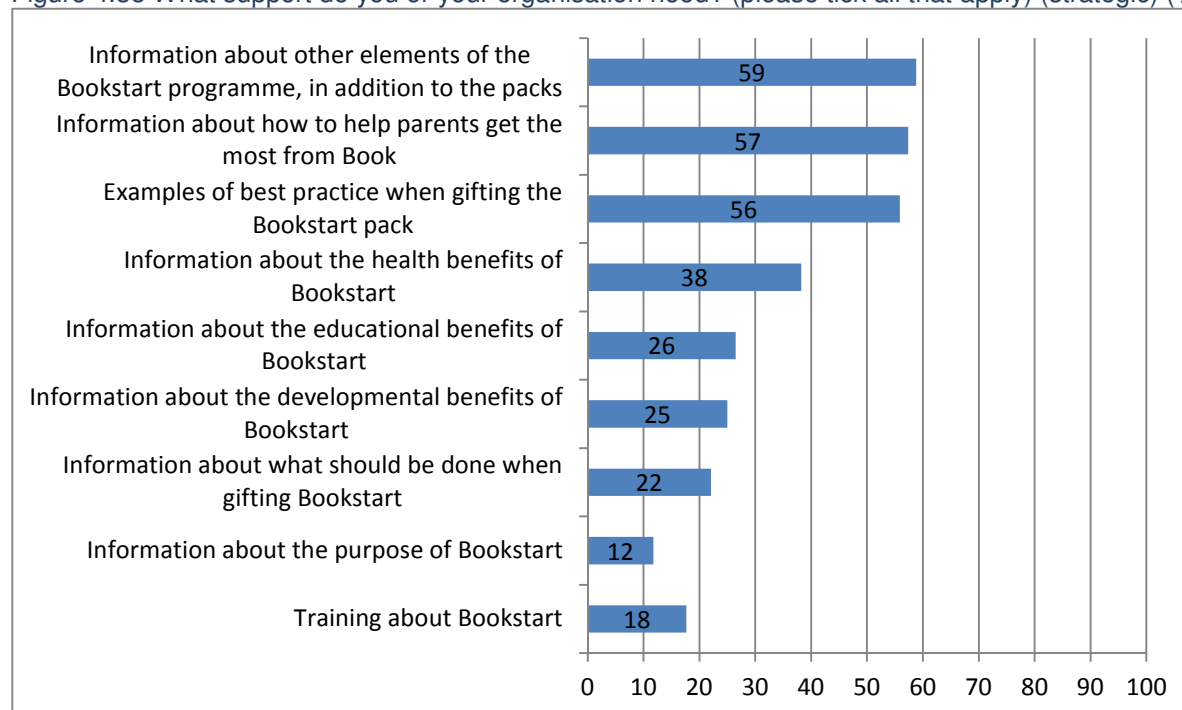
- Information about other elements of the Bookstart programme (59%)
- Information about how to help parents get the most from Bookstart (57%)
- Examples of best practice when gifting the Bookstart pack (56%)

These were the same three most highly rated statements for those at an operational level as well, albeit with lower proportions here¹⁸. In relation to all of these three statements far

¹⁸ Around three-quarters of respondents at operational level stated that these types of training were required, compared to just over half for those at strategic level.

higher proportions of those from early years stated that they would like training or support compared with those from the library services or early years. For the other statements there were far lower proportions of strategic respondents saying that training was required (Figure 4.35).

Figure 4.35 What support do you or your organisation need? (please tick all that apply) (strategic) (%)



Analysis shows that those with a strategic role within health were more likely to feel that they required basic training around the purpose of Bookstart and general training around the programme than those working within early years or the library services. This is in contrast to the findings from those health staff working at an operational level who were more likely to require higher level training.

The library respondents tended to require examples around best practice, information around the health benefits and information around how to help parents get the most from the book. Furthermore, those from the library services were more likely than the others to want additional information for their organisation around the educational benefits of Bookstart. This finding is similar to those at the operational level where again those from the library services have the highest requirement for information around the educational benefits of Bookstart.

The early years respondents from a strategic background were less likely to say that they required the more basic elements of training than the other sectors; perhaps suggesting that training they receive in relation to their work is useful for gifting books. The areas where they felt additional training was needed were around examples of best practice, information about how to help parents get the most from the book and information about other elements of the Bookstart programme.

From the strategic survey findings it could be said that strategic health staff are at a disadvantage in relation to the information, support and training they receive about the Bookstart programme. They are less likely to know the basics around the purpose of the programme and how to gift the packs. Interestingly this is in contrast to those working at the operational level; an explanation for this may be that those on the ground are more aware of the processes and purposes of the programme than those at a more strategic level. Senior

early years staff, on the other hand, tend to feel they need more advanced support; this was a similar finding to those at the operational level.

Summary

- The majority of strategic respondents did not think additional training and support were necessary to make the best use of the programme;
- Strategic respondents with a library role were more likely to feel additional support was required, this is similar to those at the operational level; and
- The most popular aspects of training noted by strategic staff were examples of best practice when gifting the Bookstart pack, information about how to help parents get the most from the book, and information about other elements of the Bookstart programme, the same aspects as those at the operational level.

Summary and Conclusion

The gifting process

The study indicates that Baby Packs were mainly being gifted by those working within the health sector whereas the Treasure Packs were mainly being given out by those within early years, with library staff gifting both types of pack. This difference was evident but less stark in relation to the Treasure Packs.

The Baby Packs tended to be gifted between 7 and 12 months of age and were usually given out during the development checks in the family home. Those from early years and the library services tended to gift outside of these times and were more ad hoc in terms of when this occurred.

Interviewees spoke about how the best time to gift the Baby Pack was as soon as possible after the child is born, but also noted the difficulties in gifting at this time due to the amount of information that was already being given to parents and carers. There were suggestions that the suitability of Baby Pack resources decrease for children over the age of 9 months, and are therefore best suited to children younger than this. Problems were therefore raised around the difficulties of gifting the Baby Pack at the appropriate age. A few interviewees had resolved this issue by gifting the pack in two stages, but most were not gifting in this way.

Treasure Packs tended to be given out by early years staff either in the academic year when the child turns 3 or the academic year when the child turns 4. Library staff tended to gift the packs during the same time period. Those from health gifted Treasure Packs before the academic year when the child turns 3 and in the academic year when the child turns 3, suggesting that this was occurring during development checks and perhaps indicating that health staff are not the best placed people to be giving out this particular pack. The Treasure Pack was mainly gifted on a one-to-one basis and mainly within early years settings by early years staff.

The interviews revealed that both the health visitors and early years practitioners perceived themselves to be well placed to gift the Baby and Treasure Packs respectively. The universal nature of development checks meant that health visitors believed they were best placed to reach all children with the Baby Pack. Early years staff were more likely to be in contact with children aged between 3 and 4; however concerns were raised around some parents and carers not receiving the Treasure Pack and others being given two packs by mistake. It is thought that this was due to the more ad hoc nature of Treasure Pack gifting. Early years practitioners appear to be the right staff to be gifting the Treasure Pack, but the issues around children missing out on a pack and possible duplication need to be considered.

Health staff gifted the Baby Pack using more of the explanatory processes than those from an early years or a library background. The Treasure Pack tended to be gifted using less in-depth explanation compared with the Baby Pack. This may have been due to the more structured session in which the Baby Packs were given out, or may be because gifters are unaware of the benefits of gifting the packs in this way.

The Bookstart resources

Overwhelmingly the Baby and Treasure Pack were considered to be good quality resources (in line with previous findings from the Centre for Education and Inclusion Research - the first research question of the present study¹⁹), with all interviewees making positive

¹⁹ Centre for Education and Inclusion Research (2012) Evaluation of Bookstart England: review of resources

comments about the contents and most stating that no additional resources were needed. Operational staff were happy with the changes to the packaging, feeling that they resolved practical issues around storage and handling as well as being more child-friendly. It should be noted, however, that concerns were raised over the safety message on the Baby Pack. There were a few suggestions around the inclusion of a gender-specific item and something that a child would recognise from current culture to help gain interest and encourage interaction, as well as something that would help bring the books to life such as a finger puppet for the Treasure Pack.

The dual language books and National Bookstart Week were more likely to be utilised than the other additional elements of the programme. Issues around the breadth of available languages were noted in relation to the dual language books, and although the difficulties of providing every required language were acknowledged, it may be a worthwhile exercise for Booktrust to look into which missing languages are most needed. Of the other additional resources, the Bookshine and Booktouch packs were being used more often amongst those gifting the Baby Pack, and the Rhyme Challenge and Bookstart Bear Club by those gifting the Treasure Pack.

In general, library staff were more likely to be making use of the additional resources than those working within health or early years. Health staff were less likely to be using the Bookstart Bear Club, the Rhyme Challenge or National Bookstart Week than those from early years or the library services.

The additional elements of the programme were said to help staff reach disadvantaged children, promote equality of access to reading and literacy and were thought to encourage parental engagement with reading and literacy.

The fit between Bookstart and stakeholder roles and missions

Strategic interviewees spoke about how the Bookstart programme was part of a mainstream service, with health staff tending to lead on the Baby Packs, early years staff on the Treasure Packs and library services gifting both. Linkages between the three sectors were more apparent at the strategic level, but ambiguity was evident in terms of how these connections worked in relation to the programme's funding. The preference was for the continuation of national commissioning with flexibility to maintain some variation for differing local needs.

Operational staff considered Bookstart to be an important part of their role, but not the core focus. Those gifting the Baby Pack were more likely to view the programme as an important part of their role, and library staff were more likely to see it as the core focus. Strategic interviewees spoke about the embedded nature of the programme and how although it was not their core focus that it was at the core of everything they do.

Bookstart was perceived to be beneficial and complementary to the work that organisations were already carrying out in terms of their wider goals and meeting targets. Health visitors were more likely to talk about how the programme complemented their role than those from early years. Strategic interviewees from an early years background tended to see the programme as being more likely to create an additional workload and staffing issues than those working within health. The integration of the gifting of the Baby Pack into the development check may account for these differences.

Bookstart's universal gifting was said to be beneficial and it was felt that a more targeted service would stigmatise vulnerable and hard to reach families. This would subsequently mean losing one of the major benefits of the service in terms of using it as a tool to help support conversations with parents and carers around their child's development. This universality, however, also brought some questions about the programme's value for money and whether there was an impact upon children from more affluent backgrounds.

Strategic interviewees commented extensively on the programme's fit with wider local organisational goals in terms of narrowing the gap and tackling disadvantage as early as possible, as well as contributing to national priorities concerning literacy, communication and language. However, the strategic goals and intended outcomes of Bookstart were not clear for some of the strategic interviewees. Those from a health background were less likely to be able to link up the benefits from the programme to their own targets and aims as an organisation. When considered alongside the findings from the operational health staff in relation to their requirement for more information on Bookstart's health benefits it can be seen that this kind of support would improve this sector's use of the programme.

Impacts of Bookstart

Respondents felt that the Bookstart programme had led to impacts in relation to children, parents and carers and practitioners themselves. The highest impacts for practitioners were around signposting parents and carers to other services and improving collaborative working. Those working with the Baby Pack stated that the programme helped support their conversations with parents and carers and those gifting the Treasure Pack were likely to say that it helped develop and establish relationships with parents and carers. For newer staff the programme helped with the understanding around the potential of shared reading for a child's development.

Operational and strategic respondents felt that the programme impacted on 'all' or 'most' children, with incredibly low numbers stating it had benefited 'no' children. Those gifting the Baby Pack were more likely to state that the impacts had benefited 'all' children than those working with the Treasure Pack, and types of impact between the two packs differed, with the Baby Pack being more likely to impact upon initial child development factors and the Treasure Pack on the child's enjoyment and interest of books.

The main ways that the Bookstart programme was seen to impact on parents and carers were around increasing access to books, encouraging them to share books with their child at an earlier age, increasing their awareness of their child's enjoyment of books and providing a fun way for them to engage with their child. As with the children, the impacts were higher amongst those gifting the Baby Pack compared with the Treasure Pack. Lower impact was felt around the programme leading the parent to seek help for their own literacy needs.

It is unclear why the Baby Pack was felt to have more of an impact than the Treasure Pack, but it may reflect the fact that most parents and carers will have already received the Baby Pack prior to the gifting of the Treasure Pack and will have already taken on board the messages in relation to the benefits of sharing books, or practitioners assume that this is the case. However, even children from homes full of books may not feel the benefits of book sharing if their parent or carer does not hold the knowledge around the most advantageous ways to use books with their child. This further emphasises the need to gift the packs with a high level of support and advice, and therefore the necessity to train early years practitioners appropriately about Bookstart.

The difficulties around measuring the impact of the Bookstart programme were noted by all interviewees. Most were not evaluating the programme locally so faced problems in terms of providing hard evidence around impact, stating that it was a perception, a soft outcome or something they knew intuitively. Hard evidence was more likely to be provided by strategic staff than those at the operational level, but this tended to be in relation to a raft of initiatives of which Bookstart was just one. This led to problems in terms of disentangling which initiative had led to which outcome or whether it was due to a mixture of them all. The findings pointed to a further issue in relation to the gap between this strategic level data being gathered to evidence wider locality-wide organisational targets and the softer evidence gained on the ground. This suggests the need for a tool that can be used at a local level to provide hard evidence.

Training and development needs

A large minority of staff felt that additional training and support would help them make better use of the Bookstart programme. However, those from a strategic background were less likely to feel that this was required. The most common aspects of training noted were examples of best practice, information around how to help parents get the most from the book and information about the other elements of Bookstart. Library staff were more likely to require training around the more basic aspects such as how to gift the packs, compared with those working within early years and health who tended to require higher level training such as best practice and information around the additional resources.

Popular modes of training included an online training module, a training session for everyone in the organisation involved in the programme and a colleague attending a session and cascading information. Online training was a popular option to enable practitioners to carry out training as and when it was convenient for them. The interviewees revealed a preference for regular emailed updates as opposed to face-to-face modes of delivery. Many of the interviewees suggested that a regular email containing updates and best practice examples would be most helpful in terms of them improving their use of the programme.

Conclusion

In conclusion, the findings reveal overwhelming support for the Bookstart programme from both practitioners and stakeholders, with those in strategic roles even more positive than those in operational roles. This is important, as it demonstrates the high regard in which Bookstart is held, particularly by those in more senior roles. This provides an excellent basis for Booktrust to make the case for further support, mobilising the views of those in positions of power in local areas. The programme is perceived as having an impact on children and their parents and carers as well as on practitioners and organisations themselves.

There are some interesting differences between sectors that Booktrust may be able to productively reflect upon. Health sector respondents tend to see Bookstart gifting as an integral part of their work, since it fits with development checks. They are very positive about most outcomes, but see the need for training on and knowledge about best practice in using Bookstart resources. Yet they are less likely than other groups to see Bookstart as having a very close fit with their core aims. This is interesting as the wider benefits of Bookstart can support many aspects of the delivery of the Health Child programme. The fact that they are keen for further knowledge about Bookstart reveals a potential opportunity for both education (providing them with information on the wider wellbeing and health benefits of improving literacy) and training (to enable them to more effectively gift in the future). These two approaches - showing the benefits of the work to their core health mission, and understanding best practice - need to go hand in hand.

Early years respondents see Bookstart as fitting with their core mission, yet they see the actual gifting process as an add-on. They are also less likely to feel the need for further training. This may in some cases be due to a higher awareness of the benefits of the programme on children's development, but in others may indicate a lack of awareness of their own training needs. This suggests that Booktrust should reflect on how and whether the gifting process can be tightly integrated into the core work of early years practitioners, in the same way as it fits with the developmental checks for health visitors.

Library respondents see a very close fit between Bookstart and their core mission, of course, yet they feel the need for more basic gifting training, and are less likely than other groups to actively engage with parents, except in relation to some of the additional elements such as National Bookstart Week. Again, this seems to indicate a direction for Booktrust to pursue, in relation to training.

These differences point out a particular difficulty associated with variations in the gifting process for the Baby Pack and the Treasure Pack. As indicated above, the Baby Pack tends to be gifted actively and strategically as part of development checks by health visitors. However the methods of gifting the Treasure Pack, via early years settings and libraries, necessarily involve a wider range of types of gifting and are often more ad hoc, less strategic and sometimes led to multiple offerings of the pack or children missing out. This indicates that the Baby Pack has more likelihood of being consistently and effectively gifted.

Finally, respondents indicate a lack of coordination and integration between the three sectors, a perennial issue and one that is not straightforward to deal with. Below, we summarise some of the differences between the three groups, evident from the analysis of their survey responses.

Table 5.1: Sector variations around Bookstart gifting

	Health	Early years	Library
Pack used	Baby	Treasure	Both
Fit with core mission	Medium	High	Very high
Integrated into core activity	High	Medium/low	Medium/low
Explanations to parents	High	Medium	Medium/low
Training needs identified	Best practice and evidence of benefits	Best practice	Basics of gifting

Within this broadly very positive picture this study has raised a number of points for consideration regarding modifications in relation, in particular, to giving some support to enable the gifting process to be carried out in a consistent manner as well as giving practitioners the time to implement it appropriately.

However, there is a need for some circumspection. The fact that strategic respondents are more positive than operational counterparts indicates they may be over-stating Bookstart's impact (since they are not in a position to see the actual impacts in the same way as those who deliver the programme in practice), and since neither strategic nor operational respondents are using any systematic evaluation, it is also likely that both groups are making judgements in a less informed way. The third and final phase²⁰ of the current study will help add to the picture. However the complex ways in which Bookstart can impact on a variety of outcomes demonstrated in this report indicates that a Randomised Control Trial design is very likely to underplay the range of impacts that Bookstart can lead to. Whilst recognising the need for policymakers to gather hard evidence of outcomes, Booktrust need to be able to use more qualitative work such as this to provide a more rounded picture of the impacts of the programme. The authors advise developing a theory-based approach to data gathering, a point which will be re-examined upon completion of the final stage of the current research.

²⁰ The final stage incorporates a Randomised Control Trial design methodology

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Appendix 2: Graphs and tables

Table A1 At what age do you give families the Bookstart pack? (Baby and Treasure)

		%	Total n
Health (n=1347)	0-3 months	17	1347
	4-6 months	11	1347
	7-9 months	50	1347
	10-12 months	50	1347
	13-15 months	5	1347
	16 months plus	4	1347
Early Years (n=24)	0-3 months	25	24
	4-6 months	58	24
	7-9 months	75	24
	10-12 months	54	24
	13-15 months	21	24
	16 months plus	38	24
Library (n=50)	0-3 months	52	50
	4-6 months	64	50
	7-9 months	70	50
	10-12 months	50	50
	13-15 months	22	50
	16 months plus	12	50

Table A2 When do you give out the Baby Pack?

		%	Total n
At registration of birth	Health	0	1239
	Early years	0	14
	Library	4	27
At the new baby review, when the baby is around 14 days	Health	6	1239
	Early years	0	14
	Library	7	27
At a development check, when the baby is around 6-8 weeks	Health	8	1239
	Early years	0	14
	Library	19	27
At a development check, when the baby is older than 8 weeks	Health	63	1239
	Early years	29	14
	Library	56	27
At immunisation	Health	1	1239
	Early years	0	14
	Library	11	27

Table A3 When gifting the Baby Pack, how often do you do the following?

		Always %	Often %	Sometimes %	Rarely %	Never %	Total n
Talk to parents/carers about how the pack might be used	Health	75	17	6	2	1	1288
	Early years	57	26	13	0	4	23
	Library	26	39	20	13	2	46
Take the books and other materials out of the pack to show the parent/carer and child	Health	67	21	9	3	1	1283
	Early years	61	26	4	4	4	23
	Library	36	33	20	9	2	45
Model how to use the pack contents	Health	27	23	27	16	7	1231
	Early years	17	13	48	9	13	23
	Library	7	26	29	29	10	42
Talk about the benefits of sharing rhymes	Health	54	26	14	4	2	1272
	Early years	59	18	9	5	9	22
	Library	36	25	23	9	7	44
Talk about the benefits of sharing books	Health	73	21	5	1	1	1288
	Early years	57	26	0	4	13	23
	Library	47	28	12	9	5	43
Give out the pack with no specific information or guidance	Health	3	2	5	2	64	1205
	Early years	4	4	17	26	48	23
	Library	2	12	9	40	37	43
Give tips about when and how to share books	Health	40	32	21	5	2	1251
	Early years	35	26	26	4	9	23
	Library	19	29	29	21	2	42
Give information about joining the library	Health	55	26	13	4	2	1280
	Early years	39	17	26	9	9	23
	Library	60	27	9	4	0	45
Give information about activities in Children's Centres	Health	64	25	9	1	1	1276
	Early years	57	9	17	9	9	23
	Library	14	21	40	9	16	43

Table A4 - When gifting the Treasure Pack, how often do you do the following? (Treasure Pack)

		Always %	Often %	Sometimes %	Rarely %	Never %	Total n
Talk to parents/carers about how the pack might be used	Health	73	17	7	1	1	81
	Early years	36	21	27	11	6	224
	Library	28	18	31	16	6	67
Take the books and other materials out of the pack to show the parent/carer and child	Health	72	15	10	1	1	79
	Early years	45	23	18	9	5	222
	Library	30	28	18	15	9	67
Model how to use the pack contents	Health	29	30	24	12	5	76
	Early years	23	1	29	21	10	219
	Library	12	15	32	27	14	66
Talk about the benefits of sharing rhymes	Health	56	30	9	6	0	81
	Early years	35	27	23	8	7	219
	Library	22	27	30	13	7	67
Talk about the benefits of sharing books	Health	71	24	5	0	0	80
	Early years	53	23	15	5	5	222
	Library	35	30	27	3	5	66
Give out the pack with no specific information or guidance	Health	0	3	4	29	64	76
	Early years	5	9	12	29	44	218
	Library	3	15	14	34	34	65
Give tips about when and how to share books	Health	48	36	14	3	0	80
	Early years	27	31	29	7	6	221
	Library	14	35	32	12	6	65
Give information about joining the library	Health	49	30	15	3	3	79
	Early years	28	24	24	13	11	221
	Library	59	31	9	1	0	68
Give information about activities in Children's Centres	Health	65	26	6	1	1	81
	Early years	24	19	26	14	16	221
	Library	9	14	38	31	8	64

Table A5 Does your organisation incorporate any of the following elements of the Bookstart programme? (Baby Pack)

		%	Total
Dual language books and guidance	Health	41	1285
	Early years	59	22
	Library	72	47
Packs for children who are blind/partially sighted (Booktouch)	Health	33	1272
	Early years	17	23
	Library	68	47
Packs for children who are deaf/hearing impaired (Bookshine)	Health	27	1247
	Early years	22	23
	Library	67	46
Bookstart Bear Club	Health	8	1182
	Early years	45	22
	Library	76	49
The Rhyme Challenge	Health	6	1178
	Early years	48	23
	Library	56	43
National Bookstart Week	Health	39	1240
	Early years	67	24
	Library	96	51

Table A6 Does your organisation incorporate any of the following elements of the Bookstart programme? (Treasure Pack)

		%	Total n
Dual language books and guidance	Health	41	86
	Early years	57	217
	Library	74	69
Packs for children who are blind/partially sighted (Booktouch)	Health	29	85
	Early years	9	208
	Library	72	68
Packs for children who are deaf/hearing impaired (Bookshine)	Health	24	82
	Early years	8	205
	Library	65	68
Bookstart Bear Club	Health	9	81
	Early years	14	205
	Library	90	69
The Rhyme Challenge	Health	9	81
	Early years	26	211
	Library	59	64
National Bookstart Week	Health	49	85
	Early years	41	220
	Library	96	71

Table A7 What are the benefits to organisation of using these additional resources? (Treasure Pack)

		%	Total n
Helps build library membership	Health	58	90
	Early years	38	206
	Library	93	70
Helps identify literacy issues	Health	49	90
	Early years	26	206
	Library	39	70
Encourages parental engagement with reading and literacy	Health	97	90
	Early years	96	206
	Library	96	70
Promotes equality of access to reading and literacy	Health	82	90
	Early years	71	206
	Library	77	70
Enables us to reach disadvantaged children	Health	89	90
	Early years	67	206
	Library	74	70

Table A8 What are the benefits to organisation of using these additional resources? (Baby Pack)

		%	Total n
Helps build library membership	Health	55	1230
	Early years	38	24
	Library	94	51
Helps identify literacy issues	Health	39	1230
	Early years	46	24
	Library	43	51
Encourages parental engagement with reading and literacy	Health	97	1230
	Early years	92	24
	Library	100	51
Promotes equality of access to reading and literacy	Health	79	1230
	Early years	71	24
	Library	88	51
Enables us to reach disadvantaged children	Health	84	1230
	Early years	75	24
	Library	75	51

Table A9 To what extent do you agree or disagree with the following statements about Bookstart and your role? (Baby Pack)

		Agree %	Not sure %	Disagree %	Total n
Bookstart is an add-on to my role	Health visitor	70	5	25	843
	Early years practitioner	65	15	20	20
	Community nursery nurse	60	9	30	256
	Other library staff member	59	10	31	39
Bookstart is a minor part of my role	Health visitor	44	5	51	807
	Early years practitioner	61	0	39	18
	Community nursery nurse	4	6	46	249
	Other library staff member	43	8	49	37
Bookstart is an important part of my role	Health visitor	84	5	11	952
	Early years practitioner	76	10	14	21
	Community nursery nurse	82	8	10	274
	Other library staff member	78	2	20	45
Bookstart is the core focus of my role	Health visitor	9	4	86	767
	Other library staff member	21	5	74	38
	Early years practitioner	18	24	59	17
	Community nursery nurse	14	11	75	236
	Other library staff member	21	5	74	38

* Child minder omitted because of low numbers

Table A10 To what extent do you agree or disagree with the following statements about Bookstart and your role? by job role (Treasure Pack)

		Agree %	Not sure %	Disagree %	Total n
Bookstart is an add-on to my role	Health visitor	62	8	30	50
	Early years practitioner	74	11	15	191
	Community nursery nurse	73	7	20	30
	Other library staff member	66	7	27	59
Bookstart is a minor part of my role	Health visitor	40	6	53	47
	Early years practitioner	57	12	31	185
	Community nursery nurse	43	3	53	30
	Other library staff member	54	6	41	54
Bookstart is an important part of my role	Health visitor	80	7	13	55
	Early years practitioner	64	10	26	196
	Community nursery nurse	88	3	9	34
	Other library staff member	78	5	17	59
Bookstart is the core focus of my role	Health visitor	6	6	87	47
	Early years practitioner	12	6	81	170
	Community nursery nurse	22	4	74	27
	Other library staff member	28	4	69	54

* Child minder omitted because of low numbers

Table A11 To what extent do you agree or disagree with the following statements about Bookstart? (strategic)

		Agree %	Disagree %	Total n
Bookstart is an add-on to the work of my organisation	Health	73	27	41
	Early years	48	52	29
	Library	45	55	98
Bookstart is the core focus of the work of my organisation	Health	22	78	41
	Early years	23	77	26
	Library	21	79	91
Bookstart is an important part of the work of my organisation	Health	88	12	43
	Early years	90	10	29
	Library	99	1	106
Bookstart complements the work of my organisation	Health	98	2	45
	Early years	100	0	31
	Library	100	0	102
Bookstart creates additional work for my organisation	Health	26	74	42
	Early years	62	38	29
	Library	77	23	100
Bookstart is an unnecessary burden for my organisation	Health	2	98	44
	Early years	0	100	29
	Library	1	99	97
Bookstart is beneficial for my organisation	Health	93	7	42
	Early years	100	0	29
	Library	99	1	99
Bookstart creates staffing capacity issues for my organisation	Health	5	95	38
	Early years	44	56	27
	Library	55	45	96
Bookstart creates storage capacity issues for my organisation	Health	51	49	39
	Early years	66	34	29
	Library	61	39	92

Table A12 -To what extent do you agree that Bookstart brings the following benefits to your organisation? by role (strategic)

		Agree %	Not sure %	Disagree %	Total n
Improves links with other organisations	Health	64	24	11	45
	Early Years	67	27	7	30
	Library	96	3	1	105
Improves collaborative working in my organisation	Health	64	20	16	45
	Early Years	65	26	10	31
	Library	90	8	3	105
Improves my organisation's links with parents/carers and their children	Health	78	9	13	46
	Early Years	81	16	3	31
	Library	95	4	1	105
Helps us to get our message across to parents/carers	Health	93	2	4	45
	Early Years	100	0	0	31
	Library	96	3	1	105
Increases the number of parents/carers and children using our service	Health	36	31	33	45
	Early Years	73	20	7	30
	Library	80	18	2	105
Helps my organisation meet its strategic aims	Health	62	16	22	45
	Early Years	77	10	13	31
	Library	91	7	2	104
Helps my organisation meet one or more of its targets	Health	49	13	38	45
	Early Years	78	6	16	32
	Library	93	6	1	104
Helps my organisation to provide a holistic service	Health	93	4	2	45
	Early Years	78	16	6	32
	Library	84	10	6	105
Helps my organisation reach disadvantaged children	Health	77	9	14	44
	Early Years	90	3	7	30
	Library	85	12	4	104

Table A13 What support do you or your organisation need? by role (strategic)

		%	Total
Information about the purpose of Bookstart	Other (please specify)	36%	143
	Health visitor	35%	607
	Early years practitioner	37%	166
	Community nursery nurse	36%	206
	Other library staff member	34%	80
Information about what I should do when giving out Bookstart	Other (please specify)	50%	143
	Health visitor	43%	607
	Early years practitioner	47%	166
	Community nursery nurse	47%	206
	Other library staff member	58%	80
Information about the developmental benefits of Bookstart	Other (please specify)	48%	143
	Health visitor	43%	607
	Early years practitioner	31%	166
	Community nursery nurse	39%	206
	Other library staff member	53%	80
Information about the educational benefits of Bookstart	Other (please specify)	41%	143
	Health visitor	43%	607
	Early years practitioner	32%	166
	Community nursery nurse	36%	206
	Other library staff member	48%	80
Information about the health benefits of Bookstart	Other (please specify)	43%	143
	Health visitor	43%	607
	Early years practitioner	31%	166
	Community nursery nurse	39%	206
	Other library staff member	44%	80
Examples of best practice for giving out the Bookstart pack	Other (please specify)	71%	143
	Health visitor	73%	607
	Early years practitioner	67%	166
	Community nursery nurse	66%	206
	Other library staff member	64%	80
Information about how to help parents get the most from Book	Other (please specify)	69%	143
	Health visitor	73%	607
	Early years practitioner	73%	166
	Community nursery nurse	70%	206
	Other library staff member	74%	80
Information about the other elements of Bookstart, in addition to the packs	Other (please specify)	69%	143
	Health visitor	77%	607
	Early years practitioner	64%	166
	Community nursery nurse	79%	206
	Other library staff member	55%	80

Table A15 What support do you or your organisation need? by role (operational)

		%	n
Information about the purpose of Bookstart	Health visitor	35%	607
	Early years practitioner	37%	166
	Community nursery nurse	36%	206
	Other library staff member	34%	80
	Other (please specify)	36%	143
Information about what I should do when giving out Bookstart	Health visitor	43%	607
	Early years practitioner	47%	166
	Community nursery nurse	47%	206
	Other library staff member	58%	80
	Other (please specify)	50%	143
Information about the developmental benefits of Bookstart	Health visitor	43%	607
	Early years practitioner	31%	166
	Community nursery nurse	39%	206
	Other library staff member	53%	80
	Other (please specify)	48%	143
Information about the educational benefits of Bookstart	Health visitor	43%	607
	Early years practitioner	32%	166
	Community nursery nurse	36%	206
	Other library staff member	48%	80
	Other (please specify)	41%	143
Information about the health benefits of Bookstart	Health visitor	43%	607
	Early years practitioner	31%	166
	Community nursery nurse	39%	206
	Other library staff member	44%	80
	Other (please specify)	43%	143
Examples of best practice for giving out the Bookstart pack	Health visitor	73%	607
	Early years practitioner	67%	166
	Community nursery nurse	66%	206
	Other library staff member	64%	80
	Other (please specify)	71%	143
Information about how to help parents get the most from Book	Health visitor	73%	607
	Early years practitioner	73%	166
	Community nursery nurse	70%	206
	Other library staff member	74%	80
	Other (please specify)	69%	143
Information about the other elements of Bookstart	Health visitor	77%	607
	Early years practitioner	64%	166
	Community nursery nurse	79%	206
	Other library staff member	55%	80
	Other (please specify)	69%	143

Table A16 What type of training would be most useful to you? (operational)

		%	Total
Online training module	Health visitor	49%	625
	Early years practitioner	42%	165
	Community nursery nurse	46%	212
	Other library staff member	48%	79
	Other	45%	148
Online refresher training	Health visitor	31%	625
	Early years practitioner	16%	165
	Community nursery nurse	26%	212
	Other library staff member	37%	79
	Other	20%	148
Online forum to discuss Bookstart and get advice from other	Health visitor	9%	625
	Early years practitioner	13%	165
	Community nursery nurse	9%	212
	Other library staff member	19%	79
	Other	10%	148
Training manual to use for independent learning	Health visitor	22%	625
	Early years practitioner	38%	165
	Community nursery nurse	21%	212
	Other library staff member	19%	79
	Other	28%	148
CPD seminar	Health visitor	17%	625
	Early years practitioner	16%	165
	Community nursery nurse	6%	212
	Other library staff member	10%	79
	Other	14%	148
Training seminar as part of initial practitioner training	Health visitor	22%	625
	Early years practitioner	14%	165
	Community nursery nurse	17%	212
	Other library staff member	16%	79
	Other	22%	148
Representative in my organisation to attend a training session	Health visitor	36%	625
	Early years practitioner	37%	165
	Community nursery nurse	34%	212
	Other library staff member	33%	79
	Other	34%	148
Training session for everybody in my organisation involved in Bookstart	Health visitor	43%	625
	Early years practitioner	22%	165
	Community nursery nurse	46%	212
	Other library staff member	41%	79
	Other	38%	148

Table A17 What type of training would be most useful to you? (strategic)

	Health		Early years		Library	
	%	n	%	n	%	n
Training about Bookstart	27	12	17	7	14	25
Information about the purpose of Bookstart	18	9	0	5	0	20
Information about what should be done when gifting Bookstart	36	11	17	7	9	18
Information about the developmental benefits of Bookstart	36	12	0	6	27	20
Information about the educational benefits of Bookstart	27	10	0	4	36	19
Information about the health benefits of Bookstart	36	9	33	3	50	22
Examples of best practice when gifting the Bookstart pack	55	11	83	6	50	22
Information about how to help parents get the most from Bookstart	55	9	83	6	50	25
Information about other elements of the Bookstart programme	73	8	83	5	36	8

Appendix 3: Survey questions

The questions from the online survey are shown below, please note that respondents were asked different questions according to whether they had an operational or strategic job role, and if they were working at an operational level whether they were gifting the Baby or Treasure Pack.

Information about the research

This questionnaire is to gather information from practitioners and key stakeholders on the role of Bookstart and is part of wider independent research being carried out by Centre for Education and Inclusion Research at Sheffield Hallam University.

Booktrust have identified the need to ensure that their programmes meet the needs of children, practitioners and stakeholders. Your answers will help Booktrust improve the Bookstart programme; therefore your help with this study is much appreciated.

In accordance with the Data Protection Act responses are COMPLETELY CONFIDENTIAL

The questionnaire has been designed for ease of completion and should take approximately 15 minutes to complete. We would be grateful if you could complete the questionnaire by the 31st May 2012.

Without frank and honest answers Booktrust will not be able to develop the programme for the benefit of future generations

To continue, please click the next button below.

If you have any difficulty using this questionnaire or any questions regarding the research please contact the project manager Lucy Shipton at Sheffield Hallam University

Email: l.shipton@shu.ac.uk

Tel: 0114 225 6066

Information about you

1. Which Local Authority are you based in? (Tick more than one if you work across authorities)

Local Authority

Local Authority

Local Authority

Local Authority

Other (please specify)

Your role

*2. What is your role?

- Health visitor
- Head of Health Visiting
- Early Years Practitioner
- Local Authority Head of Early Years
- Child Minder
- Bookstart Coordinator
- Community Nursery Nurse
- Head of Library
- Head of Children's Library
- Other library staff member
- Head of Children's Services
- Registrar
- Other (please specify)

Your role

*3. If other, does your role involve:

- Directly giving out the Bookstart packs
- Managing a function that includes Bookstart
- Neither

Baby and Treasure packs

***4. Which of the Bookstart packs are you directly involved in giving to families?**

- Baby Pack
- Treasure Pack
- Both Baby and Treasure Pack
- Neither

Baby Pack



Treasure Pack



Baby and Treasure packs

***5. We will not ask you about both the Baby and Treasure packs. Please select the pack that you would prefer to discuss**

- Baby pack
- Treasure pack

Baby Pack



Treasure Pack



Baby and Treasure packs

*6. Which of the Bookstart packs is your organisation involved with?

- Baby pack
- Treasure pack
- Both
- Neither

Baby Pack



Treasure Pack



7. To what extent do you agree or disagree with the following statements about Bookstart and your role?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Bookstart is an add-on to my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is a minor part of my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is an important part of my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is the core focus of my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How Bookstart resources are used in your organisation (baby pack)

8. Within your organisation do you incorporate any of the following elements of the Bookstart programme?

	Yes	No	Don't know
Dual language books and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packs for children who are blind/partially sighted (Booktouch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packs for children who are deaf/hearing impaired (Bookshine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstart Bear Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Rhyme Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Bookstart Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please tick any of the benefits to your organisation of using these additional resources (tick all that apply)

- Helps build library membership
- Helps identify literacy issues
- Encourages parental engagement with reading and literacy
- Promotes equality of access to reading and literacy
- Enables us to reach disadvantaged children

Giftng of the Bookstart Baby Pack

10. At what age do you give families the Bookstart baby pack? (if more than one age category, please tick all that apply)

- 0-3 months
- 4-6 months
- 7-9 months
- 10-12 months
- 13-15 months
- 16 months plus

Giftng of the Bookstart Baby Pack

11. Is the Baby pack given out as the opportunity arises or at a specific time?

- As the opportunity arises
- At a specific time
- Both

Gifting of the Bookstart Baby Pack

12. When do you give out the Baby Pack? (please tick all that apply)

- At registration of birth
- At the new baby review, when the baby is around 14 days
- At a development check, when the baby is around 6-8 weeks
- At a development check, when the baby is older than 8 weeks
- At immunisation

Other (please specify)

Giftng of the Bookstart Baby Pack

13. In general, is the baby pack given out on a one to one basis or as a group?

- One to one
- Group
- A balance of both

Gifting of the Bookstart Baby Pack

14. Where is the baby pack given to the family (if more than one location please tick all that apply)

- In their home
- At the library
- At the registrar's office
- In the clinic
- At the early years setting
- At the Children's Centre

Other (please specify)

15. To what extent do you agree or disagree with the following statements about Bookstart and your role?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Bookstart is an add-on to my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is a minor part of my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is an important part of my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is the core focus of my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How Bookstart resources are used in your organisation (Treasure pack)

16. Within your organisation do you incorporate any of the following elements of the Bookstart programme?

	Yes	No	Don't know
Dual language books and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packs for children who are blind/partially sighted (Booktouch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packs for children who are deaf/hearing impaired (Bookshine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstart Bear Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Rhyme Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Bookstart Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please tick any of the benefits to your organisation of using these additional resources (tick all that apply)

- Helps build library membership
- Helps identify literacy issues
- Encourages parental engagement with reading and literacy
- Promotes equality of access to reading and literacy
- Enables us to reach disadvantaged children

Giftng of the Bookstart Treasure Pack

18. At what age do you give out the Treasure Pack? (tick all that apply)

- In the academic year the child turns 5
- In the academic year the child turns 4
- In the academic year the child turns 3
- Before the academic year that the child turns 3

Other (please specify)

Giftng of the Bookstart Treasure Pack

19. In general, is the Treasure Pack given out on a one to one basis or as part of a group? (please tick one only)

- One on one
- Group
- A balance of both

Giftng of the Bookstart Treasure Pack

20. Who are the Treasure Packs given out to? (tick all that apply)

- Children without parent/carers present
- Parents/carers without children present
- Children and parent/carers together

Giftng of the Bookstart Treasure Pack

21. Where is the Treasure Pack given to the child and/or parent/carer? (please tick all that apply)

- In their home
- At the library
- In the clinic
- At the early years setting
- At the Children's Centre

Other (please specify)

Gifting of the Bookstart Treasure Pack

Booktrust knows that the practitioners involved in giving out Bookstart packs are very busy and that the process of giving out the Bookstart packs varies a good deal. We are aware that some practitioners will do none of these things and some will do all of them. To get a true reflection of how the programme works it is important that you answer this question honestly.

22. When gifting the Bookstart Treasure pack, how often, if at all, do you do the following?

	Always	Often	Sometimes	Rarely	Never
Talk to parents/carers about how the pack might be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take the books and other materials out of the pack to show the parent/carer and child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model how to use the pack contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about the benefits of sharing rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about the benefits of sharing books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give tips about when and how to share books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give information about joining the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give information about activities in Children's Centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give out the pack with no specific information or guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impacts of Bookstart resources (Treasure pack)

23. To what extent do you agree with the following statements about the impact of Bookstart Treasure Packs on Children, based on your experience? The use of Bookstart Treasure packs has (Tick one box in each row):

	for all children	for most children	for some children	for no children	not applicable to my role	don't know
Increased school readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased the child's interest in books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduced books for the first time to the child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposed the child to books in a creative and fun way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted secure bonding between child and parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased child's enjoyment of books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted the development of speech and language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported good mental health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted the development of fine motor skills via book handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported development of concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged emergent mark making/writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impacts of Bookstart resources (Treasure pack)

24. To what extent do you agree with the following statements about the impact of Bookstart Treasure Packs on parents/carers, based on your experience? The use by parents of Bookstart Treasure packs has (tick one box in each row):

	for all parents	for most parents	for some parents	for no parents	not applicable to my role	don't know
Positively changed the parent/carer's attitudes to books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased parental confidence to share books with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively changed the way that the parent/carer shares books with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported family access to services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased frequency that the parent/carer reads with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Led to the parent/carer seeking help for their own literacy needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided an opportunity for the parent/carer to bond with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased access to books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established the role of the parent/carer as the first educator of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted shared reading as part of a daily routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a fun way for the parent/carer to engage with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged the parent/carer to share books with child at an earlier age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased the parent/carer's awareness of their child's enjoyment of books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impacts of Bookstart resources (Treasure pack)

25. To what extent do you agree with the following statements about the impact of Bookstart Treasure Packs on you as a practitioner, based on your own experience? The use by parents of Bookstart Treasure packs has (tick one box in each row):

	strongly agree	agree	disagree	strongly disagree	not applicable to my role	don't know
Improved collaborative working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me to meet a target in my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my knowledge of other services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me understand the potential of shared reading for a child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me to establish a relationship with parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me to signpost other services to parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabled me to have a conversation with parents/carers about their child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me understand the impact of the home environment on children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed my relationship with parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gifting of the Bookstart Baby pack

Booktrust knows that the practitioners involved in giving out Bookstart packs are very busy and that the process of giving out the Bookstart packs varies a good deal. We are aware that some practitioners will do none of these things and some will do all of them. To get a true reflection of how the programme works it is important that you answer this question honestly.

26. When gifting the Bookstart Baby pack, how often, if at all, do you do the following?

	Always	Often	Sometimes	Rarely	Never
Talk to parents/carers about how the pack might be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take the books and other materials out of the pack to show the parent/carer and child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model how to use the pack contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about the benefits of sharing rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about the benefits of sharing books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give tips about when and how to share books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give information about joining the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give information about activities in Children's Centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give out the pack with no specific information or guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impacts of Bookstart resources (Baby pack)

27. To what extent do you agree with the following statements about the impact of Bookstart Baby Packs on Children, based on your experience?

The use by parents of Bookstart Baby packs has (tick one box in each row)

	for all children	for most children	for some children	for no children	not applicable to my role	don't know
Increased the child's interest in books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduced books for the first time to the child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exposed the child to books in a creative and fun way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted secure bonding between the child and parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased the child's enjoyment of books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted the development of speech and language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported good mental health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted the development of fine motor skills via book handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported development of concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impacts of Bookstart resources (Baby pack)

28. To what extent do you agree with the following statements about the impact of Bookstart Baby Packs on parents/carers, based on your experience?

The use by parents of Bookstart Baby packs has (tick one box in each row):

	for all parents	for most parents	for some parents	for no parents	not applicable to my role	don't know
Positively changed the parent/carer's attitudes to books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased parental confidence to share books with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively changed the way that the parent/carer shares books with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported family access to services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased frequency that the parent/carer reads with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Led to the parent/carer seeking help for their own literacy needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided an opportunity for the parent/carer to bond with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased access to books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established the role of the parent/carer as the first educator of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted shared reading as part of a daily routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided a fun way for the parent/carer to engage with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged the parent/carer to share books with child at an earlier age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased the parent/carer's awareness of their child's enjoyment of books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Impacts of Bookstart resources (Baby pack)

29. To what extent do you agree with the following statements about the impact of Bookstart Baby Packs on you as a practitioner, based on your own experience? The use of Bookstart Baby packs has (tick one box in each row):

	strongly agree	agree	disagree	strongly disagree	not applicable to my role	don't know
Improved collaborative working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me to meet a target in my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my knowledge of other services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me understand the potential of shared reading for a child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentivised parents to come for checks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me to establish a relationship with parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me to signpost other services to parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabled me to have a conversation with parents/carers about their child's development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me understand the impact of the home environment on children's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed my relationship with parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Do you think more training about Bookstart would help you make better use of the programme?

- Yes
- No
- Not sure

Operational: training

31. What training do you think is needed? (tick all that apply)

- Online training module
- Online refresher training
- Online forum to discuss Bookstart and get advice from other practitioners
- Training manual to use for independent learning
- CPD seminar
- Training seminar as part of initial practitioner training
- Representative in my organisation to attend a training session and cascade information down to colleagues
- Training session for everybody in my organisation involved in Bookstart

Other (please specify)

32. What aspects of training would help improve your use of the Bookstart programme? (tick all that apply)

- Information about the purpose of Bookstart
- Information about what I should do when giving out Bookstart packs
- Information about the developmental benefits of Bookstart
- Information about the educational benefits of Bookstart
- Information about the health benefits of Bookstart
- Examples of best practice for giving out the Bookstart pack
- Information about how to help parents get the most from Bookstart
- Information about the other elements of Bookstart, in addition to the packs

33. To what extent do you agree or disagree with the following statements about Bookstart?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Bookstart is an add-on to the work of my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is the core focus of the work of my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is an important part of the work of my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart complements the work of my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart creates additional work for my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is an unnecessary burden for my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart is beneficial for my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart creates staffing capacity issues for my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart creates storage capacity issues for my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. To what extent do you agree or disagree that Bookstart brings the following benefits to your organisation?

	strongly agree	agree	not sure	disagree	strongly disagree
Improves links with other organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves collaborative working in my organisation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves links with parents/carers and their children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps us to get our message across to parents/carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases the number of parents/carers and children using our service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps my organisation meet its strategic aims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps my organisation meet one or more of its targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps my organisation to provide a holistic service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps my organisation reach disadvantaged children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Within your organisation do you incorporate any of the following elements of the Bookstart programme?

	Yes	No	Don't know
Dual language books and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packs for children who are blind/partially sighted (Booktouch)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Packs for children who are deaf/hearing impaired (Bookshine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstart Bear Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Rhyme Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Bookstart Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The impacts of Bookstart resources (Strategic)

36. To what extent do you agree with the following statements about the impact of Bookstart on Children, based on your knowledge of the programme? Use of Bookstart packs can (Tick one box in each row):

	for all children	for most children	for some children	for no children	not applicable to my role	don't know
Increase school readiness (Treasure pack only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the child's interest in books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce books for the first time to the child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expose the child to books in a creative and fun way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote secure bonding between child and parent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase child's enjoyment of books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the development of speech and language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support good mental health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the development of fine motor skills via book handling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support development of concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage emergent mark making/writing (Treasure pack only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The impacts of Bookstart resources (Strategic)

37. To what extent do you agree with the following statements about the impact of Bookstart Packs on parents/carers, based on your knowledge of the programme? Use by parents of Bookstart packs can (tick one box in each row):

	for all parents	for most parents	for some parents	for no parents	not applicable to my role	don't know
Positively change the parent/carer's attitudes to books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase parental confidence to share books with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively change the way that the parent/carer shares books with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support family access to services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase frequency that the parent/carer reads with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead to the parent/carer seeking help for their own literacy needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide an opportunity for the parent/carer to bond with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase access to books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish the role of the parent/carer as the first educator of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote shared reading as part of a daily routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a fun way for the parent/carer to engage with their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage the parent/carer to share books with child at an earlier age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the parent/carer's awareness of their child's enjoyment of books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The impacts of Bookstart resources (Strategic)

38. To what extent do you agree or disagree that Bookstart brings the following wider benefits to services?

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Contributes towards key local priorities for children and young people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes towards the Foundation Stage outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes towards narrowing the gap between vulnerable families and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes towards health and well being of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

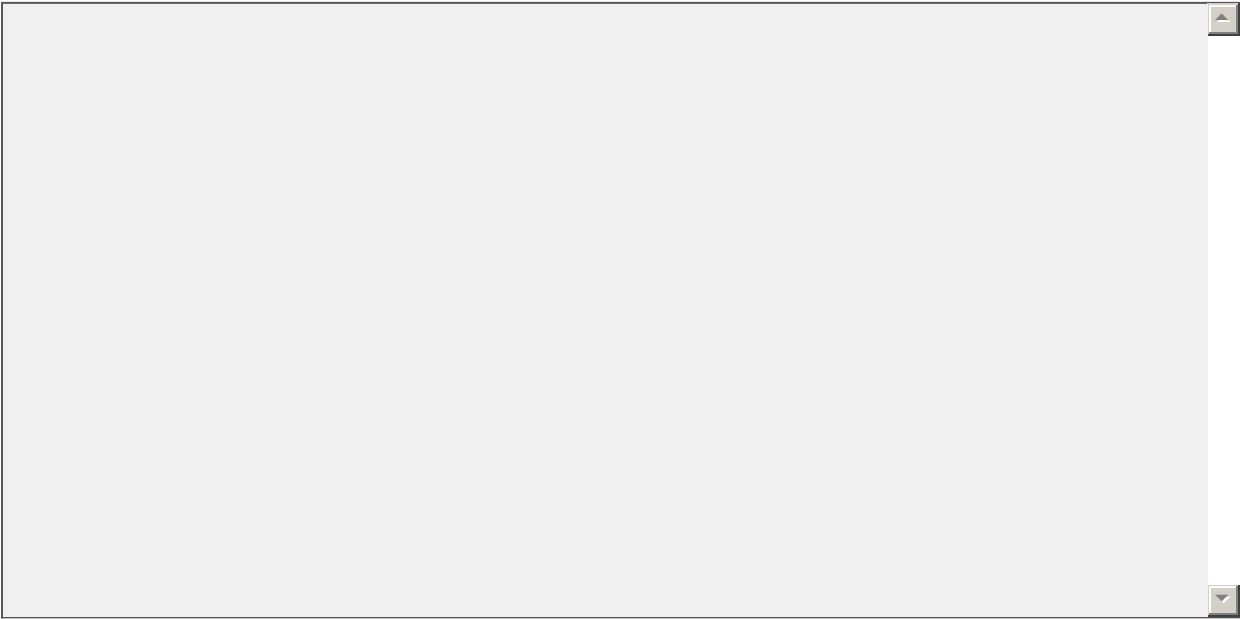
39. Do you or your organisation need any additional support to help make best use of the Bookstart programme?

- Yes
- No
- Not sure

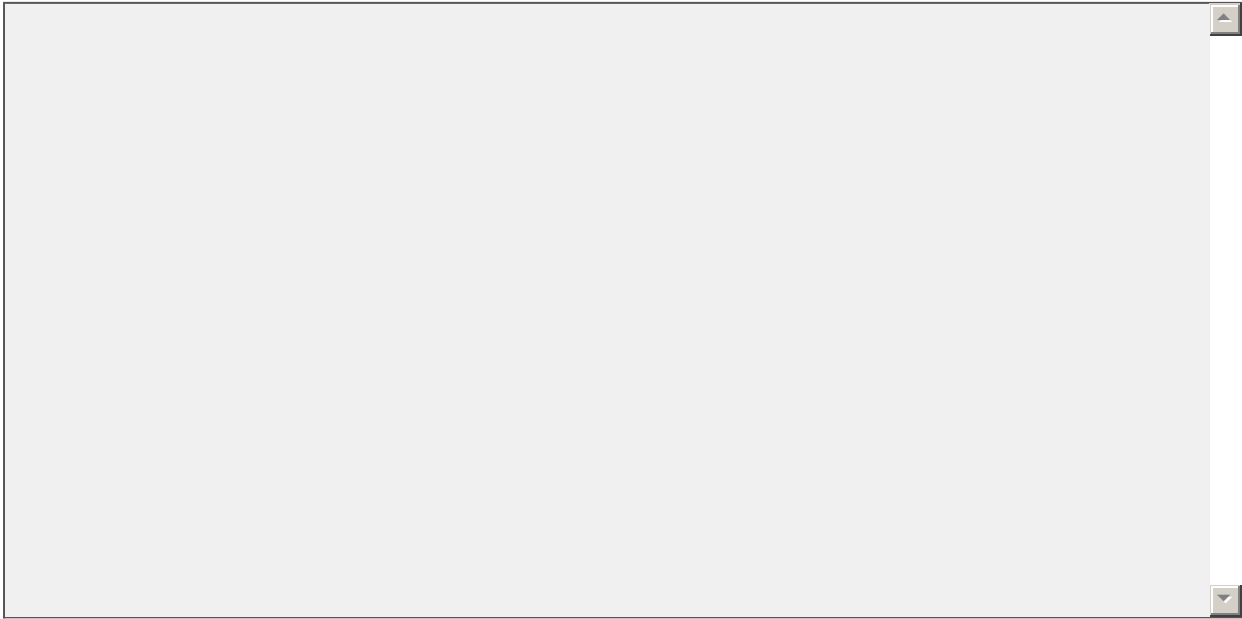
40. What support do you or your organisation need? (please tick all that apply)

- Training about Bookstart
- Information about the purpose of Bookstart
- Information about what should be done when gifting Bookstart packs
- Information about the developmental benefits of Bookstart
- Information about the educational benefits of Bookstart
- Information about the health benefits of Bookstart
- Examples of best practice when gifting the Bookstart pack
- Information about how to help parents get the most from Bookstart
- Information about other elements of the Bookstart programme, in addition to the packs

41. How could the Bookstart programme be better utilised in your organisation?



42. How could the Bookstart programme be better utilised in your organisation?



Telephone interview

Thank you for taking the time to complete this questionnaire

43. Would you be willing to take part in a telephone interview about Bookstart?

- Yes
- No

***44. Thank you. Please could you leave your name, telephone contact details, and note any inconvenient periods over the summer when it's best not to contact you**

Name

Tel number

Times

when not
contactable
over
summer

Thank you for taking part in this survey