

# **Evaluation of Bookstart England: Bookstart Corner**

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## Acknowledgements

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### Research Team

Report authors: Sean Demack  
Anna Stevens

Project director: Sean Demack

Project manager: Anna Stevens

Fieldworkers: John and Denise McBride  
Simona Pantiru

Project advisors: Gwyn Fields, Guy Merchant

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For more information please contact:

Ian Chesters  
Centre for Education and Inclusion Research  
Sheffield Hallam University  
Unit 7 Science Park  
Howard Street  
Sheffield  
S1 1WB  
Tel: 0114 225 6060  
Fax: 0114 225 6068  
e-mail: [ceir@shu.ac.uk](mailto:ceir@shu.ac.uk)  
[www.shu.ac.uk/ceir](http://www.shu.ac.uk/ceir)

## Executive Summary

### Bookstart Corner

Booktrust has identified the need to ensure that their programmes and resources fit the needs of children, families, practitioners and stakeholders. This report on the evaluation of the impact of Bookstart Corner adds to this evidence base.

Bookstart Corner is a service located in Children's Centres and is targeted towards socially and economically disadvantaged families. These factors along with the age range of children and extensive mode of delivery guidance clearly distinguishes Bookstart Corner from the Universal Bookstart programmes. Bookstart Corner supports Children's Centres across England to help families that need the most support to develop a love of stories, books and rhymes. Aimed at families with children aged 12-30 months, the programme allows centres to offer intensive support for parents and carers so that they may read together for pleasure with their children with confidence.

The programme involves families taking part in a series of four Bookstart Corner sessions utilising carefully selected resources and focused on stories, books and rhymes. The sessions generally involve a member of staff at the Children's Centre visiting the family at home, but on occasion take place in the Children's Centre. The resources used in the Bookstart Corner sessions are as follows:

- A rhyme sheet and DVD for parents
- A green bag containing: 'Wow said the Owl' and 'If you're happy and you know it' picture books, an information sheet about each picture book, a 'Fun with numbers' sheet, a 'My first marks' pad and crayons and a DVD for parents about sharing stories
- Small 'Busy Bear' booklet, accompanying fluffy finger puppet and cardboard finger puppet, and a sheet of 'top tips' about using puppets

### Research methods

The research sought to investigate the impact of engaging in Bookstart Corner on parents/carers. Specifically it looked at:

- How many families regularly shared books, stories and rhymes with their child
- The confidence of parents/carers sharing books, stories and rhymes with their child,
- Engagement of families with local services (including Children's Centres, Bookstart bear club, public library)
- Practitioner perspectives on the impact of the programme on families

The methodological approach was to conduct a randomised before (pre-intervention) and after (post-intervention) self-completion survey with families to whom the Bookstart Corner programme was being delivered. In other words families were asked to complete a survey before receiving the Bookstart Corner sessions and after receiving the Bookstart Corner sessions, which allowed a comparative analysis of survey data to investigate any changes in the factors listed above.

### Findings

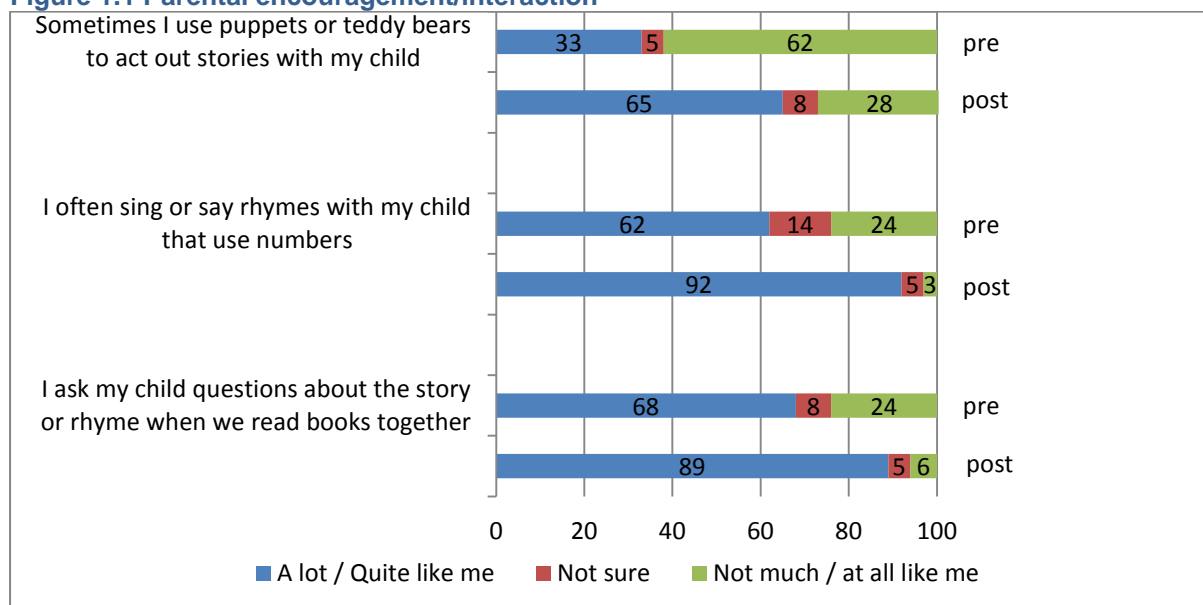
The analysis of the survey data indicated that the Bookstart Corner programme is highly valued amongst parents and practitioners and this is further reflected in the open comments made by both parents and practitioners. Notably, very high numbers of parents/carers

reported that they used and liked the resources they received (98%) and that they and their child enjoyed taking part in Bookstart Corner (94%). Moreover, the evidence indicates that the Bookstart Corner programme exerts a positive influence on a wide range of factors for the families receiving the programme.

The questions in the parental questionnaire were summarised under four composite outcomes all related to books, stories and rhymes; parental encouragement/interaction with their child; parent confidence and enjoyment; child engagement and enjoyment and child interest. Statistically significant changes were seen across all four composite outcomes. The main report details findings across all items, the figures below highlight the areas where the largest changes were seen.

Figure 1.1 below shows the items where the largest changes occurred in terms of parental encouragement/interaction with their child. Following the Bookstart Corner sessions parents were more likely to use puppets/toys to act out stories with their child, sing or say rhymes with their child using numbers, and ask their child questions about stories and rhymes when they read books together.

**Figure 1.1 Parental encouragement/interaction**



This was also evident from the open comments made by parents who indicated how they had learned new ways of reading with their children:

- *We have learnt some new songs we didn't know and it has encouraged us to sing a lot more* (parent)
- *Loved learning other ways to make the story more fun and interactive- puppets and drawing* (parent)

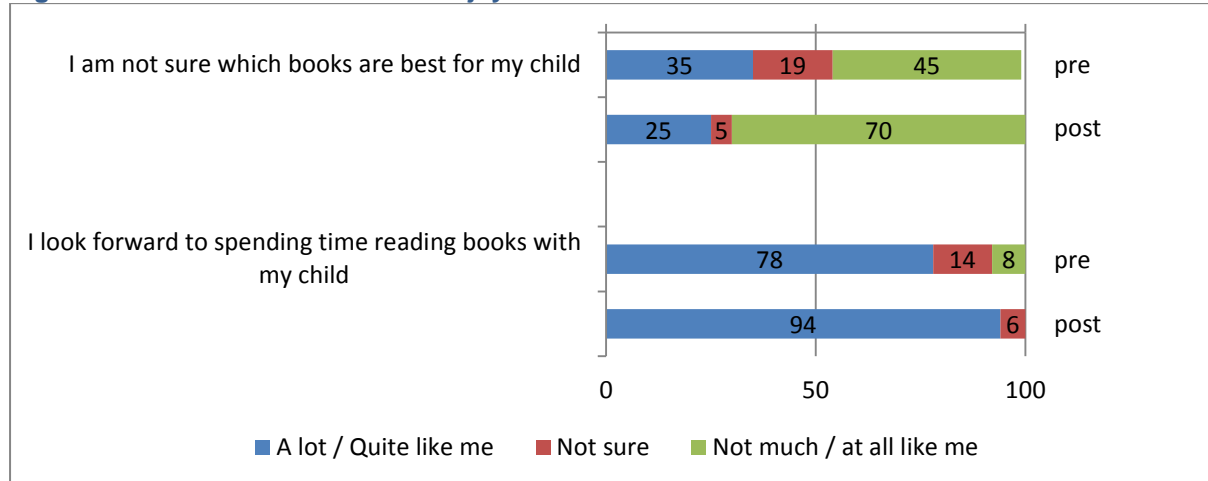
In addition, practitioners revealed that following Bookstart Corner sessions, parents were now sharing books, stories or rhymes with their child outside of the sessions:

- *Mum is using books and story time as a special time to spend with Child* (practitioner)
- *The child has since started singing and repeating rhymes and actions, also using the little Bookstart finger puppet* (practitioner)

Furthermore, analysis from the practitioner monitoring forms showed a marked change in practitioner views about family behaviours; following Bookstart Corner the majority of practitioners (62%) believed the family to be playing and engaging as a normal part of daily life after the visits compared with 23% who were doing this at the point of the first visit.

The statistical evidence also suggests that parents felt more confident about reading with their child and gained more enjoyment out of this following the Bookstart Corner sessions. In particular parents felt more confident about knowing which books are best for their child, and were more likely to indicate that they looked forward to spending time reading books with their child after the Bookstart Corner sessions (figure 1.2).

**Figure 1.2 Parent confidence and enjoyment**

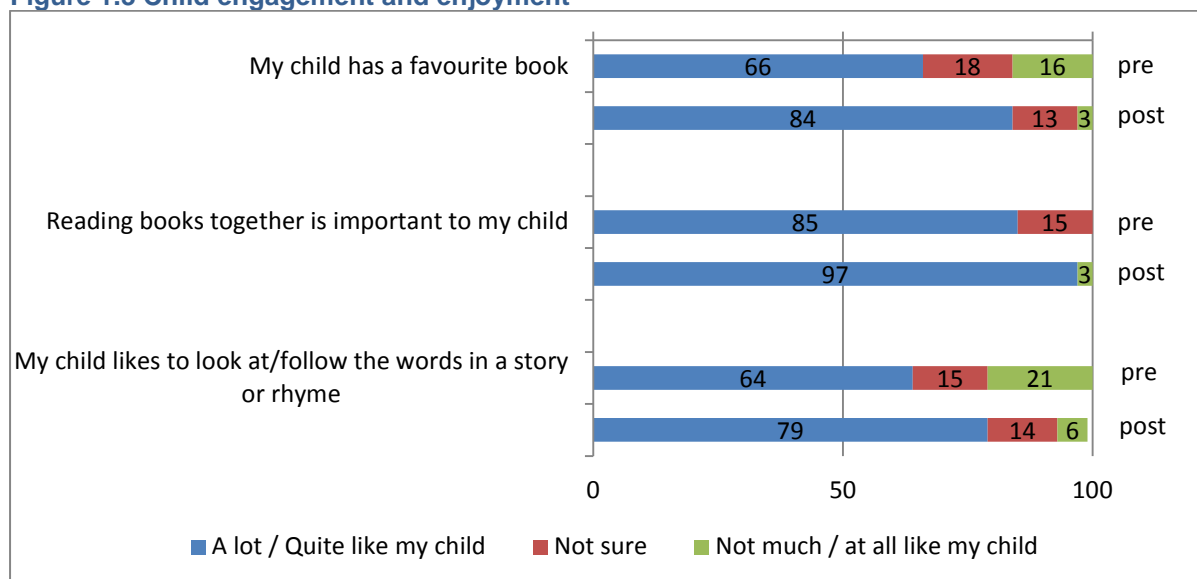


This increase in confidence and enjoyment was also apparent from parent responses in the follow up questionnaire which asked direct questions about the impact of the programme, where 94% indicated an increase in confidence, and also from the open comments made by both practitioners and parents:

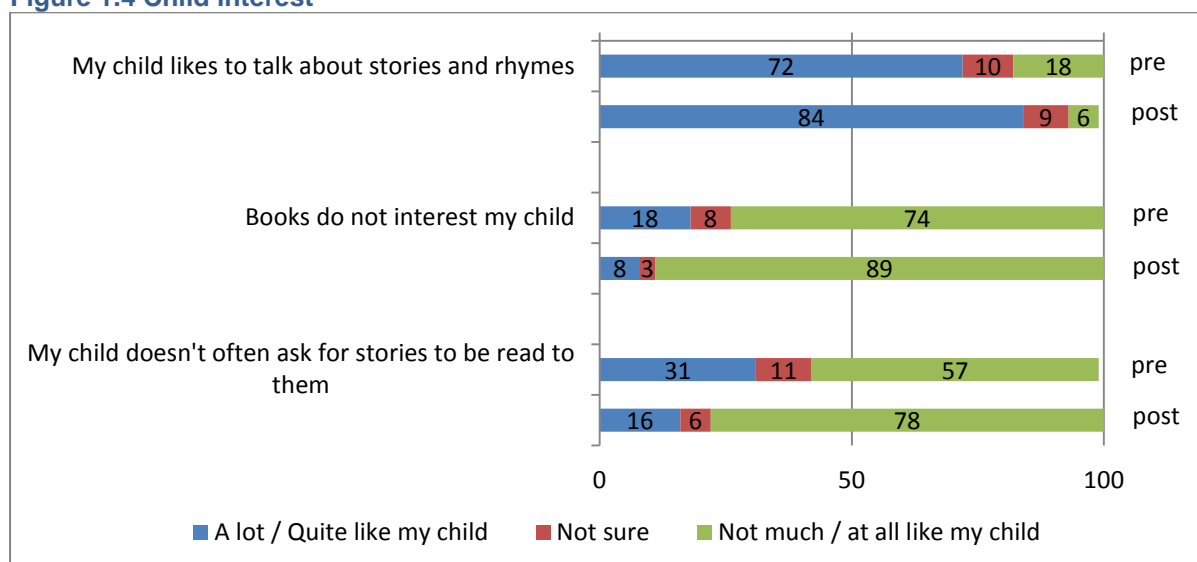
- *Very helpful in giving confidence to read to my child. Nice to speak to professional about concern* (parent)
- *I did not believe reading with my child could be so enjoyable. Only that Bookstart was brought to my attention otherwise I would not have done it* (parent)
- *Mum has grown in confidence and it has been lovely to watch the child enjoy stories and rhymes with mum* (practitioner)

The comparative analysis showed positive significant changes in parental perceptions of their child's engagement and enjoyment in reading, and of their interest in reading. Figures 1.3 and 1.4 show the items where a large change was seen subsequent to the Bookstart Corner sessions. Following the sessions parents were more likely to state that their child has a favourite book, that reading books together is important to their child and that their child likes to look at/follow the words in a story or rhyme (figure 1.3). In terms of child interest, after the Bookstart Corner sessions parents were more likely to state that their child likes to talk about stories and rhymes, and they were less likely to indicate that books do not interest their child or that their child doesn't often ask for stories to be read to them.

**Figure 1.3 Child engagement and enjoyment**



**Figure 1.4 Child interest**



An increase in child enjoyment and interest was also noted in the open comments by both parents and practitioners:

- *Brilliant, it's helped a lot with my child's reading* (parent)
- *Child's confidence has noticeably improved at Bookstart and at preschool, mum has noticed this too* (practitioner)

Following the Bookstart Corner sessions, a significant increase was seen in child book ownership for both number of books in the home and number of books bought in the last month. This was statistically significant for both male and female children, although a sharper increase in books bought in the last month was seen for female children compared with male children.

In terms of how often parents read to their child, there was a notable difference between mothers/female carers and fathers/male carers. Before the Bookstart Corner sessions, 54% of mothers/female carers reported reading every day with their child compared with just 5%

of fathers. After the sessions this increased to 67% of mothers/female carers, and 22% of fathers/male carers, so a sharper increase was seen for fathers/male carers. Despite this increase, mothers/female carers still remain by far the most likely to read with their child. This higher involvement from mothers/female carers is also evident in the practitioner responses which indicated that nearly all sessions involved the mother/female carer whereas only 9% involved the father/male carer.

Parent responses and practitioner responses all indicate that subsequent to the Bookstart Corner sessions, parents were more likely to participate in local services such as the library, the Children's Centre and the Bookstart Bear Club. The comparative analysis indicated that the increase was sharpest for child membership of the library and the Bookstart Bear Club. In addition, parents/carers were significantly more likely to report regularly attending rhyme/story time with their child at either a Children's Centre or library.

Increased use of the library and other services were noted by some practitioners in their free response comments:

- *The family were not keen to take part at the beginning, by the end she was enthusiastic with reading and rhymes and is talking about joining the local library (practitioner)*
- *Mum has accessed support and advice around separation and divorce at Children's Centre. Have now joined the library and ordered books online for loan to encourage conversations about this with her daughter and use books to help her with this transition (practitioner)*

## **Conclusion**

Overall, the analysis demonstrates that Bookstart Corner is highly valued by practitioners and parents and the programme seems to have a positive influence on participating families across a range of areas. The analysis indicates that the programme encourages positive relationships with books, stories and rhymes across the following areas: parental encouragement/interaction with their child; parent confidence and enjoyment; child engagement and enjoyment; and child interest. Furthermore, Bookstart Corner seems to encourage book ownership, promote increased frequency of reading and encourage use of services such as the library and the Children's Centre.

However, as we note in the report, whilst the analyses take account of random variation through the use of tests of statistical significance and confidence intervals, a statistically significant finding does not necessarily indicate that the Bookstart Corner programme has had a *causal* impact on parents and children. Statistically significant change over time *may* have occurred regardless of the intervention, although this is unlikely given that change is seen over such a wide range of factors. To be able to confidently attribute this change to the Bookstart Corner programme, a control group would be required to take account of any natural temporal change. The analyses should be seen as an indication of impact rather than proof - and as emerging rather than causal evidence.

The positive evidence of impact supports the view that this programme has significant value for those involved, and therefore it is worth considering conducting a controlled trial based on the tool developed for this study to test this view further. However given the issues with response rates and the hard to reach nature of the group conducting a controlled trial could be somewhat difficult in practice, hence the methodology would need careful consideration.

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## 1.1 Introduction

Booktrust has identified the need to ensure that their programmes and resources fit the needs of children, families, practitioners and stakeholders. This report on the evaluation of the impact of Bookstart Corner adds to this evidence base.

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The programme involves families taking part in a series of four Bookstart Corner sessions utilising carefully selected resources and focused on stories, books and rhymes. The sessions generally involve a member of staff at the Children's Centre visiting the family at home, but on occasion take place in the Children's Centre. The resources used in the Bookstart Corner sessions are as follows:

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The research questions for this study were initially set out as follows:

What is the impact of engaging in Bookstart Corner on parents/carers? In particular:

- The number of families regularly sharing books, stories and rhymes with their child
- The confidence of parents/carers in sharing books, stories and rhymes with their child
- The number of parents/carers engaged with local services as a result of Bookstart Corner including: Children's Centres, seeking help for literacy needs or attending Health Visitor appointments
- Parents'/carers' propensity to attend rhyme or storytime, participate in Bookstart Bear Club or join the public library following on from engagement in Bookstart Corner
- Practitioner perspectives on impact of the programme on families

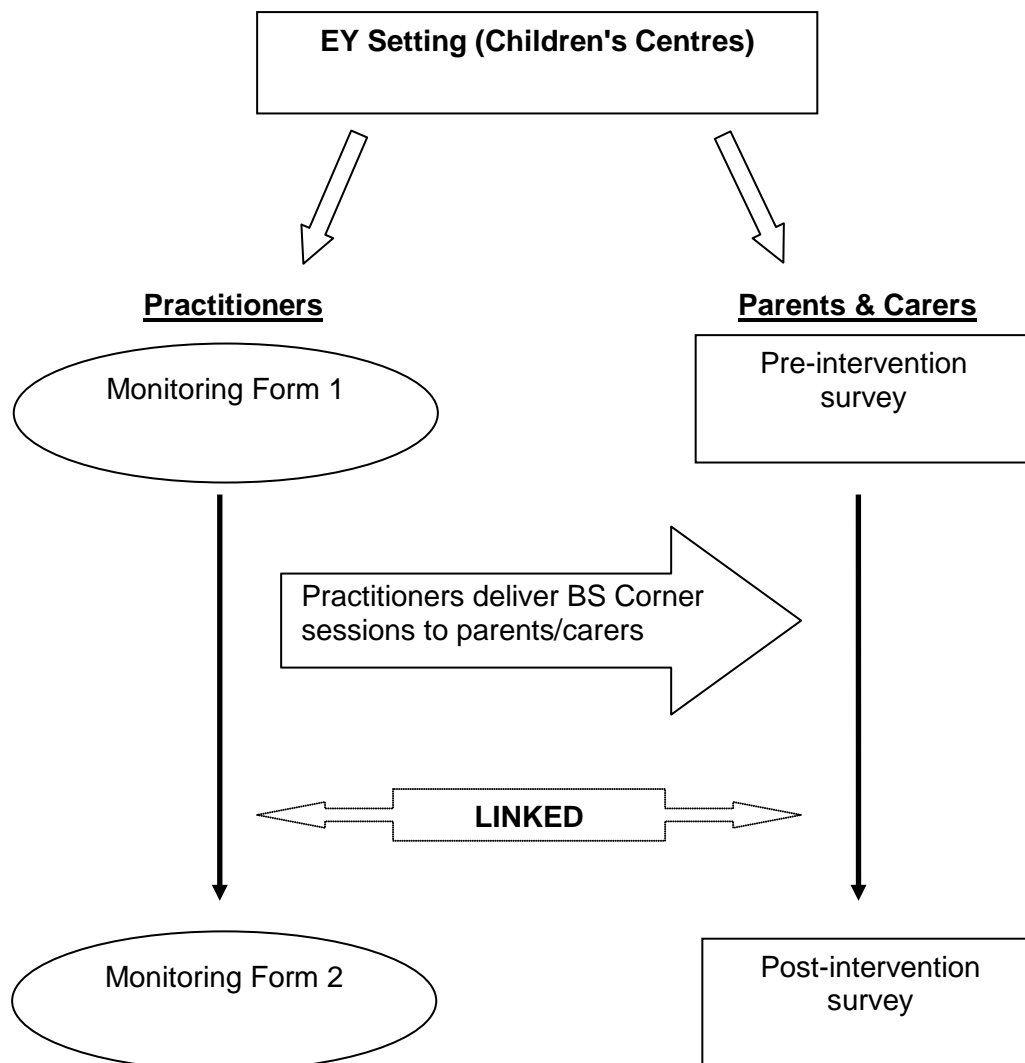
The findings from this report will be used to provide recommendations for how the resources could be improved to maximise engagement, and make conclusions about the success or otherwise of the resources for practitioners, children and their parents/carers.

## 1.2 Methodology

The methodological approach was to conduct a randomised before (pre-intervention) and after (post-intervention) self-completion survey with families receiving the Bookstart Corner programme. Administration of the survey was supported by Bookstart Children's Centre

practitioners to parents before their first Bookstart Corner session and then again after their last Bookstart Corner session. Alongside this, practitioners delivering the programme were asked to complete a two stage set of monitoring forms for each individual family pre and post-intervention. These monitoring forms gathered more specific detail about the practitioner and their perspective on the families involved in Bookstart Corner. The first form collected practitioner perceptions on families following the first home visit whilst the second form collected perceptions at the end of the Bookstart Corner programme.

The below diagram illustrates the data collection as described above.



### 1.3 Sampling

Booktrust provided a list of suitable Local Authorities (LAs) containing sufficient numbers of Children's Centres involved in Bookstart Corner. A random multistage sampling scheme was used, which incorporated controls for geography and deprivation, to select 28 LAs across England. It was considered that covering a wide geographical area across the 28 LAs brought further precision statistically. Within these LAs two or three Children's Centres were randomly selected, giving a total of 60 Children's Centres overall. The LAs were set out under the four broad geographical areas North, Midlands, South and London.

An initial email was sent out from Booktrust to Children's Centres within each LA over the summer period 2012, a number of Children's Centres responded to the initial email offering to take part in the study. Follow up emails were sent in Autumn 2012 and further telephone calls were made to gain the number of Children's Centres required for the study.

## 1.4 Design and administration

The first (pre-intervention) of the parent/carer surveys needed to take place prior to any of the Bookstart Corner experience. Therefore the pre-intervention questionnaires were sent out prior to the initial Bookstart Corner home visit by the Children's Centres. Parents/carers completed them and placed them into a sealed envelope and then either posted this directly back to the research team at SHU or gave it to the practitioner at the initial Bookstart Corner home visit. Since Bookstart Corner is a programme that is targeted at families not accessing services, who are often hard to reach and difficult to survey directly there were concerns that an entirely 'hands off' approach would have brought notable problems of non-response. To try to alleviate this risk we asked practitioners to assist in questionnaire delivery if the questionnaire had not been completed at the point of the first visit, using guidance provided by SHU. The respondent was also free to refuse at this stage. Alongside this, the practitioners were given a short monitoring form to complete for each family after they had completed the first visit which contained a set of closed questionnaires around their perspectives on the family, and an open question for any further comments.

The final parent questionnaire (post-intervention) was distributed to parents by practitioners at the end of the last visit. A similar approach was adopted as for the pre-intervention survey, with assistance with completion provided if necessary. The practitioners were again asked to complete a short monitoring form for each family after they had completed the final visit, which again contained a set of closed questions and an open question for any additional comments.

All research tools were designed to be straightforward to use - see appendix 4 for research tools. The parent questionnaire for pre-intervention contained likert scale items which asked about reading habits, and parental confidence about reading. It also asked how often and when parents read with their children, how many books there were in the household and how many books their child owned. It included further questions around engagement with the library, Bookstart, Children's Centre services, and a further set of likert scale items around parent's perceptions of their child's engagement with reading. It also contained a set of demographic questions such as income and parental education. The follow up parent questionnaire (post-intervention) contained the same items so that responses could be compared before and after receiving the Bookstart Corner programme. It also contained an additional section on parents' perceptions of the Bookstart Corner programme after they had received it, with a chance for parents to give further open comments.

The first practitioner form asked questions around why the family had been selected to receive Bookstart Corner, whether they seemed keen on taking part and how engaged they were with their child's learning. The follow up practitioner form asked about the format that parents had received the Bookstart Programme in (e.g. home visits, group sessions at a community centre), and which family members had been involved in the sessions. It also asked how engaged they felt the parent was with their child's learning having now finished the Bookstart Corner sessions. Practitioners were able to give any further comments on both forms.

The research team kept in close contact with the Children's Centres via email and telephone to monitor progress with the study and encourage responses. A few issues were communicated from the Children's Centres to the research team during the course of the study which give an insight in to the reasons why responses were not as high as hoped. A summary of these issues is set out in appendix 3. Despite these issues the achieved sample

provided sufficient numbers for analysis. In total 151 pre-intervention responses were received and 65 matching post-intervention responses were received. The response rate is an estimate since Children's Centres were able to recruit varying numbers of families, and some families dropped out prior to the study. Assuming an average of five families per Children's Centre gives a response rate of 50% at pre-intervention and 22% at post-intervention. The demographics of respondents are shown in table A1 (appendix 1) for all pre-intervention respondents and for the matched pre-intervention and post-intervention respondents.

## 2.1 Analysis

Firstly a comparative analysis of the pre and post-intervention parental questionnaire data is presented which is set out below and in chapter 3. Following this, a descriptive analysis of the parents' views on the Bookstart Corner sessions is presented followed by a thematic presentation of the open comments from parents. Subsequently descriptive findings from pre-intervention and post-intervention of the practitioner surveys are presented, with a thematic analysis of both sets of open comments. It should be noted here that the analysis of the practitioner forms is based on all practitioner responses received, including the small number of practitioner forms for which there is no matching parent questionnaire.

Parental perceptions about books, rhymes and stories were measured using a collection of 22 Likert style items (see appendix 4). Prior to analysing the findings, principal components factor analysis along with reliability analysis were used to create composite scale variables from this bank of 22 items. This was an iterative process that began with the identification of items with similar response patterns using principal component factor analysis. Following this, the reliability of each composite scale variable was assessed using Cronbach Alpha statistics.

Cronbach Alpha is a multivariate correlation coefficient that measures the degree of internal consistency amongst a group of variables. The measure takes a value between 0 (no correlation amongst the group of variables) to '1' (all measures are exactly the same). Higher values indicate higher levels of consistency and a threshold Alpha value of 0.7 is cited as indicating sufficient internal consistency to feel confident that the items can be reasonably combined to measure an underlying, latent, variable.

Two composite scale measures were derived from the bank of 22 items. These composite variables are summarised in table 2.1 below and include the questionnaire items and detail on coding direction for calculating the resulting scale variable. For example, in the 'Parental Confidence & Enjoyment' composite (Cronbach Alpha =0.85), the first item (A1a - I am not sure which books are best for my child) is given a negative coding (as indicated by '-' in the table) so that responses agreeing are given a low score whilst responses disagreeing would be given a high score. The third item (A1d - I feel confident reading stories out loud with my child) is given a positive coding (+) so that responses agreeing are given a high score whilst responses disagreeing are given a low score.

The tables below illustrate that the Cronbach Alpha statistics were strong for both the parental interaction (Alpha=0.88) and parental confidence (Alpha = 0.85) composites. They were also strong for parental perceptions of their child's engagement and enjoyment (Alpha=0.88) and parental perceptions of their child's interest (0.80). This indicates that the composites have a high degree of internal consistency, and that the items included in each composite are closely related to each other.

**Table 2.1 Composite variables**

<b>Parental interaction with child (Cronbach Alpha =0.88)</b>
A1b - I encourage my child to make marks on paper with a pen, pencil or crayon (+)
A1f - Sometimes I use puppets or teddy bears to act out stories with my child (+)
A1h - When we read books together, I encourage my child to choose the book (+)
A1i - I often sing or say rhymes with my child that use numbers (+)
A1l - I play counting games with my child (for example, counting stairs on the way to bed) (+)
A1m - I often talk to my child about everyday things that we do (shopping, bath and bed time) (+)
A1s - I talk about signs and numbers in the street with my child (+)
A1t - I ask my child questions about the story or rhyme when we read books together (+)
A1v - When I read books with my child, we talk about the pictures (+)
<b>Parental Confidence &amp; Enjoyment (Cronbach Alpha =0.85)</b>
A1a - I am not sure which books are best for my child (-)
A1c - I find reading stories with my child boring (-)
A1d - I feel confident reading stories out loud with my child (+)
A1e - I look forward to spending time reading books with my child (+)
A1g - I often feel too tired to read with my child (-)
A1j - Being able to read confidently is important in life (+)
A1k - My child and I don't talk about stories, rhymes or books very often (-)
A1o - I am not a confident reader (-)
A1p - I would feel nervous telling my child a story without using a book (-)
A1r - Sometimes, I do not enjoy sharing rhymes with my child (-)
A1u - Spending time reading with my child now will be helpful to him/her when they begin school (+)

Note that the responses to two of the parental perception items were identified as completely distinct from other items. The first (A1n) focuses on attendance of rhyme/story time events at a Children's Centre whilst the second (A1q) focuses on whether a parent would seek help to improve their reading and writing if they needed to. These are listed in table 2.4 below and were used separately as outcomes.

Parental perceptions of their child's enjoyment and engagement with books, rhymes and stories were measured using a collection of 13 Likert style items (see appendix 4). A similar principal components factor analysis along with reliability analysis was used to create composite scale variables from this bank of 13 items. Table 3.2 provides a summary of responses to all 13 items measuring parental perception of their child's enjoyment and engagement. This is done at the pre-intervention and post-intervention stages. Two composite scale measures were derived from the bank of 13 items - which are summarised below (table 2.2).

**Table 2.2 Composite variables**

<b>Parental Perceptions of their child's Engagement &amp; Enjoyment (Cronbach Alpha =0.88)</b>	
B1d - My child uses a pen, pencil or crayon to make marks on paper	
B1f - My child has a favourite book	
B1g - My child is too young for books	
B1h - My child chooses books to share with me	
B1i - Reading books together is important to my child	
B1j - My child likes to look at/follow the words in a story or rhyme	
B1l - My child enjoys songs and rhymes	
B1m - My child is happy to get books as a present	
<b>Parental Perceptions of their child's interest (Cronbach Alpha =0.80)</b>	
B1a - My child likes to talk about stories and rhymes	
B1c - Books do not interest my child	
B1e - My child doesn't often ask for stories to be read to them	
B1k - Sometimes, I dont think my child enjoys reading books together	

The responses to one of the parental / child perception items were identified as distinct from other items. This item (B1b) focused specifically on the library.

Items B1b and A1n have been incorporated into the 'engagement with library' and 'use of Children's Centre and services' outcome areas as shown below (table 2.3).

**Table 2.3 Summary of remaining 5 outcome areas**

Child book ownership	Number of children's books in household Number of books bought for child in last month. (Items A8 and A14b from pre-intervention and items A5 and A10b from post-intervention questionnaires)
Reading practices	Frequency of reading with child for mothers and/or fathers (Items A3 from pre-intervention and items A2 from post-intervention questionnaires)
Engagement with library	Membership and visits to the library (Items A10a & A10b from pre-intervention and items A6a and A6b from post-intervention questionnaires) PLUS Item B1b from the bank of parental / child perception items (My child finds visiting the library boring)
Membership of the Bookstart Bear Club	Items A11 (pre-intervention) and A7 (post-intervention)
Use of Children's Centre and services	Visits to the Children's Centre (items A13 at pre-intervention, A9 at post-intervention) PLUS item A1n from the bank of parental perception items (I regularly take my child to rhyme/story time events at my Children's Centre/Library)

An additional outcome area was created from the A1q parental perception item which identified whether a parent would seek help around literacy.

Parental help with literacy	Item A1q from the bank of parental perception items (I would go on a course to improve my reading and writing if I needed to)
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Finally, from the practitioner survey one item was selected that captured the practitioner perceptions towards the parents that they worked in relation to their awareness around

supporting their child's learning (items Q4 at pre-intervention and Q3 at post-intervention on the practitioner questionnaire). In total the analyses examined 18 outcome variables which are listed in table 2.4.

**Table 2.4 - Summary of 18 outcome variables within 9 outcome areas**

<b>Outcome Area</b>	<b>Outcome variable</b>
<b>Parental attitudes / perceptions on sharing books, rhymes and songs with their child</b>	<ul style="list-style-type: none"> <li>• Interaction with child (Alpha = 0.88)</li> <li>• Confidence &amp; Enjoyment (0.85)</li> </ul>
<b>Parental perceptions on how their child engages and enjoys books, rhymes and songs</b>	<ul style="list-style-type: none"> <li>• Child engagement / enjoyment (0.88)</li> <li>• Child interest (0.80)</li> </ul>
<b>Child Book Ownership</b>	<ul style="list-style-type: none"> <li>• Number in the household</li> <li>• Number bought in last month</li> </ul>
<b>Frequency of reading</b>	<ul style="list-style-type: none"> <li>• Any family member</li> <li>• Mothers</li> <li>• Fathers</li> </ul>
<b>The Library</b>	<ul style="list-style-type: none"> <li>• Membership</li> <li>• Visits</li> <li>• whether parent perceived that their child found the library 'boring'</li> </ul>
<b>Bookstart Bear Club</b>	<ul style="list-style-type: none"> <li>• Whether child is a member</li> </ul>
<b>Use of Children's Centres</b>	<ul style="list-style-type: none"> <li>• Visits in last month</li> <li>• Whether a parent reported to 'regularly take child to rhyme /story time events a Children's Centre.</li> </ul>
<b>Parental help with literacy</b>	<ul style="list-style-type: none"> <li>• Whether a parent reported that they would go on a course to improve their reading and writing.</li> </ul>
<b>Practitioner Perceptions</b>	<ul style="list-style-type: none"> <li>• Awareness and 'competence' of parent in supporting the learning of their child.</li> <li>• Perception on the quantity of written materials in household</li> </ul>

The analyses focused on identifying whether a statistically significant change occurred between the pre and the post-intervention period. In doing this the analyses assessed whether the observed change over time is greater than what might reasonably be attributed to chance<sup>1</sup>.

The distributions of outcome variables at the pre and post-intervention stages were compared first descriptively. Paired t-tests were then used to assess the statistical

<sup>1</sup> Random sample variation.



significance of any observed change over time. Cohen D<sup>2</sup> effect size values were calculated to measure size of change over time in standardised units.

The paired t-tests were supplemented with a non-parametric alternative<sup>3</sup> to provide a statistical 'back up' in the case where the data does not conform to the assumptions of the (parametric) paired t-test. Detail on the findings will be provided through the use of percentages and averages and their change over time.

It should be noted here that whilst the analyses take account of random variation through the use of tests of statistical significance and confidence intervals, a statistically significant finding does not necessarily indicate that the Bookstart Corner programme has had a *causal* impact on parent and child engagement with books, stories, rhymes and songs. Statistically significant change over time *may* have occurred regardless of the intervention. To be able to confidently attribute this change to the Bookstart Corner programme, a control group would be required to take account of any natural temporal change. The analyses should be seen as an indication of impact rather than proof - and as emerging rather than causal evidence.

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<sup>2</sup> Cohen D = Mean Difference / Standard Deviation of Mean Difference

<sup>3</sup> Paired Wilcoxon Sign Rank Test



### 3 Findings

The findings are presented under the nine outcome areas. In the main text, the findings are supported by summary tables and graphics. Further statistical detail can be found in the appendices.

Table 3.1 overleaf shows the results across each of the items that make up the composite scales from the parental questionnaire, reporting both the pre and post-intervention responses. The rest of the findings section interrogates these results in more detail.

**Table 3.1 Findings across all items**

Parental items	Pre-intervention			Post-intervention		
	A lot / Quite like me	Not sure	Not much / at all like me	A lot / Quite like me	Not sure	Not much / at all like me
<b>A1 Factor 1 - Parental encouragement / interaction (Alpha=0.88)</b>						
I encourage my child to make marks on paper with a pen, pencil or crayon	89%	0%	11%	94%	2%	5%
Sometimes I use puppets or teddy bears to act out stories with my child	33%	5%	62%	65%	8%	28%
When we read books together, I encourage my child to choose the book	84%	8%	8%	89%	2%	9%
I often sing or say rhymes with my child that use numbers	62%	14%	24%	92%	5%	3%
I play counting games with my child (for example, counting stairs on the way to bed)	89%	3%	8%	94%	0%	6%
I often talk to my child about everyday things that we do (shopping, bath and bed time)	92%	2%	6%	98%	0%	2%
I talk about signs and numbers in the street with my child	70%	5%	25%	82%	6%	12%
I ask my child questions about the story or rhyme when we read books together	68%	8%	24%	89%	5%	6%
When I read books with my child, we talk about the pictures	87%	2%	11%	98%	0%	2%
<b>A1 Factor 2 - Parent Confidence &amp; Enjoyment (Alpha=0.85)</b>						
I am not sure which books are best for my child	35%	19%	45%	25%	5%	70%
I find reading stories with my child boring	17%	16%	67%	8%	9%	83%
I feel confident reading stories out loud with my child	84%	8%	8%	89%	8%	3%
I look forward to spending time reading books with my child	78%	14%	8%	94%	6%	0%
I often feel too tired to read with my child	17%	8%	75%	14%	11%	75%
Being able to read confidently is important in life	89%	8%	3%	95%	5%	0%
My child and I don't talk about stories, rhymes or books very often	21%	8%	71%	25%	5%	71%
I am not a confident reader	32%	14%	54%	39%	10%	52%
I would feel nervous telling my child a story without using a book	33%	13%	54%	28%	6%	66%
Sometimes, I do not enjoy sharing rhymes with my child	16%	13%	71%	11%	8%	81%
Spending time reading with my child now will be helpful to him/her when they begin school	92%	6%	2%	100%	0%	0%
I regularly take my child to rhyme/story time events at my Children's Centre/Library	27%	10%	63%	51%	12%	37%
I would go on a course to improve my reading and writing if I needed to	58%	13%	29%	55%	16%	30%
<b>Parental perceptions on child</b>						
<b>B1 Factor 1 - Child engagement &amp; enjoyment (Alpha=0.88)</b>						
My child uses a pen, pencil or crayon to make marks on paper	92%	2%	6%	94%	0%	6%
My child has a favourite book	66%	18%	16%	84%	13%	3%
My child is too young for books	18%	0%	82%	8%	2%	91%
My child chooses books to share with me	77%	10%	13%	83%	6%	11%
Reading books together is important to my child	85%	15%	0%	97%	0%	3%
My child likes to look at/follow the words in a story or rhyme	64%	15%	21%	79%	14%	6%
My child enjoys songs and rhymes	89%	11%	0%	97%	2%	2%
My child is happy to get books as a present	84%	15%	2%	89%	11%	0%
<b>B1 Factor 2 - Child Interest (Alpha=0.70)</b>						
My child likes to talk about stories and rhymes	72%	10%	18%	84%	9%	6%
Books do not interest my child	18%	8%	74%	8%	3%	89%
My child doesn't often ask for stories to be read to them	31%	11%	57%	16%	6%	78%
Sometimes, I don't think my child enjoys reading books together	15%	24%	61%	17%	11%	72%
My child finds visiting the library boring	13%	50%	37%	10%	44%	47%

### 3.1 Perceptions of parents

A statistically significant increase over time was found across all four composite perception variables.

Table 3.2 below summarises the four variable distributions at pre and post-intervention and change over time. Tables A2 and 3.1 provide more detail on the pre and post-intervention responses and statistical tests used.

In addition to the statistical tests, the Cohen's D 'effect size' statistic was calculated. Cohen's D is defined as the difference between two means divided by the pooled standard deviation. In other words, Cohen's D *standardises* the mean difference to take a consistent scale (the units are 'standard deviations'). This enables the size of 'effect' (D) to be directly compared across multiple analyses. A value of 'D=+1.0' indicates that the mean difference (post-intervention score - pre-intervention score) was '1 standard deviation'. This is a larger effect size than 'D=+0.5' - indicating that 'impact' is stronger in relation to the first measure (D=+1.0) compared with the second (0.5). Cohen's D can be positive (in this instance, indicating where the mean has increased over time) or negative (where the mean has decreased). In the analyses we found ALL Cohen's D to be positive.

The table below shows that the largest change is with the parental encouragement / interaction variable (Cohen's D=0.76). Looking back to the individual items that were used to construct this measure (table 3.1), it can be seen that change over time was sharpest with respect to using puppets, the use of number songs and rhymes and asking their child questions about stories and rhymes .

The next largest change is seen with the parental confidence and enjoyment variable (D=0.49). It can be seen that change over time on this measure was sharpest with respect to confidence about selecting the best books for their child and in looking forward to spending time reading with their child and reduced boredom whilst reading with their child.

A similar sized positive significant change over time was found in the variables measuring parent perceptions on their child's interest (D=0.43) and their engagement and enjoyment (D=0.39) of books and reading. For 'child's interest', the change was sharpest with respect to talk about stories and rhymes, asking for stories to be read to them and general interest in books. In terms of child engagement and enjoyment, the change was sharpest with respect to having a favourite book and following the words of a story or rhyme.

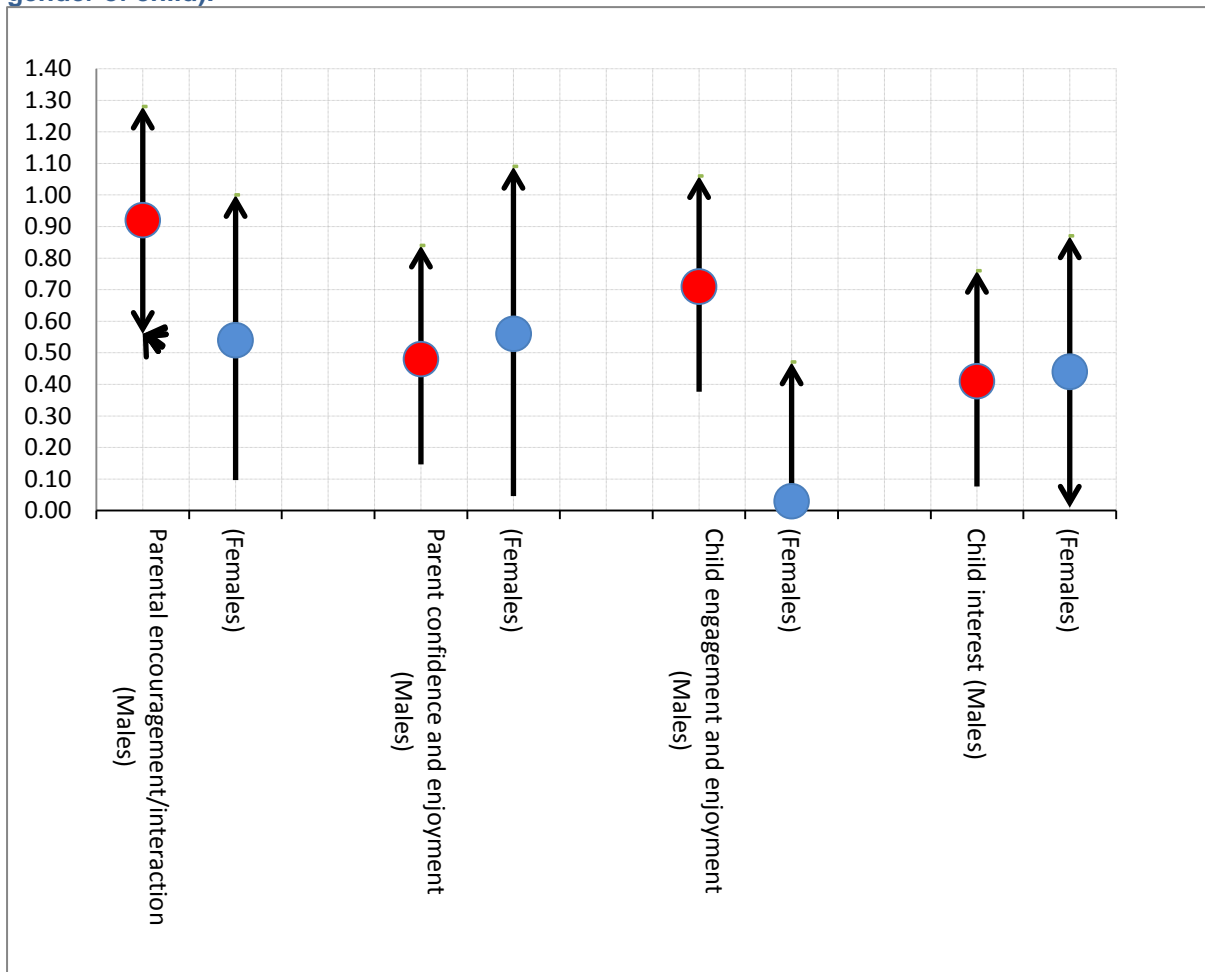
**Table 3.2: Parental Perceptions**

	Pre-intervention	Post-intervention	Difference	Test Results & Cohen's D	
<b>BS Corner Perception Outcomes (Combined A1 / B1 items)</b>					
<b>A1 Factor 1 - Parental encouragement / interaction</b>					
Mean	31.6	34.8	3.2	t-test	p < 0.01
sd	6.75	5.09	4.23	Wilcoxon	p < 0.01
Median	33.0	35.5	3.0		
Min	11	13	-6	<b>Cohen's D</b>	<b>0.76</b>
Max	40	40	12		
<b>A1 Factor 2 - Parent Confidence &amp; Enjoyment</b>					
Mean	43.1	46.3	3.2	t-test	p < 0.01
sd	8.17	6.91	6.58	Wilcoxon	p < 0.01
Median	45.5	48.0	3.5		
Min	25	27	-19	<b>Cohen's D</b>	<b>0.49</b>
Max	55	55	17		
<b>B1 Factor 1 - Child engagement &amp; enjoyment</b>					
Mean	34.3	36.4	2.1	t-test	p < 0.01
sd	5.51	4.03	5.41	Wilcoxon	p < 0.01
Median	35.0	37.0	1.0		
Min	19	20	-20	<b>Cohen's D</b>	<b>0.39</b>
Max	40	40	15		
<b>B1 Factor 2 - Child Interest</b>					
Mean	15.2	16.8	1.6	t-test	p < 0.01
sd	3.65	3.17	3.71	Wilcoxon	p < 0.01
Median	15.0	17.0	1.0		
Min	5	8	-10	<b>Cohen's D</b>	<b>0.43</b>
Max	20	20	15		

The analyses were repeated whilst controlling for child's gender<sup>4</sup> which showed the findings to be largely consistent for when the child was male or female. Figure 3.1 shows the Cohen's D values (a measure of association) for each composite outcome for both male and female children. As can be seen for parent confidence and enjoyment, and for child interest, the Cohen's D values are similar, indicating little difference between males and females. For parental encourage/interaction, a stronger effect (D=0.92) was found for males than females (D=0.54), although this difference was not found to be statistically significant. In terms of the child engagement factor, a significant change over time was found when the child was male (D=0.71) but not when the child was female (D=0.03) (figure 3.1).

<sup>4</sup> gender of the child receiving the bookstart corner programme - the sample included parents of boys (n=40, 63%) and girls (n= 24, 38%).

Figure 3.1: Cohen's D values (and 95% confidence intervals) indicating the effect size of change (increase) over time for the 4 parental perception composite variables (controlling for gender of child).



### 3.2: Child Book Ownership

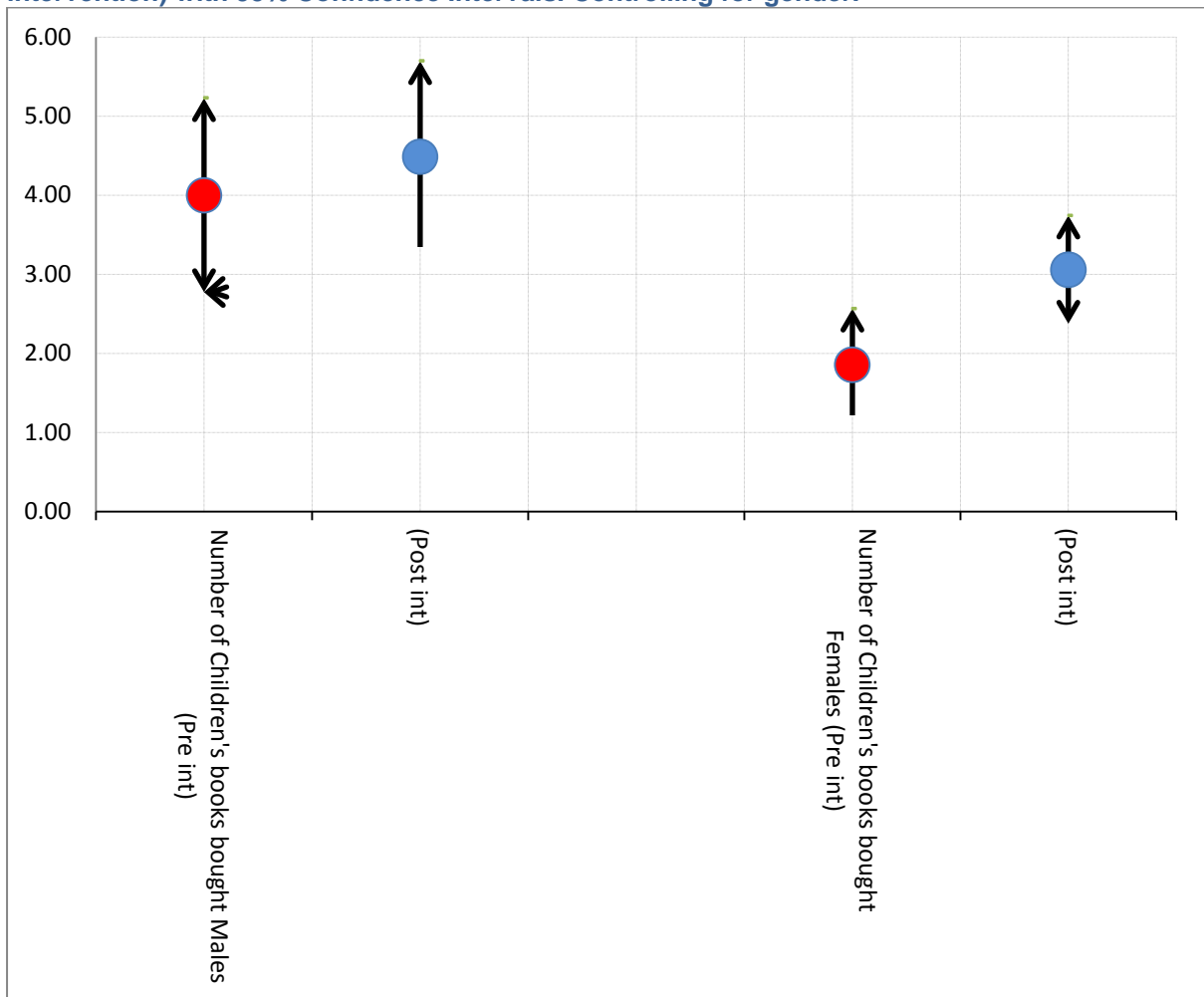
Significant positive change was also found with respect to child book ownership in terms of the number of children's books present in the house and number of children's books purchased in the month prior to being surveyed ( $D=0.34$  for both). These analyses are summarised in table 3.3.

**Table 3.3: Child book ownership**

	Pre-intervention	Post-intervention	Difference	Test Results & Cohen's D	
<b>Children's books in the home</b>					
<b>Number in Home</b>					
Mean	36.1	44.5	8.4	t-test	$p < 0.01$
sd	38.63	44.99	24.44	Wilcoxon	$p < 0.01$
Median	30.0	30.0	0.0		
Min	2	4	-42	<b>Cohen's D</b>	<b>0.34</b>
Max	200	200	150		
<b>Number bought in last month</b>					
Mean	3.3	4.3	1.0	t-test	$p < 0.05$
sd	3.12	3.13	2.99	Wilcoxon	$p < 0.01$
Median	2.5	3.0	1.0		
Min	0	0	-8	<b>Cohen's D</b>	<b>0.34</b>
Max	12	15	10		

In terms of the number of children's books in the home, a similar positive increase was found when the child was male or female ( $D=0.34$  and  $0.38$  respectively). However, in terms of the number of children's books bought in the last month, a sharper increase was found when the child was female ( $D=0.86$ ) compared to when the child was male ( $D=0.27$ ). A closer look at this finding is presented in figure 3.2. The average number of books bought when the child was male increased from 4.0 to 4.5 whilst when the child was female this increase was between 1.9 to 3.1. Therefore, the increase in books bought was greater for females (1.2 additional books) compared with males (0.5 additional books).

Figure 3.2: Mean number of books bought for child in previous month (pre-intervention & post-intervention) with 95% Confidence Intervals. Controlling for gender.



### 3.3 Frequency of reading

A statistically significant increase in the frequency of reading between pre and post-intervention was found amongst both mothers/female carers and fathers/male carers. This observed change was sharper for fathers ( $D=0.60$ ) compared with mothers ( $D=0.39$ ) reading.

A large difference can be seen between how often the mothers/female carers read with their child and how often the fathers/male carers read with their child. At pre-intervention, the proportion of respondents reporting that a mother read with their child everyday was 54%. Amongst fathers, the comparable proportion was just 5%. This means that there was more room for improvement amongst fathers (where this proportion was seen to increase to 22% at post-intervention) compared with mothers (where the proportion increased to 67%) (table 3.4).

**Table 3.4 Summary of frequency of reading analyses.**

<b>Frequency of Reading - Mother</b>	<b>Pre-intervention</b>	<b>Post-intervention</b>
Less than once a week or never	11%	5%
Once or twice a week	11%	5%
A few times a week	24%	24%
Everyday	54%	67%
<b>Frequency of Reading - Father</b>	<b>Pre-intervention</b>	<b>Post-intervention</b>
Less than once a week or never	52%	35%
Once or twice a week	20%	11%
A few times a week	23%	32%
Everyday	5%	22%
<b>...Any Family Member</b>	<b>Pre-intervention</b>	<b>Post-intervention</b>
Less than once a week or never	9%	2%
Once or twice a week	12%	3%
A few times a week	26%	23%
Everyday	52%	69%

So, whilst the increase was relatively sharper for fathers, it is mothers who remain more likely to read regularly with their child.

These analyses were repeated whilst controlling for child's gender. The findings were found to largely be consistent for boys and girls. Overall, the increase in mothers frequency of reading was sharper if their child was male ( $D=0.53$ ) compared with when the child was female ( $D=0.31$ ). However, a significant increase is evident for both; at pre-intervention, amongst respondent with boys, 87% reported mothers read every day or a few times a week which increased to 94% at post-intervention. The comparable proportion amongst respondents with girls was 61% at pre-intervention, rising to 83% at post-intervention.

Table 3.5 shows the frequency of reading according to the gender of the parent and of the child. Prior to Bookstart Corner fathers were more likely to read to their daughters than to their sons (8% compared with 3%). However following the sessions fathers/male carers were more likely to read to their sons than to their daughters (26% compared with 17%). For daughters, the increase in reading frequency was sharper for fathers/male carers ( $D=0.51$ ) compared with mothers ( $D=0.31$ ). For sons, the increase was also found to be sharper for fathers ( $D=0.66$ ) compared with mothers ( $D=0.53$ ).



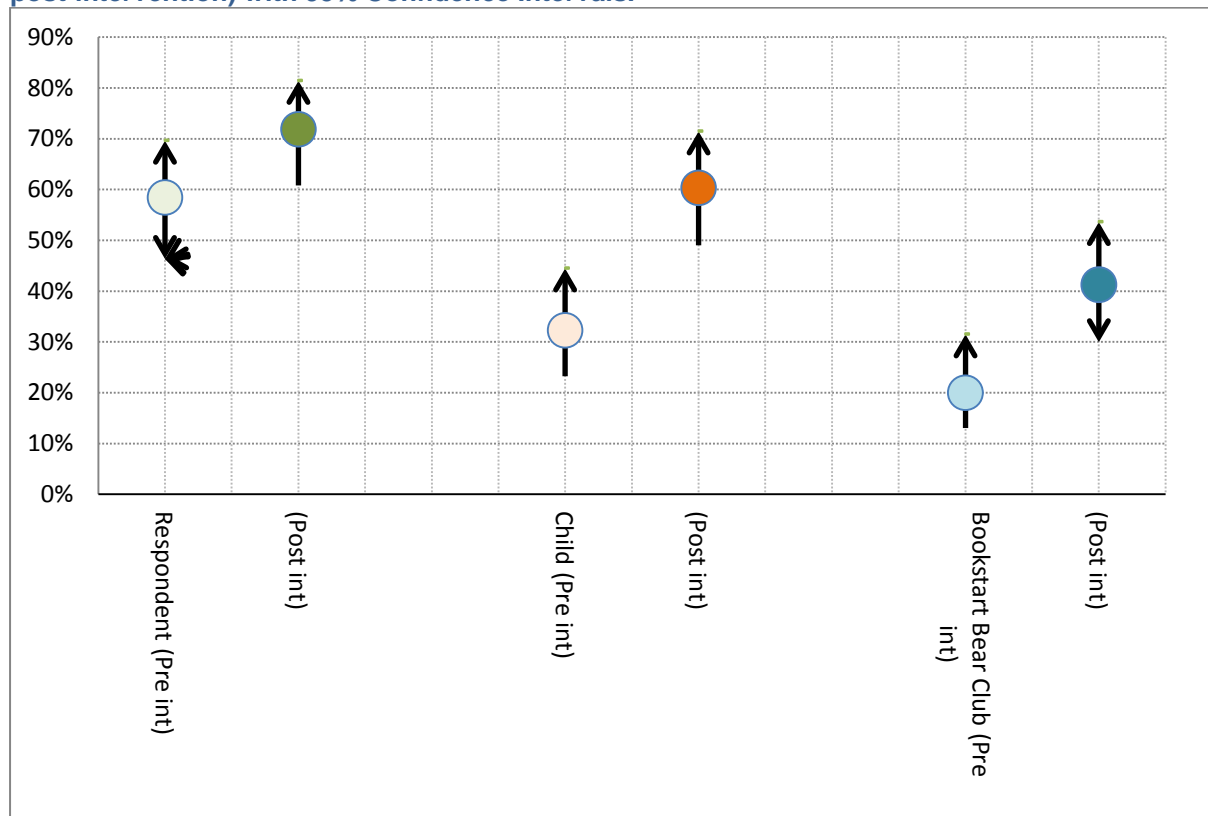
**Table 3.5 frequency of reading by gender of parent/child**

	Mother/female carer (% reading every day)		Father/male carer (% reading every day)	
	pre-intervention	post-intervention	pre-intervention	post-intervention
<b>Daughters</b>	48%	54%	8%	17%
<b>Sons</b>	56%	76%	3%	26%

### 3.4 The Library, Children's Centres & Bookstart Bear Club

A statistically significant increase between pre and post-intervention was found across all variables measuring membership of the library and Bookstart Bear Club. Figure 3.3 illustrates membership of the library (respondent and child) and the Bookstart Bear Club at pre and post-intervention. This increase was sharpest for child membership of the library (increasing from 32% to 60%,  $D=0.56$ ) and the Bookstart Bear Club (rising from 20% to 41%,  $D=0.46$ ) but a statistically significant increase was also evident in library membership of respondents (rising from 58% to 72%,  $D=0.38$ ).

**Figure 3.3 Percentage membership of Library & the Bookstart Bear Club (pre-intervention & post-intervention) with 95% Confidence Intervals.**



The increase in child library membership was sharper if the child was female (rising from 21% to 67%,  $D=0.90$ ) compared with if they are male (rising from 38% to 55%,  $D=0.36$ ).

In terms of visiting the library, a statistically significant increase was found overall ( $D=0.37$ ). However, when controlling for the child's gender, a significant increase was only identified for females ( $D=0.60$ ) and not for males ( $D=0.20$ ).

In terms of visiting a Children's Centre, the change between pre and post-intervention was not found to be statistically significant. However, when controlling for the child's gender, a significant increase was identified for males ( $D= 0.40$ ) and not for females.

No statistically significant change was found with respect to whether a respondent would seek help with literacy or whether they felt that their child found the library boring, overall or when controlling for child's gender.

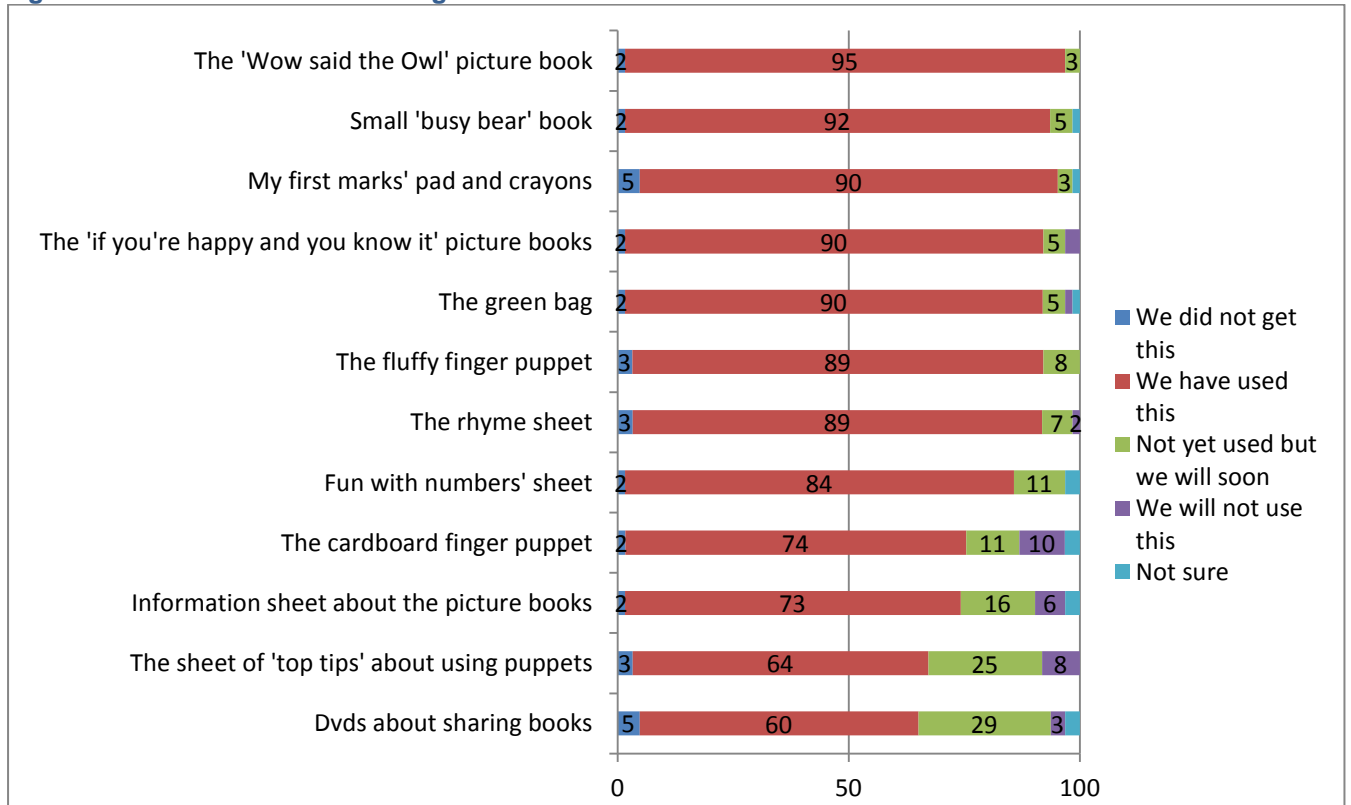
A statistically significant change was found with respect to reporting to regularly attend their child to rhyme / story time either at a Children's Centre or library ( $D=0.54$ ). At pre-intervention 27% reported that this was 'quite' or 'a lot' like them which rose to 51% at post-intervention.

## 4.1 Parents views on Bookstart Corner sessions

Section C of the post-intervention questionnaire asked parent's views on the Bookstart Corner resources that they had been given in their sessions. Findings from this are presented below.

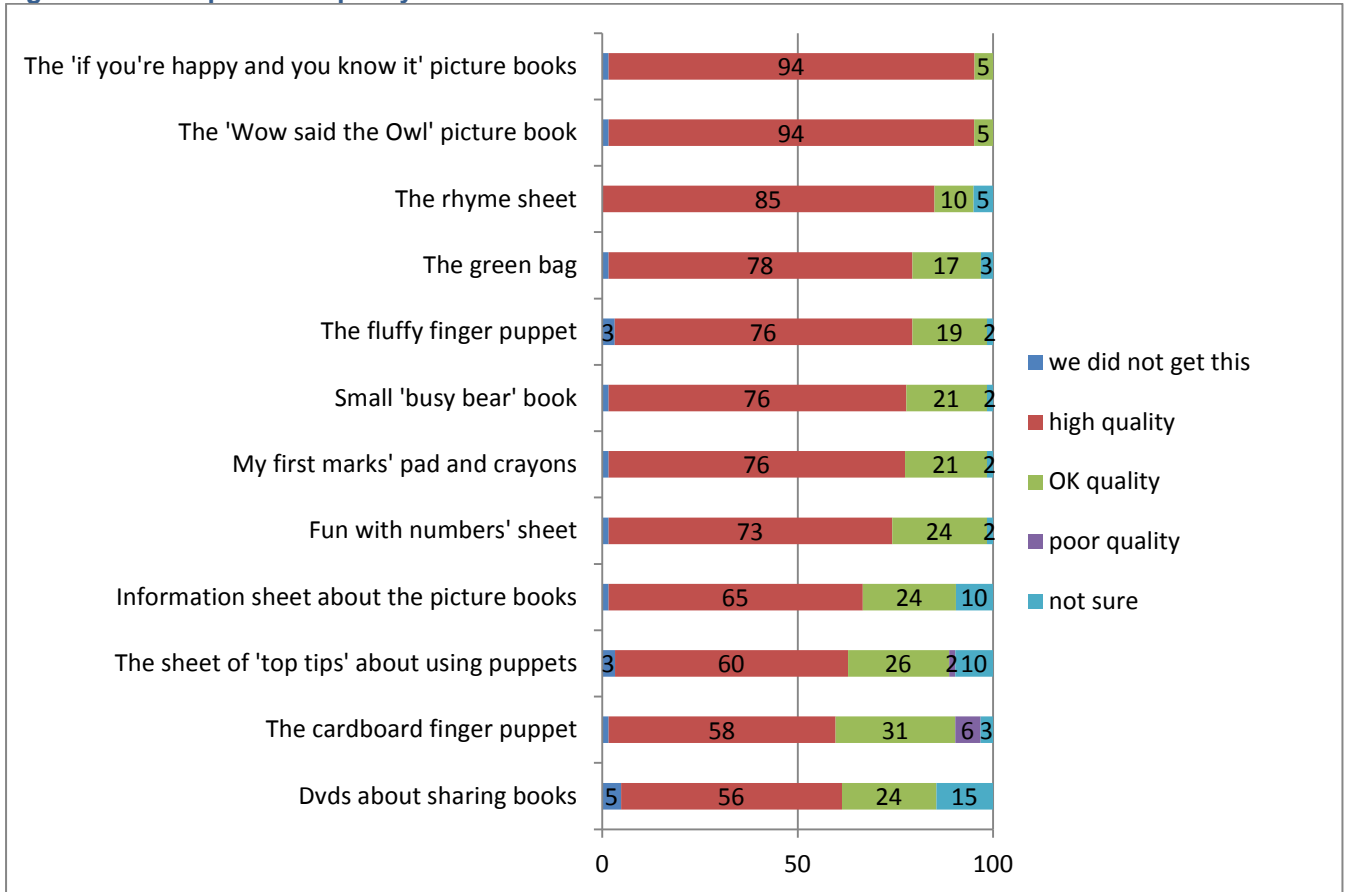
Overall the majority of parents had used the materials from the Bookstart Corner sessions, with 84% or more using at least eight of the resources. Nearly all parents had used the *Wow said the Owl* picture book and the Small 'busy bear' book. A lower proportion had used the sheet of "top tips" about using puppets and DVDs about sharing books (figure 4.1).

**Figure 4.1 Materials used following Bookstart Corner sessions %**



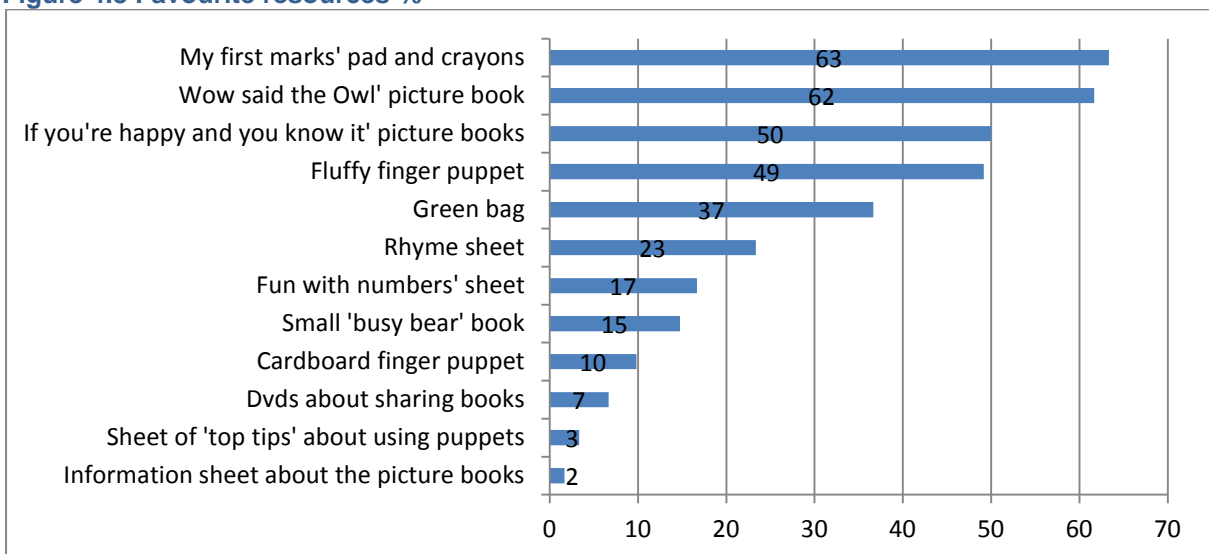
The majority of parents rated the Bookstart Corner resources as high quality, nearly all parents found the *If you're happy and you know it* picture books and the *Wow said the Owl* picture book to be high quality. A slightly lower proportion rated the cardboard finger puppet and DVDs about sharing books as high quality (58% and 56% respectively). Hardly any parents rated the items as poor quality; there were only two items where a small minority of parents rated as poor quality (the cardboard finger puppet - 6% and the sheet of top tips about using puppets - 2%) (figure 4.2).

**Figure 4.2 Perceptions of quality of items received from the Bookstart Corner Sessions %**



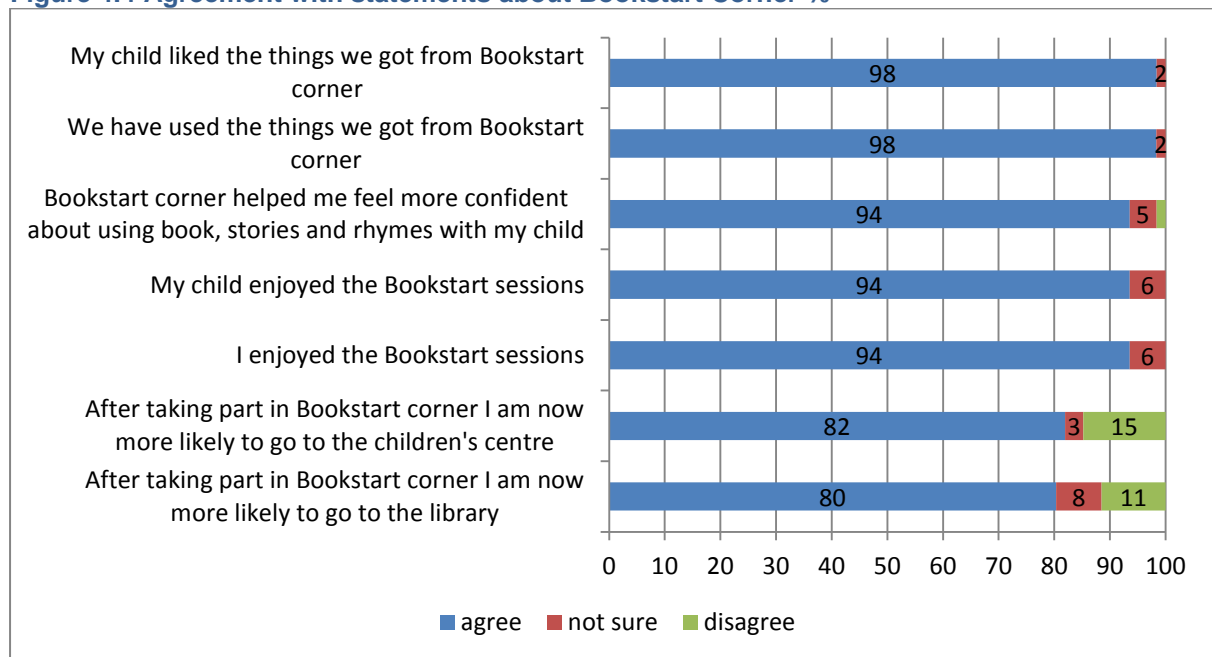
Parents were asked to indicate their three favourite items. Particular favourite resources for parents were the marking making pad and crayons and the *Wow said the Owl* picture book (these items were cited as favourites by 63% and 62% of parents respectively). Furthermore around half of parents rated the *If you're happy and you know it* picture books and fluffy finger puppet as their favourite items. Few parents rated the information sheet about the picture books and the sheet of top tips about using puppets as their favourite items (figure 4.3).

**Figure 4.3 Favourite resources %**



Parents were presented with a set of statements about Bookstart Corner and asked to indicate their agreement with the statements. Nearly all parents agreed that their child liked the things they got from Bookstart Corner and that they had used the items (98%). The vast majority agreed that Bookstart Corner helped them feel more confident about reading with their child, and that themselves and their child had enjoyed the sessions (94%). The majority were in agreement that following the sessions they were more likely to attend the Children's Centre and the Library (82% and 80% respectively agreed with these statements) (figure 4.4).

**Figure 4.4 Agreement with statements about Bookstart Corner %**



## 4.2 Parental open comments about the Bookstart Corner resources

The last section of the post-intervention Bookstart Corner questionnaire gave a chance for parents to make further comments about the Bookstart sessions/resources. A thematic analysis was undertaken for these comments and is presented below. Overall parents were very positive about the sessions and valued the support. In total 33 parents made further comments about the resources.

- **Enjoyment**

The majority of comments related to the enjoyment factor when going to sessions organised by the Children's Centre or home visits by practitioners or health visitors. Comments included:

- *The staff really went out of the way to make all the children feel special*
- *I enjoyed Bookclub sessions and have learnt a lot and enjoy reading books together*
- *Enjoyed the activities at the library sessions, making things*
- *I did not believe reading with my child would be so enjoyable. Only that the Bookstart was brought to my attention otherwise I would not have done it*

- **Support**

Parents mentioned the support they received for both their child and for themselves. One parent valued the chance to talk to other parents and share tips, whilst another mentioned being able to ask questions about certain concerns. Comments around this included:

- *Brilliant, it's helped a lot with my child's reading*
- *really helpful to be able to discuss books and reading with other parents to get and share tips*
- *Very helpful in giving confidence to read to my child. Nice to speak to professional about concern*
- *Very interesting and learnt some things that I didn't know*

- **New ways of reading**

Parents mentioned learning new ways of using props, singing, making up stories and using acting to play out the stories:

- *We have learnt some new songs we didn't know and it has encouraged us to sing a lot more*
- *I now use puppets for stories as well*
- *Loved learning of other ways to make the story more fun and interactive- puppets and drawing*

- **Going to the library**

The enjoyment from these sessions encouraged parents to spend more time at the library with their children and take part in activities:

- *I have been to the library twice since starting the course*
- *This made me feel better about going to the library*

## 5.1 Practitioner survey first visit

Alongside the parent questionnaire the practitioners delivering the Bookstart Corner programme were asked to complete practitioner forms after the first visit with families and after the last visit with families. In total 83 practitioner forms were received from the first visit, the findings from these are presented below.

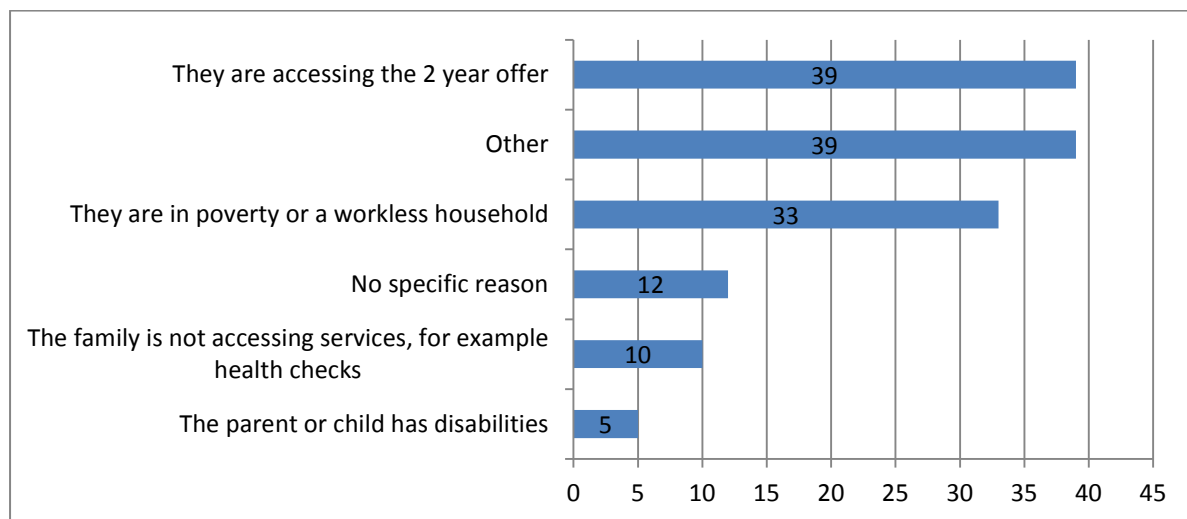
A higher proportion of parents (62%) completed the questionnaire at the start of the visit with help than had completed it before the first visit (38%) (table 5.1).

**Table 5.1 did family complete the questionnaire?**

	%
Yes, before the visit	38
Yes, at the start of the visit with my help	62

Practitioners were asked to give reasons as to why the family had been approached to take part in Bookstart Corner: around two fifths (39%) of practitioners indicated that they were accessing the 2 year offer, and the same proportion gave an "other" reason (see below for summary of other reasons given). One third gave the reason that the family was in poverty or a workless household, whilst 12% stated that there was no specific reason. Fewer practitioners indicated that the reason was because the family was not accessing services (10%) or that the parent or child had disabilities (5%) (figure 5.1).

**Figure 5.1 Reasons for approaching family about Bookstart Corner programme\***



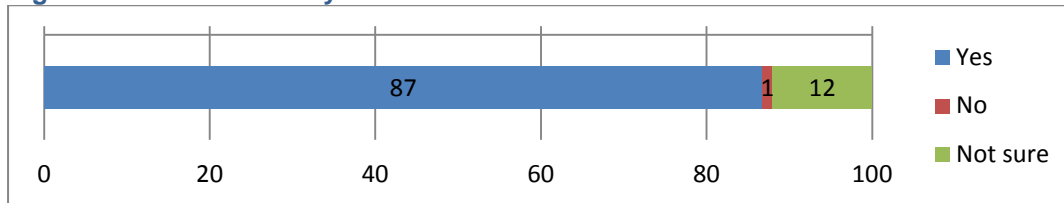
\*No families were gypsy, roma or traveller families

A summary of the other reasons for approaching the family about Bookstart Corner mentioned by practitioners is presented below:

- The child was having speech and language difficulties or had SEN needs
- Non attendance at the Children's Centre
- They felt the family was isolated or needed support
- They felt the family was having difficulties
- Parents had responded to the CAF form

Nearly all practitioners (87%) believed that the family seemed interested in the aims of Bookstart Corner and were keen to take part, whilst 12% were unsure (figure 5.2).

**Figure 5.2 Were the family interested in the aims of Bookstart Corner and keen to take part**



At this point practitioners were also asked about their perceptions of the parent's attitude to reading and of how many printed materials there were in the home. These questions were also asked at the last visit and are hence presented as a comparative analysis in the subsequent section.



## 5.2 Practitioner open comments first visit

Practitioners were given the chance to make open comments at the point of the first visit. In total 40 practitioners made further comments. These are summarised below under themed headings:

- **Parent confidence and engagement**

Some parents were thought to have a low level of confidence when reading to their children or when sharing stories and rhymes whilst others lack confidence in choosing resources and books for their children. Although some parents found it difficult to encourage child's learning and reading, there was a positive feeling that parents were keen to engage with the centre and with the practitioner:

- *feels that she doesn't know what resources to get*
- *mum is very low in confidence*
- *she sometimes finds it difficult to find appropriate books*
- *parent knew the importance but not sure how to implement it with son*
- *seemed to struggle with the singing and rhyme part of the session*
- *mum is really keen to engage*

- **Child-book relationships**

In general, practitioners felt that there was quite a positive relationship between children and books, stories and rhymes, although some issues around children's confidence and engagement were mentioned:

- *this is a family who love and value books and stories*
- *is just getting interested in books*
- *loved to look at books at home*
- *low confidence in himself for reading*
- *not keen to sing or join in and became angry*
- *has a tendency to destroy and rip books*

- **Barriers**

Barriers that are discouraging parents to get involved in their child's learning mentioned by practitioners are related to other family issues, one practitioner mentioned the language barrier:

- *mum has difficulties bonding with baby*
- *Language barrier and cultural differences exist and it proved hard to help the parent see the benefits of sharing books and rhymes at a young age*
- *Living in temporary accommodation with limited resources/toys*
- *parent has been going through a very emotional year after loss of partner*

## 5.3 Practitioner survey final visit

The final practitioner form asked about the types of sessions the Bookstart Corner practitioner had used with the family (e.g. home visits, one-to one, group sessions), how many members of the family were involved in the visits, perceptions of the parent/carer's engagement with their child's reading at the end of the visits, if the family had become more engaged with reading outside of the sessions, if they had become more involved in local services following the sessions and any further comments. In total 58 practitioner monitoring forms were received.

Around a quarter of practitioners (26%) stated that they had done four home visits whilst 10% had done three home visits, a further 22% also indicated that they had done home visits only but did not give say how many. A lower proportion used one to one sessions (11%), whilst one fifth used a combination of types of sessions (table 5.4).

**Table 5.2 Types of Bookstart Corner sessions**

	n	%
Three home visits	6	11
Four home visits	15	27
Home visits (number unspecified)	13	23
Four one to one sessions	5	9
Three one to one sessions	1	2
Four group sessions	5	9
Combination of one to one and group sessions	4	7
Combination of home visits and one to one sessions	5	9
Combination of home visits and group sessions	2	4

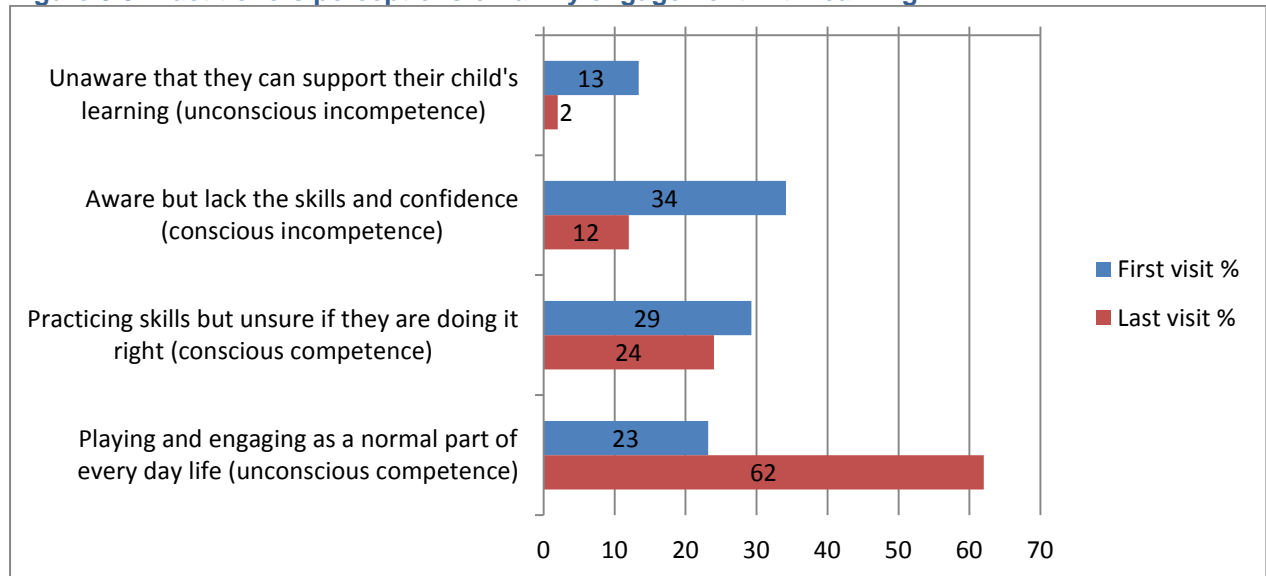
Nearly all (94%) of sessions included the mother/female carer, at 46% of these it was only the mother/female carer who was present. A smaller proportion of fathers/male carers (9%) were present at the sessions at the same time as the mother/female carer. At 22% of the sessions there was another person present (sibling of child/grandmother/family member/friend), whilst 18% of visits included three or more people (table 5.5).

**Table 5.3 Family members present at sessions**

	n	%
Involved mother/female carer only	26	46
Involved mother/female carer and father/male carer	5	9
Involved mother/female carer and grandmother	2	4
Involved mother/female carer and brother/sister	6	11
Involved mother/female carer and other friend/family member	4	7
Involved grandmother only	2	4
Involved other friend/family member only	1	2
Involved 3 or more family members/friends (all including mother/female carer)	10	18

In the practitioner form practitioners were asked to put the family on the 'learning stair'<sup>5</sup> at the end of their first visits and after the programme was complete. The majority of practitioners (62%) believed the family to be playing and engaging as a normal part of daily life after the visits (at the top of the learning stair), this is a marked change compared with 23% of practitioners reporting that families were doing this at the point of the first visit. Furthermore, fewer practitioners stated that the parents were aware but lacked the skills and confidence at the point of the last visit compared with the first visit (12% and 34% respectively), and only one practitioner noted the parent to be unaware that they could support their child's learning at the point of the last visit compared with the first visit (2% and 13% respectively) (figure 5.3).

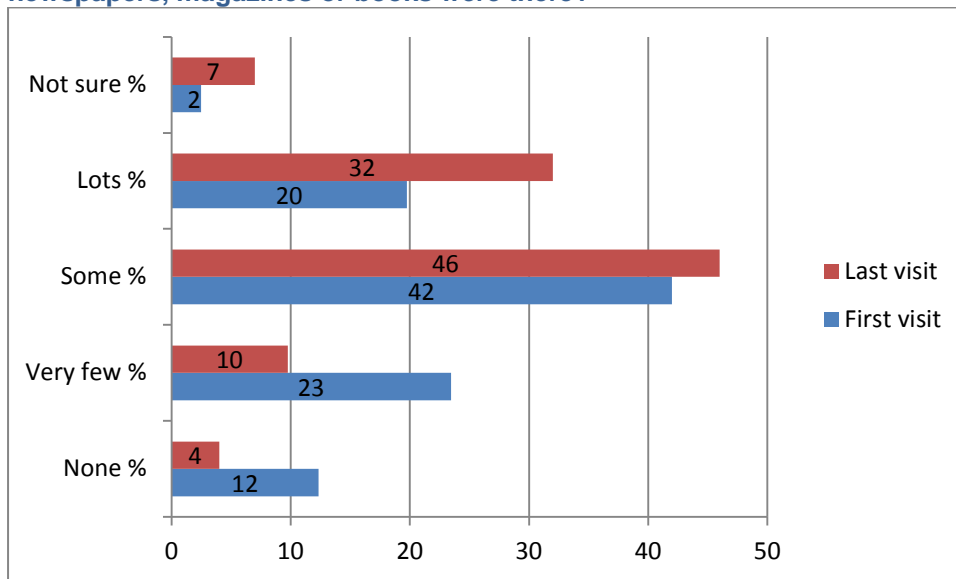
**Figure 5.3 Practitioners perceptions of family engagement with learning**



Around one third of practitioners (32%) noted that there were lots of printed materials in the parent's household at the point of the last visit compared with 20% noting this at the point of the first visit. A lower proportion (14%) stated that there were very few/no materials at the last visit compared with 35% at the first visit (figure 5.4).

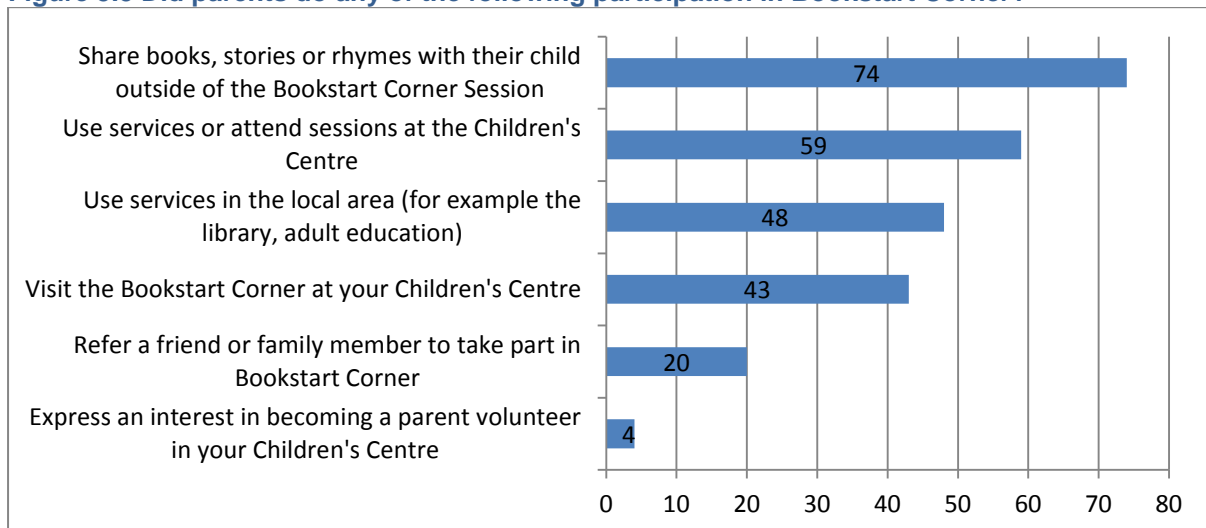
<sup>5</sup> The Learning Stair model has been developed by the Family and Parenting Institute and helps practitioners identify parents' levels of competence in supporting their children's learning and development and think about how to give them the support they need at each stage. It is available here: <http://www.familyandparenting.org/>

**Figure 5.4 In the family home, about how many printed materials such as leaflets, letters, newspapers, magazines or books were there?**



Practitioners were asked about positive outcomes for parents following the visits. Almost three quarters (74%) of practitioners noted that parents shared books, stories or rhymes with their child outside of the Bookstart Corner Session. The majority (59%) also indicated that parents were using services or attending sessions at the Children's Centre after the visits, whilst 48% stated that parents were using services in the local area. In terms of visiting the Bookstart Corner at the Children's Centre, 43% of practitioners stated that parents were now doing this, whilst 20% specified that parents had referred a friend/family member to take part in the Bookstart Corner programme. A small number of practitioners (4%) stated that parents had expressed an interest in becoming a parent volunteer following the visits (figure 5.5).

**Figure 5.5 Did parents do any of the following participation in Bookstart Corner?**



## 5.4 Practitioner open comments final visit

Practitioners gave open comments about anything else that they deemed important after the final visit, in total 18 practitioners commented at this point. A summary of the comments made is presented below under key themes:

- **Child confidence**

Positive comments were made about the improved confidence in children:

- *Child is noticeably more confident after attending these smaller sessions with a few other children*
- *Childs confidence has noticeably improved at bookstart and at preschool mum has noticed this too*

- **Parent confidence**

Practitioners also commented on the increase in parental confidence, comments included:

- *Mum has grown in confidence and it has been lovely to watch the child enjoy stories and rhymes with mum*
- *Mum has gained much confidence and interest with rhymes and using props since attending*
- *It reinforced what she was already doing and gave her confidence to continue*

- **Library**

One of the benefits that the practitioners observed about the attitude of parents is related to library membership and use. A notable number of parents now understand the importance of joining the library and have done so after discussing this with the practitioner. Comments included:

- *The family were not keen to take part at the beginning, by the end she was enthusiastic with reading and rhymes and is talking about joining the local library*
- *Parent talking about going to library*

- **Activities**

One of the improvements noted by practitioners that Bookstart made is the encouragement of family activities such as rhymes, stories and DVDs. These activities are portrayed as having a positive impact on the quality time spent with their children:

- *Mum is using books and story time as a special time to spend with Child*
- *The child has since started singing and repeating rhymes and actions, also using the little Bookstart finger puppet*

- **Helping family issues**

A couple of practitioners felt that parents were now able to encourage their child to say how they felt given recent family issues:

- *Mum is choosing books to encourage conversations around feelings from the library so she can support child with these feelings she is noticing around Dad no longer living at home*
- *Mum has accessed support and advice around separation and divorce at Children's Centre. Have now joined the library and ordered books online for loan to encourage conversations about this with her daughter and use books to help her with this transition*

## 6 Summary and Conclusion

It is clear from the analysis presented that the Bookstart Corner programme is highly valued amongst parents and practitioners, reflected in both the statistical analysis and the open comments made by both parents and practitioners. Moreover the evidence indicates that the Bookstart Corner programme exerts a positive influence on a wide range of factors for the families receiving the programme.

In terms of parental perceptions, statistically significant changes were seen between the pre-intervention and post-intervention across all four composite outcomes (namely parental encouragement/interaction with their child; parent confidence/enjoyment; child engagement/enjoyment and child interest). The largest change was noted for parental encouragement/interaction with their child, in particular parents were more likely to use puppets/toys to act out stories with their child, sing or say rhymes with their child using numbers, and ask their child questions about stories and rhymes. This was also evident from the open comments made by parents who indicated how they had learned new ways of reading with their children.

In addition practitioners revealed that following Bookstart Corner sessions, parents were now sharing books, stories or rhymes with their child outside of the sessions. Practitioners also noted an increase in parents engaging in different types of activities with their child and indicated that in some cases the sessions had given a means of support for those with family issues such as parent separation.

The statistical evidence also suggests that parents felt more confident about reading with their child and gained more enjoyment out of this following the Bookstart Corner sessions. This increase in confidence and enjoyment was also apparent from parent responses in the follow up questionnaire which asked direct questions about the impact of the programme, and also from the open comments made by both practitioners and parents. Practitioners highlighted an increase in both parent and child confidence.

The comparative analysis showed positive significant changes in parental perceptions of their child's engagement and enjoyment in reading, and of their interest in reading. For example children were more likely at the post-intervention stage to ask for stories to be read to them, to have a favourite book, to follow the words of a story or rhyme and to talk about stories and rhymes.

These findings proved largely consistent when controlling for gender, although in terms of child engagement, significant change over time was found for males but not for females. Furthermore, for parental encouragement the significant improvement was found to be stronger for when the child was male.

Following the Bookstart Corner sessions, a significant increase was seen in child book ownership for both number of books in the home and number of books bought in the last month. This was statistically significant for both male and female children, although a sharper increase in books bought in the last month was seen for female children compared with male children.

In terms of how often parents read to their child, there was a notable difference between mothers/female carers and fathers/male carers. Before the Bookstart Corner sessions, 54% of mothers/female carers reported reading every day with their child compared with just 5% of fathers. After the sessions this increased to 67% of mothers/female carers, and 22% of fathers/male carers, so a sharper increase was seen for fathers/male carers. Despite this increase mothers/female carers still remain by far the most likely to read with their child. This higher involvement from mothers/female carers is also evident in the practitioner responses which indicated that nearly all sessions involved the mother/female carer whereas only 9% involved the father/male carer.

The comparative analysis, parent responses and practitioner responses all indicate that subsequent to the Bookstart Corner sessions, parents were more likely to participate in local services such as the library, the Children's Centre and the Bookstart Bear Club. The comparative analysis indicated that the increase was sharpest for child membership of the library and the Bookstart Bear Club. The increase in child library membership was more marked for female children compared with male children although there was a statistically significant increase for both genders. In terms of visiting the Children's Centre, the comparative analysis revealed that a significant increase was seen for male children but not for female children. Parents/carers were significantly more likely to report regularly attending rhyme/story time with their child at either a Children's Centre or library.

As we note in the report, whilst the analyses take account of random variation through the use of tests of statistical significance and confidence intervals, a statistically significant finding does not necessarily indicate that the Bookstart Corner programme has had a *causal* impact on parent and child engagement with books, stories, rhymes and songs. Statistically significant change over time *may* have occurred regardless of the intervention, although this is unlikely given that change is seen over such a wide range of factors. To be able to confidently attribute this change to the Bookstart Corner programme, a control group would be required to take account of any natural temporal change. The analyses should be seen as an indication of impact rather than proof - and as emerging rather than causal evidence.

The positive evidence of impact supports the view that this programme has significant value for those involved, and therefore it is worth considering conducting a controlled trial based on the tool developed for this study to test this view further. However given the issues with response rates and the hard to reach nature of the group conducting a controlled trial could be somewhat difficult in practice, hence the methodology would need careful consideration.



## Appendix 1: Detailed tables

Table A1 Demographic of respondents

		All Respondents (n=151)		Matched (n=65)	
		n	%	n	%
<b>GEOGRAPHY - Regional Level</b>	North	42	28%	17	26%
	Mid	52	34%	19	29%
	South	39	26%	20	31%
	London	18	12%	9	14%
<b>Who was respondent</b>	Mother	134	91%	59	92%
	Father	9	6%	2	3%
	Other	4	3%	3	5%
<b>Parents in HH</b>	None / Other	7	5%	4	6%
	One	51	34%	18	28%
	Two	93	62%	43	66%
<b>Parental Education</b>	Unsure / missing	25	17%	11	17%
	No Formal Quals	33	22%	14	22%
	GCSEs all below A*-C	18	12%	10	15%
	At least one GCSE at grade C or above	10	7%	3	5%
	NVQ/Apprentiship	25	17%	10	15%
	A level / equiv	9	6%	3	5%
	HE Diploma	14	9%	9	14%
	Undergraduate Degree	12	8%	3	5%
Postgraduate Degree	6	4%	2	3%	
<b>Parental Employment</b>	No employment	63	42%	22	34%
	PT employment only	25	17%	13	20%
	One parent in FT employment	62	41%	29	45%
	Two parents in FT employment	1	1%	1	2%
<b>Gender of child</b>	Male	87	59%	40	63%
	Female	61	41%	24	38%
<b>SEN</b>	Yes	11	8%	5	8%
	No	134	92%	58	92%
<b>Household Income</b>	Unsure/prefer not to say	64	42%	21	32%
	£1,100 or less per month	51	34%	26	40%
	£1,101 to £1,300 per month	7	5%	0	0%
	£1,301 to £1,800 per month	13	9%	7	11%
	£1,801 to £2,500 per month	10	7%	7	11%
	£2,501 to £3,500 per month	6	4%	4	6%
	£3,501 to £4,500 per month	0	0%	0	0%
£Over £4,500 per month	0	0%	0	0%	
<b>Use of English</b>	Only English spoken	93	66%	50	78%
	English 1st language but others spoken as well	22	16%	9	14%
	Household is bi/multilingual	26	18%	5	8%
<b>IDACI (Respondent Level)</b>	Mean	0.35		0.34	
	Median	0.36		0.36	

**Table A2 Matched and non-matched responses**

Original A1 items in question order	Sweep 1 (ALL)			Sweep 1 (Matched)		
	ALL respondents, n=151			Matched respondents, n=65		
	Mean	s.d.	Median	Mean	s.d.	Median
I am not sure which books are best for my child	3.2	1.34	3	3.2	1.30	3
I encourage my child to make marks on paper with a pen, pencil or crayon	1.7	1.01	1	1.7	1.09	1
I sometimes find reading stories with my child boring	3.9	1.25	4	3.8	1.25	4
I feel confident reading stories out loud with my child	1.8	1.10	1	1.8	1.06	1
I look forward to spending time reading books with my child	1.7	0.96	1	1.8	1.00	2
Sometimes I use puppets or teddy bears to act out stories with my child	3.3	1.41	4	3.4	1.49	4
I often feel too tired to read with my child	3.9	1.21	4	3.8	1.19	4
When we read books together, I encourage my child to choose the book	1.8	1.15	1	1.7	1.08	1
I often sing or say rhymes with my child that use numbers	2.1	1.25	2	2.3	1.33	2
Being able to read confidently is important in life	1.4	0.67	1	1.5	0.78	1
My child and I don't talk about stories, rhymes or books very often	3.9	1.35	4	3.9	1.34	4
I play counting games with my child (for example, counting stairs on the way to bed)	1.6	0.99	1	1.6	0.95	1
I often talk to my child about everyday things that we do (shopping, bath and bed time)	1.5	0.95	1	1.5	0.94	1
I regularly take my child to rhyme/story time events at my Children's Centre/Library	3.4	1.48	4	3.6	1.44	4
I am not a confident reader	3.5	1.51	4	3.5	1.45	4
I would feel nervous telling my child a story without using a book	3.4	1.51	4	3.4	1.50	4
I would go on a course to improve my reading and writing if I needed to	2.3	1.50	2	2.6	1.58	2
Sometimes, I do not enjoy sharing rhymes with my child	4.0	1.29	5	4.0	1.24	5
I talk about signs and numbers in the street with my child	2.4	1.40	2	2.2	1.42	2
I ask my child questions about the story or rhyme when we read books together	2.4	1.36	2	2.3	1.30	2
Spending time reading with my child now will be helpful to him/her when they begin school	1.4	0.72	1	1.4	0.69	1
When I read books with my child, we talk about the pictures	1.6	1.03	1	1.7	1.02	1
Original B1 items in question order	Sweep 1 (ALL)			Sweep 1 (Matched)		
	Mean	s.d.	Median	Mean	s.d.	Median
My child likes to talk about stories and rhymes	2.1	1.20	2	2.2	1.13	2
My child finds visiting the library boring	3.4	1.17	3	3.4	1.16	3
Books do not interest my child	3.9	1.32	4	3.9	1.29	4
My child uses a pen, pencil or crayon to make marks on paper	1.5	0.85	1	1.5	0.82	1
My child doesn't often ask for stories to be read to them	3.6	1.55	4	3.5	1.54	4
My child has a favourite book	2.2	1.30	2	2.1	1.21	2
My child is too young for books	4.3	1.18	5	4.5	0.90	5
My child chooses books to share with me	1.9	1.24	1	1.9	1.20	2
Reading books together is important to my child	1.7	1.00	1	1.6	0.74	1
My child likes to look at/follow the words in a story or rhyme	2.3	1.38	2	2.2	1.39	2
Sometimes, I don't think my child enjoys reading books together	3.7	1.34	4	3.9	1.19	4
My child enjoys songs and rhymes	1.5	0.75	1	1.5	0.69	1
My child is happy to get books as a present	1.7	0.93	1	1.6	0.80	1

**Table A3 Pre-intervention and post-intervention responses with Cohen's D values**

	A1 Factor 1 - Parental encouragement / interaction	A1 Factor 2 - Parent Confidence & Enjoyment	B1 Factor 1 - Child engagement & enjoyment	B1 Factor 2 - Child Interest	No of Childrens Books in Household	No of Childrens Books bought in last month
Mean Difference (Post-intervention - Pre-intervention)	3.22	3.20	2.13	1.58	8.39	1.02
Standard Deviation	4.230	6.581	5.411	3.708	24.445	2.986
Standard Error of mean Difference	0.576	0.931	0.723	0.491	3.130	0.431
95% CI for Mean Difference Lower	2.07	1.33	0.68	0.60	2.13	0.15
Upper	4.38	5.07	3.57	2.56	14.65	1.89
t statistic	5.60	3.44	2.94	3.22	2.68	2.37
degrees of freedom	53	49	55	56	60	47
Statistical Significance	**	**	**	**	**	*
Effect Size (Cohens D)	0.76	0.49	0.39	0.43	0.34	0.34
95% CI for Effect Size Lower	0.49	0.20	0.12	0.16	0.09	0.05
Upper	1.03	0.77	0.66	0.69	0.60	0.63
Wilcoxon test statistic (z)	-4.63	-3.46	-3.48	-3.21	-3.28	-3.02
Statistical Significance	**	**	**	**	**	**

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### Appendix 3: Issues with gaining responses

- Some Children's Centres indicated that they had agreed to be part of the study without realising the nature and extent of the resource required, they had not read in detail the information/instructions given prior to participation.
- A few Children's Centres considered the length of the questionnaire to be somewhat problematic and there were concerns that this may impact on the parent/practitioner relationship.
- There were some Children's Centres who felt at the time that it was better to leave the questionnaire for the parents to complete and were expecting them to return them, however they realised that parents did not complete the questionnaire even though they said they were intending to.
- Some practitioners were unable to complete the 4 home visits due to reasons such as illness, weather, the child being moved into care, a loss of interest or the family moving area.
- Several Children's Centres mentioned staffing resource issues, some staff were spread too thinly between more than one Centre and lost track of what was happening, staff moved on, staff recruitment was a problem, staff sickness was also an issue.
- Some families were reluctant to allow the practitioners into their homes at all. Some parents had literacy issues or language barriers.

# **BOOKSTART CORNER PARENT QUESTIONNAIRE**

## **Introduction**

Dear Father/Mother/Carer

Your local Children's Centre is sending you this survey as you and your child will soon be taking part in Bookstart Corner. The survey is part of some research that we at Sheffield Hallam University are doing for Booktrust, a reading and writing charity.

The questions are to find out how you and your child feel about books, stories and rhymes. The survey will be answered by a range of parents and carers across England and the results will help with Booktrust's work.

We would be very grateful if you could help us by filling in the survey. There will be another short one to complete when you finish Bookstart Corner.

You do not have to complete this survey to take part in Bookstart Corner but we hope that you do as your answers are important to us. There are no right or wrong answers, we are just interested in your feelings about books, stories and rhymes.

Please complete the survey before your first Bookstart Corner visit. Once finished please put it in the envelope provided and hand this back to the person that visits you. Alternatively, if you prefer you can post the completed survey back to us using the pre paid envelope provided.

We would prefer you to give it back to the person from the Children's Centre as this makes it easier for us. No one will look at your answers except the research team at Sheffield Hallam University.

Your responses are **COMPLETELY CONFIDENTIAL**. No one will be able to identify you from the research results or the final report. This complies with the Data Protection Act.



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**Section A:**

**Please note** that the questions are about you and your child that is taking part in Bookstart Corner.

**A1:** We would like to find out whether the statements below are like you or not like you. Please tick the circle that shows how much each statement is like you. The example shown below shows an "a lot like me" response for the "I enjoy completing surveys" statement.

	A lot like me	Quite like me	Not sure	Not much like me	Not like me at all
EXAMPLE: I enjoy completing surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not sure which books are best for my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my child to make marks with a pen, pencil or crayon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes find reading stories with my child boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident reading stories out loud with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to spending time reading books with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I use puppets or teddy bears to act out stories with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel too tired to read with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we read books together, I encourage my child to choose the book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often sing or say rhymes with my child that use numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to read confidently is important in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child and I don't talk about stories, rhymes or books very often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I play counting games with my child (for example, counting stairs on the way to bed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often talk to my child about everyday things that we do (shopping, bath and bed time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly take my child to rhyme/story time events at my Children's Centre/Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not a confident reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel nervous telling my child a story without using a book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would go on a course to improve my reading and writing if I needed to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes , I do not enjoy sharing rhymes with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk about signs and numbers in the street with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





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	A lot like me	Quite like me	Not sure	Not much like me	Not like me at all
I ask my child questions about the story or rhyme when we read books together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time reading with my child now will be helpful to him/her when they begin school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I read books with my child, we talk about the pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**A2:** Has your health visitor talked to you about sharing books with your child?

- Yes
- No
- Unsure

**A3a:** In the last month, around how often have the following family members (including you) read with your child? (please tick all that apply).

	Mother/ female carer	Father/ male carer	Another family member
Every Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A few times every week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once or twice a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less than once a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**If your response was 'never' for all family members, please now go to A4**

**A3b:** In the last month, what time(s) of day have you or another family member read with your child?

Could you please provide us with this detail using the categories below (please tick all that apply).

	Mother/ female carer	Father/ male carer	Another family member
Bedtime / evening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afternoon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It varies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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**A4:** How old was your child when you or another family member first started **reading books** with them?

Years       Months old       Not yet started       Unsure

**A5:** How old was your child when you or another family member first started **telling stories** to them?

Years       Months old       Not yet started       Unsure

**A6:** How old was your child when you or another family member first started **sharing rhymes** with them?

Years       Months old       Not yet started       Unsure

**A7:** Approximately how many books are there in your home? (please write in the **approximate** number of books in the boxes below)

<input type="text"/>	<input type="text"/>	<input type="text"/>
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**A8:** And how approximately how many books does your child own? (please write in the **approximate** number of books in the boxes below)

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

**A9:** At what age did your child own their first book?

Years       Months old       Unsure       My child does not have books yet

**A10a:** Are you a member of a public library?

Yes        
No        
Unsure     

**A10b:** Is your child a member of a public library?

Yes        
No        
Unsure     

**A11:** Is your child a member of Bookstart Bear club?

Yes        
No        
Unsure



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**A12:** How often have you visited the library in the last month?

- Not at all
- Once
- Twice
- Three or more times
- Unsure

**A13:** How often have you visited a children's centre in the last month?

- Not at all
- Once
- Twice
- Three or more times
- Unsure

**A14:** In the last month, have you bought any books for your child?

- Yes
- No
- Unsure

**A14b:** If yes, how many books have you bought for your child in the last month? (please write in the **approximate** number of books below)

--	--

books



3272

## Section B: About your child

We would like to find out whether the statements below are like your child or not like your child. Please tick the circle that shows how much each statement is like your child.

	A lot like my child	Quite like my child	Not sure	Not much like my child	Not like my child at all
My child likes to talk about stories and rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child finds visiting the library boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books do not interest my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child uses a pen, pencil or crayon to make marks on paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child doesn't often ask for stories to be read to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has a favourite book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is too young for books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child chooses books to share with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading books together is important to my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes to look at/follow the words in a story or rhyme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes, I don't think my child enjoys reading books together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child enjoys songs and rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is happy to get books as a present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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## Section C: About you, your child and your household

In this section we are interested in collecting details on your household, education and employment. This information will help make sure we get answers from a range of people.

**C1:** What is the age of your child?

Years

Months old

**C2:** Is your child male or female?

Male

Female

**C3:** Does your child have any special educational needs?

Yes

No

**C3a:** If yes, what is/are the special educational needs? - please provide details in the box below:

**C4:** What is your relationship to the child?

Mother / Stepmother / Female carer

Father / Stepfather / Male carer

Grandmother

Grandfather

Other (please state below)

**C5:** What other adults and children live in your house? (Please tick boxes that apply)

No other adults or children

Mother / Stepmother / Female carer

Father / Stepfather / Male carer

Older brother/sister

Younger brother/sister

Other (please state below)



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**C6:** Is English the only language spoken in your home or are any other languages spoken?

- Only English spoken
- English first / main language but others spoken as well
- Household is bilingual (or multilingual)

**C6a:** Apart from English, what other languages are spoken? - please provide details in the box below

**C7:** Within your household, what is the highest level of education which has been completed to date?  
(Please tick only one box for each parent, where applicable)

	<b>Mother / Step- Mother</b>	<b>Father / Step- Father</b>
No formal qualifications	<input type="radio"/>	<input type="radio"/>
GCSE / O level equivalents (all below A*-C)	<input type="radio"/>	<input type="radio"/>
At least one GCSE /O level equivalent at grade A*-C	<input type="radio"/>	<input type="radio"/>
Recognised apprenticeship / NVQ	<input type="radio"/>	<input type="radio"/>
GCE / VCE A-levels / GNVQ Advanced or equivalent	<input type="radio"/>	<input type="radio"/>
Diploma in Higher Education	<input type="radio"/>	<input type="radio"/>
University undergraduate degree	<input type="radio"/>	<input type="radio"/>
Postgraduate degree or higher/above	<input type="radio"/>	<input type="radio"/>
Unsure	<input type="radio"/>	<input type="radio"/>
Not applicable (no mother / father present)	<input type="radio"/>	<input type="radio"/>
Prefer not to say	<input type="radio"/>	<input type="radio"/>

**C8:** Please tick the main employment status of each parent or carer that live in your household  
(Please tick only one box for each parent, where applicable)

	<b>Mother / Step- Mother</b>	<b>Father / Step- Father</b>
In full time employment	<input type="radio"/>	<input type="radio"/>
In part-time employment	<input type="radio"/>	<input type="radio"/>
Unemployed	<input type="radio"/>	<input type="radio"/>
Student	<input type="radio"/>	<input type="radio"/>
Looking after family / home	<input type="radio"/>	<input type="radio"/>
Retired	<input type="radio"/>	<input type="radio"/>
Unable to work due to disability / illness	<input type="radio"/>	<input type="radio"/>
Not applicable (No mother /father present)	<input type="radio"/>	<input type="radio"/>
Prefer not to say	<input type="radio"/>	<input type="radio"/>
Other (please provide details)	<input type="radio"/>	<input type="radio"/>



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**C9:** Please estimate the **total monthly income (after tax deductions)** of your household from all sources including employment and benefits for last month and select the band from the options below.

- £1,100 or less per month (or less than £13,200 per year)
- £1,101 to £1,300 per month (£13,200 to £15,600 per year)
- £1,301 to £1,800 per month (£15,601 to £21,600 per year)
- £1,801 to £2,500 per month (£21,601 to £30,000 per year)
- £2,501 to £3,500 per month (£30,001 to £42,000 per year)
- £3,501 to £4,500 per month (£42,001 to £54,000 per year)
- Over £4,500 per month (over £54,000 per year)
- Unsure
- Prefer not to say

**C10:** What is the postcode for your household?

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PLEASE NOTE - this detail is important for the analysis but will not be used to contact you.

**C11:** We need to be able to link your answers in this survey to your answers to the follow up survey after you complete Bookstart Corner. To do this we need some detail on who you are.

Please can you provide a first name and the initial of your surname to enable us to link your answers for the two surveys?

First name

Initial of surname

PLEASE NOTE that your responses in this and in the follow up survey are completely confidential and no one will be able to identify you from the results, reports or data. Your details will only be used to link your answers but your name and initial will not be included on the data file.

(For your bookstart practitioner to complete only) Assisted Completion:

- Yes
- No

**Many thanks for your help with this study**

## **BOOKSTART CORNER PARENT QUESTIONNAIRE**

### **Introduction**

Dear Father/Mother/Carer

This is a follow up survey to the one you did a few weeks ago on or before your first Bookstart Corner visit. This should be answered at your last Bookstart Corner visit. The survey is part of some research that we at Sheffield Hallam University are doing for Booktrust, a reading and writing charity.

The questions are to find out how you and your child feel about books, stories and rhymes. The survey will be answered by a range of parents and carers across England and the results will help with Booktrust's work.

We would be very grateful if you could help us by filling in the survey. **So that we can compare responses the person who did the first survey must also do this one.**

You do not have to do this survey to take part in Bookstart Corner but we hope that you do as your answers are important to us. There are no right or wrong answers, we are just interested in your feelings about books, stories and rhymes.

Please complete the survey at your last Bookstart Corner visit. Once finished please put it in the envelope provided and hand this back to the person that visits you. If you prefer you can post the survey back to us using the pre paid envelope provided.

We would prefer you to give it back to the person from the Children's Centre as this makes it easier for us. No one will look at your answers except the research team at Sheffield Hallam University.

Your responses are COMPLETELY CONFIDENTIAL. No one will be able to identify you from the research results or the final report. This complies with the Data Protection Act.





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### Section A:

**Please note** that the questions are about you and your child that is taking part in Bookstart Corner.

**A1:** We would like to find out whether the statements below are like you or not like you. Please tick the circle that shows how much each statement is like you. The example shown below shows an "a lot like me" response for the "I enjoy completing surveys" statement.

	A lot like me	Quite like me	Not sure	Not much like me	Not like me at all
EXAMPLE: I enjoy completing surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not sure which books are best for my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my child to make marks with a pen, pencil or crayon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes find reading stories with my child boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident reading stories out loud with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look forward to spending time reading books with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I use puppets or teddy bears to act out stories with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel too tired to read with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we read books together, I encourage my child to choose the book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often sing or say rhymes with my child that use numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to read confidently is important in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child and I don't talk about stories, rhymes or books very often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I play counting games with my child (for example, counting stairs on the way to bed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often talk to my child about everyday things that we do (shopping, bath and bed time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly take my child to rhyme/story time events at my Children's Centre/Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not a confident reader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel nervous telling my child a story without using a book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would go on a course to improve my reading and writing if I needed to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes , I do not enjoy sharing rhymes with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talk about signs and numbers in the street with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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	A lot like me	Quite like me	Not sure	Not much like me	Not like me at all
I ask my child questions about the story or rhyme when we read books together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time reading with my child now will be helpful to him/her when they begin school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I read books with my child, we talk about the pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**A2:** In the last month, around how often have the following family members (including you) read with your child? (please tick all that apply).

	Mother/ female carer	Father/ male carer	Another family member
Every Day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A few times every week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once or twice a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less than once a week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**If your response was 'never' for all family members, please now go to A4**

**A3:** In the last month, what time(s) of day have you or another family member read with your child?

Could you please provide us with this detail using the categories below (please tick all that apply).

	Mother/ female carer	Father/ male carer	Another family member
Bedtime / evening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afternoon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It varies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**A4:** Approximately how many books are there in your home? (please write in the **approximate** number of books in the boxes below)

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**A5:** And how approximately how many books does your child own? (please write in the **approximate** number of books in the boxes below)

--	--	--



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**A6a:** Are you a member of a public library?

Yes

No

Unsure

**A6b:** Is your child a member of a public library?

Yes

No

Unsure

**A7:** Is your child a member of Bookstart Bear club?

Yes

No

Unsure

**A8:** How often have you visited the library in the last month?

Not at all

Once

Twice

Three or more times

Unsure

**A9:** How often have you visited a children's centre in the last month?

Not at all

Once

Twice

Three or more times

Unsure

**A10a:** In the last month, have you bought any books for your child?

Yes

No

Unsure

**A10b:** If yes, how many books have you bought for your child in the last month? (please write in the **approximate** number of books below)

		books
--	--	-------



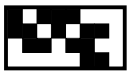
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## Section B: About your child

**B1:** We would like to find out whether the statements below are like your child or not like your child.

Please tick the circle that shows how much each statement is like your child.

	A lot like my child	Quite like my child	Not sure	Not much like my child	Not like my child at all
My child likes to talk about stories and rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child finds visiting the library boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books do not interest my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child uses a pen, pencil or crayon to make marks on paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child doesn't often ask for stories to be read to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has a favourite book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is too young for books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child chooses books to share with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading books together is important to my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes to look at/follow the words in a story or rhyme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes, I don't think my child enjoys reading books together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child enjoys songs and rhymes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is happy to get books as a present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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**Section C: Bookstart Corner sessions****C1a:** Have you and your child used the things you were given as part of Bookstart Corner?

	We did not get this	We have used this	Not yet used but we will soon	We will not use this	Not sure
The DVDs about sharing books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rhyme sheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The green bag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 'Wow said the Owl' picture book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 'If you're happy and you know it' picture book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information sheets about the picture books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'My first marks' pad and crayons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Fun with numbers' sheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small 'Busy Bear' book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fluffy finger puppet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cardboard finger puppet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sheet of 'top tips' about using puppets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C1b:** What do you think about the **quality** of the things you were given in the Bookstart Corner sessions?

	We did not get this	High quality	OK quality	Poor quality	Not sure
The DVDs about sharing books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rhyme sheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The green bag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 'Wow said the Owl' picture book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 'If you're happy and you know it' picture book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information sheets about the picture books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'My first marks' pad and crayons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Fun with numbers' sheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small 'Busy Bear' book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fluffy finger puppet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The cardboard finger puppet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sheet of 'top tips' about using puppets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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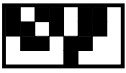
**C1c:** Which of the resources were your child's favourites? Please tick the **three** most important resources.

- The DVDs about sharing books
- The rhyme sheet
- The green bag
- The 'Wow said the Owl' picture book
- The 'If you're happy and you know it' picture book
- The information sheets about the picture books
- 'My first marks' pad and crayons
- 'Fun with numbers' sheet
- Small 'Busy Bear' book
- The fluffy finger puppet
- The cardboard finger puppet
- The sheet of 'top tips' about using puppets

**C2:** Do you agree or disagree with the following statements about Bookstart Corner?

	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>
I enjoyed the Bookstart Corner sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child enjoyed the Bookstart Corner sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstart Corner has helped me feel more confident about using books, stories and rhymes with my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child liked the things we got from Bookstart Corner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have used the things we got from Bookstart Corner outside of the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in Bookstart Corner I am now more likely to go to the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in Bookstart Corner I am now more likely to go to the children's centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C3** We are interested in what you thought about Bookstart Corner. Please write any comments in the box below.



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## Section D: About you, your child and your household

**D1:** What is your relationship to the child?

Mother / Stepmother / Female carer

Father / Stepfather / Male carer

Grandmother

Grandfather

Other (please state below)

**D2:** What is the age of your child?

Years

Months old

**D3:** Is your child male or female?

Male

Female

**D4:** What is the postcode for your household?

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**PLEASE NOTE - this detail is important for the analysis but will not be used to contact you.**

**D5:** We need to be able to link your answers in this survey to your answers to the follow up survey after you complete Bookstart Corner. To do this we need some detail on who you are.

Please can you provide a first name and the initial of your surname to enable us to link your answers for the two surveys?

First name

Initial of surname

PLEASE NOTE that your responses in this and in the follow up survey are completely confidential and no one will be able to identify you from the results, reports or data. Your details will only be used to link your answers but your name and initial will not be included on the data file.

(For your bookstart practitioner to complete only) Assisted Completion:

Yes

No

**Many thanks for your help with this study**

## Bookstart Corner evaluation practitioner form

This form is for you to record information about each family that takes part in the evaluation of Bookstart Corner. Please answer this section of the form after the **first visit** with the family.

Parent's first name:

Parent's initial of surname:

(This will be used to link this form to the surveys returned by the family. The data will be kept completely confidential.)

### Q1. Why were the family approached about the programme? (please tick all that apply)

They are in poverty or a workless household

They are accessing the 2 year offer

The family is not accessing services, for example health checks

The parent or child has disabilities

They are a gypsy, Roma or traveller family

No specific reason

Other (please specify below)

### Q2. Did the family complete the parent's questionnaire?

Yes, before the visit

Yes, at the start of the visit with my help

No

### Q3. Did the family seem interested in the aims of Bookstart Corner and keen to take part in it?

Yes

No

Not sure

### Q4. Which of these statements best describes the parent/carer's attitude to their child's learning? Looking at the Learning Stair resource in the Session Ideas folder might help with this.

Unaware that they can support their child's learning (Unconscious incompetence)

Aware, but lack the skills and confidence (Conscious incompetence)

Practicing skills but unsure if they are doing it right (Conscious competence)

Playing and engaging as a normal part of daily life (Unconscious competence)

### Q5. In the family home, about how many printed materials such as leaflets, letters, newspapers, magazines or books were there? (based on your general impression during the visit)

None

Very few

Some

Lots

Not sure

P.T.O

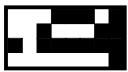




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**Q6. If there is anything else about the parent/carer and family's participation in Bookstart Corner that you think is important please use the box below to provide details:**

**Many thanks for your help with this.**



### Bookstart Corner evaluation practitioner form (last visit)

This form is for you to record information about each family that takes part in the evaluation of Bookstart Corner. Please answer this first section of the form after the **last visit** with the family.

Parent's first name:

Parent's initial of surname:

(This will be used to link this form to the surveys returned by the family. The data will be kept completely confidential.)

**Q1. When delivering the Bookstart Corner programme how many (if any) of the following types of session did you use? (please write the number in the boxes below)**

Home visits

One to one sessions in Children's Centre or a community venue

Group sessions in Children's Centre or a community venue

Other (please specify below)

**Q2. How many (if any) visits or sessions were the following family members involved in? (please write the number in the box(es) below)**

Mother/female carer

Grandfather

Father/male carer

Brother or sister

Grandmother

Other friend or family member

**Q3. Which of these statements best describes the parent/carer's attitude to their child's learning at the end of the programme? Looking at the Learning Stair resource in the Session Ideas might help with this.**

Unaware that they can support their child's learning (Unconscious incompetence)

Aware, but lack the skills and confidence (Conscious incompetence)

Practicing skills but unsure if they are doing it right (Conscious competence)

Playing and engaging as a normal part of daily life (Unconscious competence)

**Q4. In the family home, about how many printed materials such as leaflets, letters, newspapers, magazines or books were there? (based on your general impression during the visit)**

None

Very few

Some

Lots

Not sure



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**Q5. Following participation in Bookstart Corner, did the parent/carer do any of the following? Please tick all that apply.**

- Share books, stories or rhymes with their child outside of the Bookstart Corner session
- Visit the Bookstart Corner at your Children's Centre
- Use services or attend sessions at the Children's Centre
- Use other services in the local area (for example the library, adult education)
- Refer a friend or family member to take part in Bookstart Corner
- Express an interest in becoming a parent volunteer in your Children's Centre

**Q6. If there is anything else about the parent/carer and family's participation in Bookstart Corner that you think is important please use the box below to provide details:**

**Many thanks for your help with this.**

## **Bookstart Corner evaluation:**

### **Guidance for assisting parents to complete the survey**

At your first Bookstart Corner visit you will hopefully find that the parents involved in the evaluation have answered their questionnaire and will hand this to you in a sealed envelope. Please ask for the completed questionnaire at the start of your first Bookstart Corner home visit and thank those who do provide this.

However, you may find that some have not answered the survey. This may be because they do not want to be part of the research or because they had difficulty answering the questions.

We are keen to find out the views of ALL parents that are taking part in Bookstart Corner in the research period. If a parent has not yet completed the survey please offer to help them to using the following wording...

*"The views and experiences of parents involved in Bookstart Corner are important to help us understand the value of the Bookstart Corner programme for parents. It is very important that as many parents as possible complete the survey. This will help us to find out about parents from different parts of the country and from different backgrounds".*

*"All responses will be confidential and anonymous. You are free to choose to complete the questionnaire or not."*

*"If you would like to take part, I can help you to complete the questionnaire."*

*"Would you like me to help?"*

If they state that they do not want to take part, can you please make a brief note of this on your practitioner form and continue with your first Bookstart Corner visit.

If they do agree to take part with your help please begin your first visit with the evaluation questionnaire. It is important that the questionnaire is completed before you talk about the Bookstart Corner resources. Please make sure that you tick the 'assisted' box at the end of the questionnaire.

Your main role in helping a parent to complete the questionnaire is to help them to understand the questions and the range of responses that are available to them. You may complete the questionnaire for the parent but responses need to be from the parent themselves.

There are NO right or wrong answers; we are interested in the genuine views and experiences of parents.

Please **DO NOT** re-phrase or re-word the questions - just read them out as they are written. If the parent is unable to answer a question, please select the 'don't know' or 'unsure' response.

Please **DO NOT** suggest a response or comment on any responses that a parent chooses.

Thank you for doing this, your help enables us to gather the views and experiences of ALL parents involved in Bookstart Corner. Your help here will improve the quality of the research and help us to feel confident that our findings will reflect parents' experiences of Bookstart Corner.