



# Best Start JERSEY

## Jersey Futures Planning in Partnership

### Report 2024

Date: 9<sup>th</sup> and 10<sup>th</sup> February 2024

Location: St Paul's Centre

#### Aims:

To co-create the Best Start Partnerships priorities for 2024 – 2027.

To launch the Best Start Partnership website and Early Years Participation Toolkit

To redevelop the Early Years Service Map

*"Thank you for organising – it was a really useful morning and great to chat with people about key issues".*

*"I'm really glad I came. I am going to look straight on the website".*

*"It was a great opportunity to hear what other people are thinking and to put forward our own suggestions".*

*"Thank you – I had no idea how much the Best Start Partnership did. It was nice to have people listen to what we need to say".*

*"It was a great opportunity to collaborate with other Early Years colleagues from across the sector. Conversations were engaging and motivating. All with the same shared goal of doing our best for our youngest islanders".*



## Outline of the two days:

The events were launched on the Friday by Deputy Rob Ward, Assistant Minister for Children and Education, sharing his support for the Best Start Partnership and likewise, the important of the early years, followed by Dr Cathy Hamer, sharing the story of the partnership so far, principles and programmes.

Dr Natalie Kemp followed, explaining to the group where early years currently sits within the context of Jersey policy and the work of the Children's Policy team over the last six years. Natalie continued her presentation sharing an update on the Children and Families plan 2024- 2027.

Next, Dr Cathy Hamer shared some key facts to support the groups later thinking, linked to the five big picture outcomes from the Children and Families Plan. This was followed by Fiona Vacher, who brought the voice of the parent and child into the room, sharing case studies and quotes with the room. On the Saturday, Nicola Mulliner and Alice Bennion explored this with the group.

To kick-start the activities, Dr Cathy Hamer talked participants through the elements of a good plan, to focus thinking. Amber Coupland then talked through the tabletop activities and the expectations for each activity, including what the output would be e.g.) top 1 or 2 priorities per table and then the activities commenced. A short refreshment break was planned and taken, but activities were quickly resumed until all groups had completed the six activities on offer.

The final section of the day commenced with Nicola Mulliner sharing the new Early Years Participation Toolkit with the group with an explanation as to its contents, uses and audience. Copies were provided on each table for participants to have a look at. On the Saturday event, the Early Years Participation Toolkit was shared prior to the voice of the parent and child.

Amber Coupland launched the Best Start Partnership Website with an explanation around the changes made, the target audiences and with a demonstration of its functionality and an invitation to the room to share contents to populate the website further.

The days were closed by Dr Cathy Hamer and Amber Coupland thanking everyone for their contributions, sharing next steps for the partnership following the events and a request for participants to fill out a promise slip, to make a pledge to the partnership.



## Outline of Activities:

### **Activity One: Spiral**

**Outcome 1:** All children in Jersey are healthy and happy.

#### **Prompt questions:**

What do we need to do to ensure babies and young children have a happy and healthy start in life?

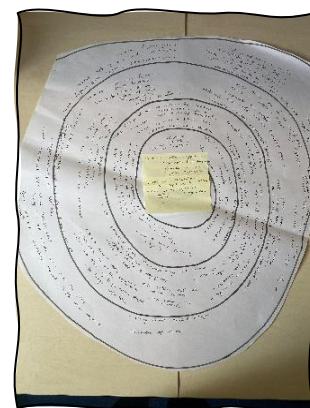
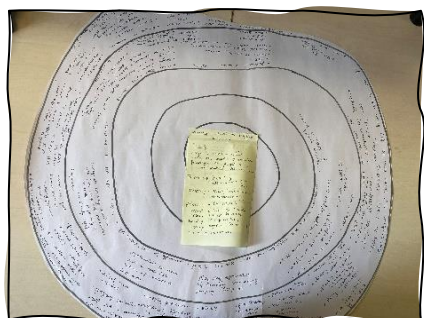
Think about parents-to-be, new parents, babies, young children, and families.

Think about wellbeing, healthy lifestyle choices, environments, etc.

What do we have already do/have that we could build on and what could we do more of?

What are the gaps and how could we fill these?

What's our top priorities?



## **Reflections and Conversations on Outcome 1**

<b>Friday 9<sup>th</sup> February</b>	<b>Saturday 10<sup>th</sup> February</b>
Supportive Employers – time to attend appointments.	Access to up-to-date information for parents and those working with children and families. Easy to access, signposting and linking out.
Stressed parents – time poor/finances, navigating forms, knowing what you're entitled to.	Initiatives based on current research for example, pros and cons of rewards for trying foods – building a healthy relationship with foods.
Parent mental health- start with the parents.	Upskilling the workforce around healthy eating, language, and attitudes.
Education for adults – parents and those working with babies and young children.	Legislation – residency requirements.
Access to equipment baby equipment locally – choice for parents, more reliance on second hand – could this be dangerous?	Links to finances and budgeting
Making the most of our local environment	Super Smiles – charity, hospital dental scheme, waiting lists.
Accessing information - signposting, Best Start Partnership website, answers to questions people might not want to ask, hints and tips e.g.) tiny happy people, 50 things activities.	Access to health care- antenatal, costs
Open days – access to information e.g.) Bump, Baby and Beyond, hubs of information, different services present, items for sale.	Access to parent mental health support (parent and child)
Aversion to risk taking – important for development.	Healthy Start Programme - key
Well-being and involvement scales	Access to good family planning – teenage pregnancy
Timings of information given out to parents- when pregnant all thinking about is labour and birth – not till afterwards you think about the baby. Could more be supported in maternity instead?	Early intervention
Quantity of healthcare staff an issue e.g) number of midwives, health visitors, antenatal team.	Whole system approach, across all ages.
Preparation for parenthood at secondary age. Brook?	Nutrition in pregnancy
Maternity Voices important to get independent views.	UNICEF Baby Initiative
Speed of discharge from hospital – feels too quick.	Weaning support, breastfeeding support
“Teachable Moments” – midwives	Obesity prevention strategy – what does this look like?

Baby Steps key – what is included in this programme? Explore blockers to take up of the programme – how can these people be targeted?	HENRY – family modules, setting modules.
Hazard identification/preventative measures training – for parents and those working with children.	Nutritional standards across early years settings
First aid for all parents.	Play strategy
Nutrition in pregnancy – publicise this information – fruit and vegetable voucher scheme	Pathways – family cooking sessions
Public Health Strategy	Social skills – table skills.
Access to play spaces for the youngest children- safe spaces to play	Importance of one-, two- and three-year reviews.
HENRY Programme- health eating	Safe spaces- where can children go?
Accessibility and cost of fruit and vegetables	Importance of physical development, down to tummy time, climbing trees etc.
Move More Toddler Play – access to free services such as this	How do parents know where to go to find information?
One- and Two-year check identification – barriers to attendance and delays in checks being carried out.	Access to services like Move More – Toddler Play sessions.
Health visiting – regular check ins with a consistent health visitor.	Parental knowledge and capacity – home learning environment, perceived helplessness, setting boundaries so that children feel safe and secure
Links with Outcome 3- living in/being born into poverty	How do parents like receiving information? Face to face? Videos? Guest speakers?
Caring Cooks- Flourish school meals age 3-5- only in Government settings- what about private settings?	“Village to raise a family”. Gaps around families.
Attachment and bonding	Parents feel judged around their parenting.
Air quality near children’s play spaces	Adequate housing, which is safe, not damp, well maintained and affordable.
Walking buses to get to Nursery/School	Lack of free opportunities for babies and young children
Approachability of services	Risky play opportunities
Once antenatal care ends- what happens next?	Safe routes for children and families to walk
Easily accessible groups for all parents	Play spaces in parishes- funding model for this?
Online groups for parents if not face-face	Steering groups for accessible parks
Network of Mums – support	Contribute to Building a safer society
Relationship with GPs - midwives are linked to GPs-possible conflict.	



### Emerging priorities identified:

- Importance of nutrition from antenatal up to age 5 and parent/workforce/child support around this, using evidence-based programmes.
- Improved support and signposting for parents and those working with children.
- Opportunities for play and physical opportunities from birth up to age 5 in age-appropriate play spaces, that are accessible and inclusive for all.
- Healthy environments for children to grow up in.
- To understand barriers for parents accessing information and attending courses and checks.



**Table 2: Ideas Funnel**

**Outcome 2:** All children in Jersey can learn and achieve.

**Prompts:**

How can we support babies and young children’s learning from conception to five?

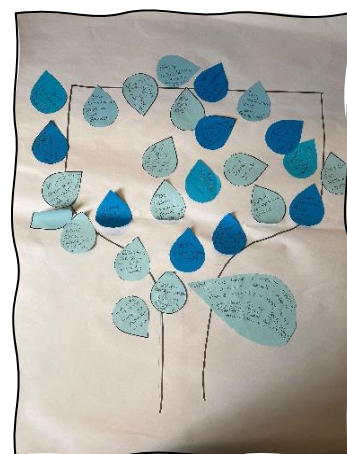
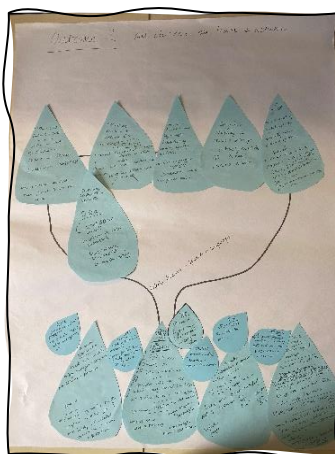
Think about what’s important e.g. home learning environment, speech, language, literacy and communication skills.

Think about opportunities for ways we can encourage parents to recognise their children’s achievements.

What do we have already do/have that we could build on and what could we do more of?

What are the gaps and how could we fill these?

What’s our top priorities?



Friday 9 <sup>th</sup> February	Saturday 10 <sup>th</sup> February
Listening to parents and children	Toolkit- simple message in many ways.
Professional trust with families- respond not intervene	Valuing what is already there- e.g.) playgroups, invest in those, free playgroups, on people’s doorsteps, grants for parent / toddler groups
Learning together	Lots of examples of sharing practice ‘listen’ ‘play’
Information and access to information needed	Educating the value in what is already done - more support for community groups – celebration of these
Trust parents to do their role	Simple communications with key messages
Parents / carers (including grandparents, residential, child minders) are central to children’s early learning. Think more expansively than just parents.	Detox from social media – Facebook, Instagram.
50 Things to do Before You’re Five	Team around the child – sharing information across forums
Parents have different need to carers	Support the parents to support the child
How do we support and show key messages?	Support non statutory providers
Breastfeeding	Health child checks – pick up early – pilot three-year reviews
Reading to children	Childcare workforce using available CPD
Nutrition	Importance of sharing stories and rhymes with your baby/young child
Considering language and diversity	Language barriers
Centralised information	Giving babies and young children time to respond, keep talking to your baby/young child doing day to tasks e.g.) laundry
New parent toolkit	Encourage parents to praise and display what children do, bring certificates home, foster the pride
Consistent high quality of carers and settings	Audio books to listen to words and stories

Publicly available information to help parents make a choice about childcare and education	Earlier identification, pick up earlier, greater needs
Inspiring confidence in parents	Making expectations higher for child's development
Data – what did we know? Where is data published? Nursery/Reception/Health Visiting	Inclusion is still a gap – although work is being done
Need ability and skillset to identify if a need is emerging- pathway and services available to respond- shared knowledge and offer (list of services)	Best Start Premium – access to more services
ESOL – parents to access	Developing good partnerships with parents
People training to then access better employment information	
Impact of poverty – working families- stressed.	
Digital – how it hinders- Tapestry, parents on devices	
Speech and Language therapist support to be available for more families – not just those needing specialist support	
We have some data already e.g.) Early Learning Goals, WELLCOMM data from Brighter Futures	
Integrated approaches to parent and child services e.g.) move more, library time, having other professionals/information as part of the session (current and up to date information)	
Leaflets available	
Language focus – including multilingual learners – create a Best Start guide to speech and language – hand outs and put it on the Best Start Website. What to expect when, antenatal approaches.	
Importance of 1-, 2- and 3-year reviews- intervening moments.	
Language focus: Whole workforce training- Level 3 students, KMC, Events, GP, HV, parent partnership workers, community e.g.) library. mainstream approach - universally and available for all.	
Key area of focus needs to be communication and language.	



#### **Emerging priorities identified:**

- Antenatal opportunities. Parents are more available/ have more capacity to take on board key messages.
- Bonding and attachment.
- Support for families to focus on communication and language/speech and language.
- Identify gaps e.g.) number of missed 1/2/3-year reviews, new to island families.





**Table 3: Hot air balloon**

**Outcome 3:** All children in Jersey enjoy a decent standard of living.

**Prompts:**

What do families need to ensure their babies and young children enjoy a decent standard of living in order to flourish?

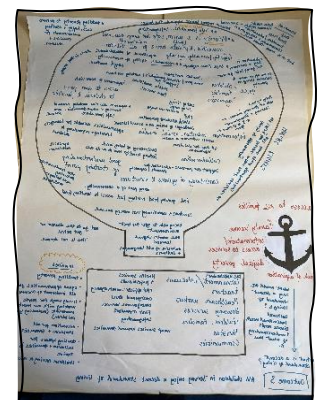
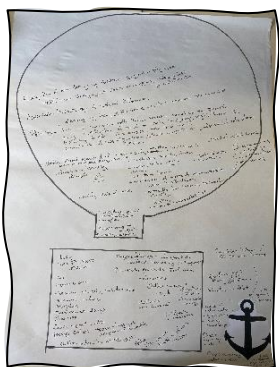
Think about physical wellbeing: material conditions and resources, e.g. housing, security/safe space, nutrition, hygiene, clothing, play spaces.

Think about social wellbeing, e.g. community connections and participation in activity, access to facilities, services and education, communication access – phone/internet, transport.

What do we have already do/have that we could build on and what could we do more of?

What are the gaps and how could we fill these?

What's our top priorities?



Friday 9 <sup>th</sup> February	Saturday 10 <sup>th</sup> February
Safe from abuse- safeguarding all children	Recognition of need of babies young children e.g.) garden and play space
Access to a warm, safe, loving home for all children (digitally, financially, physically)	Middle income Jersey – just about managing, nothing left at the end of the month
Education is key – outcomes are going to be greater	Appreciation/ understanding of cultural differences
Do we offer more to children who are living in poverty?	Intervening by being at the table – children's outcomes executive committee
Voice of the child/families/agencies	Early identification of need and early support, right from the beginning if life (or prior to this)

Policy and Plans, look at family income and learning and development and develop a 2-3 Best Start offer	A champion is needed for each child
Equity of opportunity – not letting low income mean that children do not have equal opportunities	Accessibility of support – welcoming, local support, non-judgemental, safe places, first steps, from conception, signposting to support and increasing awareness of support available
Families with mortgages – time poor, stressed families, working all hours	Define a decent standard of living from an early years perspective- safe, sanitary environment, parental mental health, sufficient healthy food, warm, heated home, water, no damp/mould, health, access to services/ facilities, beds, duvets, furniture
Support for health conditions from services (financially)	Availability of suitable accommodation, which is affordable
Cost of living, living wage, minimum wage	Thresholds for income support – eligibility
Child accident prevention	Identify who is at risk
Challenges of being on a small island	What are consequences for early years of not having a decent standard of living?
GP free for children – information	
Collaboration	
Support for parents – education for parents and capacity	
Information – websites, social media, access without wait	
Consistency of systems and structures	
Being part of a community	
Food quality, health food and access to healthy food	
Structure and consistency – not moving around	
Being able to offer the best environment	
Being inclusive of all languages and cultures	
Importance of attachment- starts in the womb	
Importance of home visits and seeing families in their own homes	
Access to open spaces for children and families	
Influence decision making around housing and where families are placed	
Listening and responding to children	
Consistency of being loved and feeling loved. How do we do this?	
Good understanding of starting points	
Life resilience skills	
How is education ensuring well being and resilience	
Tackling poverty to ensure safe, happy and healthy environments for families and children	
'Decent' means choices beyond the basics – not going to the doctor or getting petrol – this is not decent	
Defining 'decent standards of living'. Cultural needs and diverse needs and an understanding of this	



### Emerging priorities identified:

- Identifying the meaning and impact of relative low income in early years
- Equal opportunities for all irrelevant of income, including paying a living wage for people working with our most vulnerable (including babies and young children)
- Support and education for all children and families
- Housing and spaces for children and families to thrive



- Children having a voice

**Who did the participants think needed to be involved in order for children and families to enjoy a decent standard of living?**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Housing</li> <li>• Health- GPs, Midwives, speech and language therapists, occupational therapists, family nursing and home care,</li> <li>• Tax</li> <li>• Income Support</li> <li>• Government, ministers</li> <li>• Nurseries, childminders, schools</li> <li>• Social workers</li> <li>• Parishes</li> <li>• Food banks</li> <li>• Olio</li> <li>• Family Support Workers (children and families hub – MASH)</li> </ul> | <ul style="list-style-type: none"> <li>• Portage workers</li> <li>• Police</li> <li>• Fire service</li> <li>• Coast guard, RNLI</li> <li>• First responders</li> <li>• Youth workers</li> <li>• ELSAs</li> <li>• Children’s Commissioner</li> <li>• Clothes swaps, rag trade</li> <li>• Ecycle</li> <li>• MIND Jersey</li> <li>• Anyone/ Everyone who goes into and around children’s home e.g.) JT engineers, postman, neighbours.</li> </ul> |
|---|--|

**What might the barriers be to success?**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Families ‘stuck’ and left to their own devices.</li> <li>• Families don’t know what their entitled to</li> <li>• Being in debt</li> <li>• Lack of information e.g.) parishes, how to volunteer.</li> <li>• Being new to the island</li> </ul> | <ul style="list-style-type: none"> <li>• Accepting help- pride</li> <li>• Lack of support for parents</li> <li>• Loss of community/connections</li> <li>• Access to <u>all</u> families</li> <li>• Family income</li> <li>• Information/access to services</li> <li>• Digital poverty</li> <li>• Lack of inspiration</li> </ul> |
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**Table 4: Zone of Priorities**

**Outcome 4:** All children in Jersey are safe and loved

**Prompts**

What do families need to ensure their babies and young children are safe and loved?

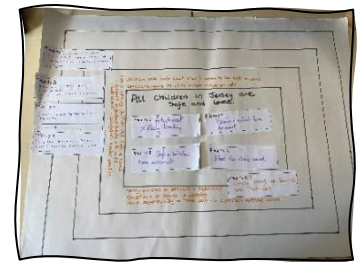
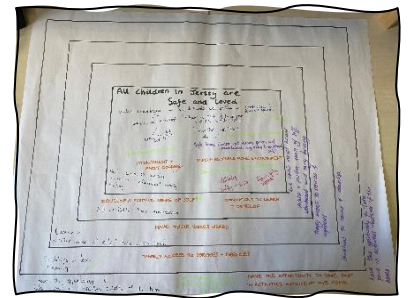
Think about what we can do to ensure that families understand the importance of bonding and early attachment?

Think about the contribution of services, settings and agencies in supporting families in providing safe and effective care and keeping children safe from accidental and non-accidental injury.

What do we have already do/have that we could build on and what could we do more of?

What are the gaps and how could we fill these?

What's our top priorities?



Friday 9 <sup>th</sup> February	Saturday 10 <sup>th</sup> February
Attachment and early bonding	Children have information about what it means to be safe and heard
Safe and suitable home environment	Attachment and early bonding
Conditions to learn and develop	Who is helping children to feel safe and loved? Parents, extended family and friends, child carers, foster parents, counsellors
Have their voices heard	Children have information about what it means to be safe and loved
Timely access to services and agencies	Reassure parents its ok to accept and ask for help.
Wellbeing - family and child	
Safe is being supported	
Safe home - warm, not damp, space, well maintained, physically and emotionally safe	
To develop a positive sense of self	
Have the opportunities to take part in activities outside of the home environment	
Health and medical needs met	



**Emerging priorities identified:**

- Attachment and early bonding
- Ensuring that children have access to a suitable and safe home environment
- Children and families having their voices heard
- Wellbeing of parents/carers, babies and young children

**Table 5: Tree of Priorities**

**Outcome 5:** All children in Jersey are included, respected and valued

**Prompts:**

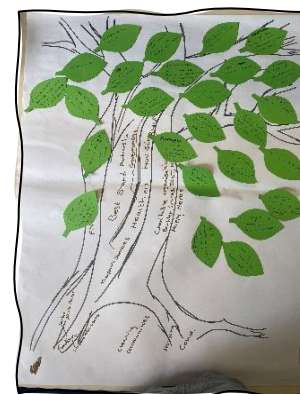
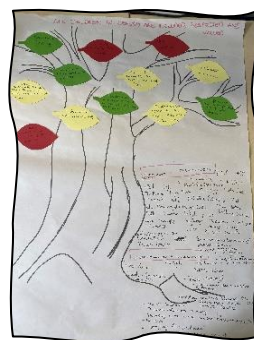
What does it mean to be included, respected and valued from the start of life?  
Think about what services, agencies and settings do / could do to promote this outcome.

Think about how families can be encouraged to respect and value their children’s views and support their inclusion in activities within their community.

What do we have already do/have that we could build on and what could we do more of?

What are the gaps and how could we fill these?

What’s our top priorities?



Friday 9 <sup>th</sup> February	Saturday 10 <sup>th</sup> February
To create places/spaces where families feel like they belong and are supported	Government funding
Create a culture which is nonjudgemental, awareness and understanding	Training to be accessible to parents
Work force training around listening to children, responding to need	Social security to review forms and have support available
Mirror/leads by example to education	Educating the community
Better understanding and education around children development/ SEND	Wellbeing support for parents and families of SEND children
Creating a listening culture	Better communication between services/ active outcomes
Responding to children’s needs	Expand services to reduce waiting lists
Understanding respecting individual needs	Training available for everybody
Creating communities and fostering communities	VOTC toolkit
Isolation – create community hubs, which are inclusive places	Inclusion
Sense of belonging – need to ensure that everyone feels that sense of belonging	Safeguarding/diversity for children that are looked after
Equal access to opportunities – differentiated perhaps	Representation in the partnership from social services
Support adults/carers/ parents to support children in inclusive practice	Events where play is modelled to families
Trusting / trusted relationships	Training for practitioners and volunteers
Best Start Plus – How can we support parents/ families to access safe spaces	Makaton, WELLCOMM
Loss of trust	
Support parents to support the child	
Layered offer – must have all elements e.g.) Best Start for All, Best Start Plus, Best Start Together and Best Start Extra	
Inclusive by design	
Improve understanding, responding to needs and behaviours	
Encourage events and opportunities to be more inclusive	
Improve information sharing	
Taking time and listening to children and families	
Increased awareness – understanding within the wider community	

Not enough support to help children understand difference and others needs



### Emerging key priorities:

- Access to training for SEND for parents and practitioners and awareness raising for children
- Better signposting to support for parents and those working with children
- More inclusion and increasing awareness of SEND within communities e.g.) playgroups

### Who needs to be involved for us to meet the priorities?

- Best Start Partnership
- Government
- Therapeutic services
- Health Services
- EYIT
- Housing
- CEYS
- Childcare and Education
- Charitable organisations Brighter Futures, JCCT, MIND, Happy Heroes
- ASCIT
- Social Workers
- Children's Services/ social workers
- Play groups / toddler play groups e.g.) Jersey Deanery
- Play therapy
- Jersey Library
- Parent carer forum
- Parent advocacy
- Barnardo's
- ELSA
- Educational Psychology Team
- SEMHIT

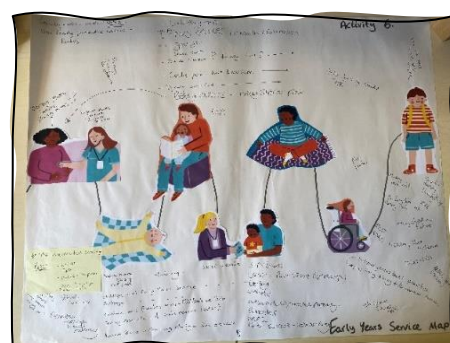
### What infrastructure needs to be in place?

- Creating communities
- Housing
- Funding – involve private sector such as corporate sponsors
- Hubs such as Child Development and Therapy Centre
- Inclusion review
- Statutory requirements
- SEND training
- Trauma informed training
- Staffing/Recruitment
- Accessible facilities
- Better access e.g.) funding
- Play Strategy



**Table 6: Service map (This was not fed back at the end and only happened during the Friday event)**

1) Share your knowledge and insights to update the Early Years Service Map in relation to Best Start i.e. what services are available for parents/carers and children within Best Start for All, Best Start Plus and Best Start Extra from conception up to age 5.



	Service/Provider	Antenatal	Birth	Age 1	Age 2	Age 3	Age 4	Age 5
Best Start for all	Midwives - GoJ	✓	✓					
	Baby Steps - FNHC	✓	✓					
	Childcare Information Service- JCCT	✓	✓	✓	✓	✓	✓	✓
	GP Service - GoJ	✓	✓	✓	✓	✓	✓	✓
	Healthy Child Programme - FNHC	✓	✓	✓	✓	✓	✓	✓
	Dad's Group- Brighter Futures	✓	✓	✓	✓	✓	✓	✓
	Mum's Meet- MIND Jersey	✓	✓	✓	✓	✓	✓	✓
	Well Baby and Child Health Clinics - FNHC	✓	✓	✓	✓	✓	✓	✓
	Registered Childminders		✓	✓	✓	✓	✓	✓
	Accredited Nannies		✓	✓	✓	✓	✓	✓
	Private Day Nursery		✓	✓	✓	✓	✓	✓
	Private Pre-School			✓	✓	✓	✓	✓
	Government of Jersey Nursery					✓	✓	✓
	Government of Jersey Reception School Place						✓	✓
	Community Dental Care		✓	✓	✓	✓	✓	✓
	Super Smiles					✓	✓	✓
	Wraparound Care					✓	✓	✓
	Afterschool/Activity/Holiday Clubs					✓	✓	✓
	Play and Connect drop-in sessions		✓	✓	✓	✓	✓	✓
	NSPCC	✓	✓	✓	✓	✓	✓	✓
	Salvation Army	✓	✓	✓	✓	✓	✓	✓
	Every Child Our Future					✓	✓	✓
	Baby and Toddler Groups					✓	✓	✓
Multilingual Learner Team- GoJ					✓	✓	✓	
Caring Cooks Flourish School Meals					✓	✓	✓	
Best Start	Breastfeeding Buddies- FNHC	✓	✓					
	Journey to Wellbeing- Brighter Futures	✓	✓	✓	✓	✓	✓	✓

	MESCH (incl. MESCH Play Group) - FNHC	✓	✓	✓	✓			
	Triple P Parenting Programme – GoJ Triple P Family Transition - GoJ		✓	✓	✓	✓	✓	✓
	EarlyBird Parent Programme - GoJ			✓	✓	✓	✓	✓
	Children’s Community Nursing (FNHC)		✓	✓	✓	✓	✓	✓
	Short Breaks (GoJ)						✓	✓
	Early Help	✓	✓	✓	✓	✓	✓	✓
	Speech and Language Therapy Team		✓	✓	✓	✓	✓	✓
	Pathways Offer: REAL Project / Samares Seedlings				✓	✓		
	Best Start Plus Programme (JCCT)				✓	✓		
	Caring Cooks Weekly Meal Service	✓	✓	✓	✓	✓	✓	✓
	Centrepoint Home Care		✓	✓	✓	✓	✓	✓
	Dietetics - GoJ	✓	✓	✓	✓	✓	✓	✓
	Diabetes Jersey	✓	✓	✓	✓	✓	✓	✓
	Family Partnership Worker	✓	✓	✓	✓	✓	✓	✓
Best Start Extra	Special Needs Inclusion Programme (JCCT)	✓	✓	✓	✓	✓	✓	✓
	Autism and Social Communication Team- GoJ							✓
	Early Years Inclusion Team (EYAS and Portage)- GoJ			✓	✓	✓	✓	
	Educational Psychology - GoJ					✓	✓	✓
	Hearing Impairment Service - GoJ			✓	✓	✓	✓	✓
	Visual Impairment Service - GoJ			✓	✓	✓	✓	✓
	Occupational Therapy - GoJ	✓	✓	✓	✓	✓	✓	✓
	Physiotherapy - GoJ	✓	✓	✓	✓	✓	✓	✓
	Family Care Coordinators	✓	✓	✓	✓	✓	✓	✓
	Social Workers	✓	✓	✓	✓	✓	✓	✓
	Parent-Infant-Psychotherapy- GoJ	✓	✓	✓	✓	✓	✓	✓
	Brightly- Home Start	✓	✓	✓	✓	✓	✓	✓
	Consultant Paediatrician	✓	✓	✓	✓	✓	✓	✓



**From a parent/carers perspective:**

***What information do parents find helpful? What additional information would parents find valuable?***

- What is available to them/what services are out there for them?
- Where they can access support
- Where they can find out when baby clinics are taking place, for example
- What financial support is available to them
- Support with healthy eating such as the free fruit and vegetable scheme and someone pointing out when parents are eligible for this
- Lack of community around families to pass information through e.g) *“the village”*

***How do parents like to receive communications?***

- Antenatal
- Post-birth/maternity
- Leaflets/Flyers
- Online e.g.) trusted websites
- Courses – face-face and online
- Social media – Facebook/Instagram

***What gaps do you think there are in services and support for families from conception to five? How could these be addressed?***

- Access to suitable play spaces for the youngest children
- Access to safe walking paths for families
- Alternatives to driving to school e.g.) the walking bus
- Information around bonding and attachment
- Practical things such as bathing your baby, importance of talking to your baby
- Inclusive playgroups/inclusive toddler groups
- Hubs for children and families ‘one stop shops’
- Training for parents for SEND
- Wellbeing and mental health support for parents *“support the parent and support the child”*.
- Access to more free opportunities for children with parents/carers and professionals e.g.) toddler move more play

We had initially hoped to ask a further two questions:

- **How satisfied/unsatisfied are parents with current provision of places and the type provision they want and need?**
- **How do parents make decisions about childcare and early education?**

However, these were not discussed, and we will ask these questions during our pop-up events with parents.

## Promises from the room to the Partnership

- *To continue to work for and towards Best Start principles and process for futures of YP.*
- *To continue to be an advocate for language and literacy in the Early Years*
- *To encourage the GOJ to consider supporting childcare practitioners pay and get the Play strategy written.*
- *To continue to put children at the heart of everything I do, and to promote and support Best Start wherever I can.*
- *To engage parents and feed in their views whenever possible.*
- *To share the website with families and clients I work with*
- *To spread the word about the Best Start website at "Little lambs" toddler group and among all the mums/carers I am acquainted with!*
- *To spread the word about the Best Start Partnership*
- *Sharing my ideas and experience from my family.*
- *To do my little but to support children and families to have the best Start - I am continuing with story starters and will do REAL with Rouge Bouillon school.*
- *I would like to use REAL to support the role out of the participation Toolkit.*
- *To let more people know about the work you are doing.*
- *To support the partnership to the best of my ability as I strongly believe in its power to make a difference to the lives of children in Jersey.*
- *To support the partnership by continuing to champion and lead Early Years priorities in CYPES.*
- *To share the information from today about the Best Start partnership and the website available*
- *To share all information with families and colleagues. Signpost to the website.*
- *Get involved with a case study and Bear. Add some "nature" contribution and child development info to the website.*
- *To continue to advocate for access to library services for all 0 - 5-year-olds.*
- *To help share information.*
- *To help advance the aims of BSP in my capacity at FNHC.*
- *To continue to build partnership and look for opportunities to make a difference for families in Jersey.*
- *To explore nutritional provision in early years settings and look into opportunities to launch nutritional standards for those settings.*
- *Share info on Best Start with my work families and the wider community.*
- *To contribute and share resources with partners by make BSP plans happen, getting new connections and other involved where possible.*
- *To work closely with BSP at events and activities, and to signpost practitioners and parents to the website.*
- *To promote Best Start with everyone who I work with/ social media/ childminders/ Happy Heroes charity.*
- *To share with the families, I work with and other childminders to use it.*
- *To share the knowledge, website, toolkit.*

