

Supporting Materials



Parents as Partners

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Self evaluation audit of current practice in working with Parents as Partners

	We do this already	This is developing	We need to do more	Evidence/Comments
We know the make-up of our local community and families well. (e.g. ethnicity, languages spoken, religion)				
We are approachable and welcoming to mothers, fathers, families and carers.				
We have a clear and effective 'settling in' policy and procedure when both children and parents are helped to settle into the setting.				
Our physical space is designed to encourage parents to spend time in the centre. (e.g. displays, furniture, parents room)				
A member of staff leads on developments in working with parents as partners.				
All children have a key person who gets to know the child and their family. (e.g. knowing and using first names, interests and who is in the wider family)				
Mornings and/or going home times are structured to give extra time for parents to discuss their children when they arrive or leave.				
The key person has the opportunity to visit the child and family at home before entry.				
Parents have open access to records of children's learning and development; they are parent friendly and easy to understand.				
Parents sometimes share their own observations of what children say and do at home.				
Parents have the opportunity to regularly share their observations of what children say and do at home.				
Parents' observations of children are used to plan future learning in the setting and at home.				
We discuss with parents the best ways of including and involving children with additional needs.				
Parents are given informal support for their children's learning at home. (e.g. occasional book borrowing)				
Parents are given more regular support for learning at home. (e.g. activities/equipment is regularly shared between home and the setting)				
Parents are offered workshops/courses to help them support children's learning.				
Resources are attractive and reflect a wide range of families and experiences.				
We monitor who borrows material, shares observations and attends meetings and workshops and try different strategies to reach all parents. (e.g. dad's)				
We have good knowledge of where to find support for our parents locally. (e.g. children's centre contacts, EAL classes, benefits advice)				

Parents as partners action plan

Target	Steps to completion	Person(s) responsible	Key dates	Costs	Success criteria	Monitoring and evaluation

Action plan following 'Parents as Partners' audit

TARGET	Persons Responsible	Steps to completion	Key dates	Costs	Success criteria	Monitoring and Evaluation
Update 'information gathering' documentation	Manager	Review and update formats for initial information gathering and ongoing. Document names parents wish to be known by.	By start of autumn term	Photocopying	Information gathered supports positive relationships throughout the setting. Information impacts positively on planning and learning outcomes for children.	Manager Staff team
Develop 'parent post its' documenting children's achievement at home.	Staff team	Collate information from parents; ensure dates are added to evidence progression. Ensure information is used to inform planning.	ASAP	£20 Post it's	Parents are confident information from them is important and valued. Information informs planning and contributes to a more holistic view of the whole child. Learning outcomes improve. Setting delivering the EYFS effectively	Manager Room Supervisors
Engage with parents to find out if they would like input on children's learning.	Manager	Contact parents to seek views, refer to appropriate times of day to ensure access. Contact Children's Centre re-provision of crèche facilities if possible	Next 2 weeks	Photocopying	Setting consistently engaging in seeking parents views	Manager
Review toy library provision	Manager Lead practitioner for Toy Library	Appoint one practitioner to take responsibility for the Toy Library Review current provision, explore how it could be improved Consult parents Purchase new resources and develop information cards for parents to support possible learning	Dec	Supply costs to release practitioner for 2 hours a week. Resources £200	Loan scheme supports and extends learning at home; outcomes for children improve 40% of parents are accessing the toy library	Manager

Parents Questionnaire

At our nursery, we really value the partnerships we have with parents.

“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s development and learning.” *Early Years Foundation Stage*.

To support us to improve our service to you, we would welcome your comments and answers to the questions below.

1. When you come into the nursery, do you feel welcome and valued?

Yes/No (please circle)

Comments or examples:

2. Did the arrangements for settling in and starting your child here work well?

Yes/No (please circle)

Comments or examples:

3. Do the nursery staff have a caring attitude?

Yes/No (please circle)

Comments or examples:

4. Does the nursery meet your child’s individual needs?

Yes/No (please circle)

Comments or examples:

5. Do you feel the environment we provide is appropriate for your child? (for example homely, caring, good quality resources, approaches to learning)

Yes/No (please circle)

Comments or examples:

6. Do you feel the nursery is safe?

Yes/No (please circle)

Comments or examples:

7. Have you accessed the information leaflets available? Would you like the opportunity to find out more?

Yes/No (please circle)

Comments or examples

8. Are our opening times appropriate for your family's needs?

Yes/No (please circle)

Comments or examples:

9. Are there enough opportunities for you to meet with staff to discuss your child?

Yes/No (please circle)

Comments or examples:

10. Are the food, drink and snacks supplied by the nursery appropriate for your child?

Yes/No (please circle)

Comments or examples:

11. Are there any ways, as a parent, in which you would like to become more involved with nursery? (for example trips, playing with children, gardening)

12. (a) Please tick if you would be interested in the nursery providing any of the following events:

- **Information evenings** (for example about areas of learning for children)
- **Religious and cultural celebrations**
- **Parent social events**

(b) Do you have any other ideas of events we could organise for parents?

13. Could you comment on your child's records (for example access, format, content, your involvement)

14. Are there any other ways in which we could improve our partnerships with parents?

15. Any other comments?

Thank you for taking the time to fill in this questionnaire. You may return it anonymously, or you are welcome to put your name on if you wish. The questionnaire can be returned to the box by the entrance.

Name (optional):

Additional information form: babies

We aim to provide a homely, caring environment where your baby's every need will be met. In order for us to complement the care and attention your baby is used to at home, we would be grateful if you could take a few minutes to complete this form.

If you are unsure about any aspects of the form or would like a member of staff to discuss it with you, please do not hesitate to ask.

Baby's name:

Date:

What activities does your baby enjoy doing at home?

What makes him/her giggle?

Is there anything that (s)he is particularly afraid of?

Does (s)he have a favourite rhyme or song which comforts him/her when distressed?

What is his/her usual sleep and rest routine?

Does (s)he have a comforter which will help him/her settle when tired or upset (dummy, cuddly toy, piece of material, thumb etc)? If so, we need to make arrangements so (s)he has access at the nursery.

What is his/her usual feeding routine?

What is your usual nappy changing routine?

Does (s)he have any fears about nappy changing?

Both our nappy changing stations are table height. Will this be suitable for your baby or would (s)he prefer to be changed at floor level?

Are there any special techniques or requests you would like us to adopt?

Tell us about your baby's feeding routine at the moment...

If appropriate, list food preferences:

Thank you for taking the time to complete this form. We will be asking you to update the information every three months until your child has reached his/her second birthday.

Parent's signature:

Member of staff's signature:

Review date (three months from today):

All about me: &-) year olds

My name:

My date of birth:

Date today:

My family and friends

My mum is called _____ I call her _____

My dad is called _____ I call him _____

My brothers and sisters are:

Name	Date of birth

My grandparents are:

Name	I call them...

Other members of the family who I see often are:

Name	I call them...

At home I am looked after by _____

I am used to spending time away from Mummy/Daddy (circle) **yes** **no**

If yes, please fill in the table below:

Who with?	Where?

Parent's section

Has (s) he attended an early years setting previously?

Is s/he currently attending another early years setting?

If yes, for how long and how often?

How well did (s) he settle?

My friends are:

I will arrive with and be collected by:

*Please note that we will not let your child go with anyone who is not listed, without your **written** consent.*

Other people I see:

Eating and drinking

Some things I am not able to eat or drink are:

Please circle one choice below:

I can feed myself I need a little help to feed myself I need lots of help

Self-help

I can put these clothes on myself:

Please mark the right answer:

I wear a nappy

I wear pants

I use a potty

I use the toilet

I go to the toilet myself I need reminding to go to the toilet

Anything else that is helpful to know:

--

Communication

I communicate by (please circle):

speaking

signing

sounds

pictures

physical gestures

Sometimes I struggle with these words and sounds:

--

Please circle the right answer below:

I can hear well

I have some problems with my hearing

I can see well

I have problems with my sight

My favourite things

Toy	Game
Book	TV programme or video
Food	Comforter

Other things I like to do:

--

Things I am frightened of or don't like:

--

More about myself I want you to know:

Please include any medical problems, allergies or medication taken regularly.

--

This is usually how I spend my week and who with.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Sharing information about your child

Child's name:

In what ways do you feel that your child has progressed since (s)he started?

If your child has achieved something special, either at home or here, please give details.

What does your child particularly enjoy about school life?



If there is anything your child doesn't like about school, please give details.



If you have any concerns about your child that you would like to share with us, please give details.

This format could be used in several ways such as

- *given to parents regularly and added to child's records*
- *it could be used before an open evening to provide parents with a structure for their comments*
- *it could be used individually as circumstances arise*

My Learning Story

My Story



photo



photo

My Learning

Personal, Social and Emotional Development

Communication, Language and Literacy

Problem Solving, Reasoning and Numeracy

Knowledge and understanding of the world

Physical Development

Creative Development

My Next Steps

My Learning Story

My Story

G was certainly the leader in the play today when he organised a puppet show. He put together two chairs, covered them in a blanket to create a screen and then got out some finger puppets. "It's very easy", he explained to his friends, "You just need two chairs and a tablecloth and you can make your own puppet show". Having practised his play, he decided to perform it for an audience. "This is baby Jesus", G said, lying a finger puppet down, "And this is Mary and Joseph. One day Jesus was born and people came to see him...the teddy and the aeroplane ... and they looked after him". G told the other children which puppets to hold up for different parts of his story. He continued, "Jesus grew up ...up...up", and he lifted his puppet gradually in the air. "Then one day he went on the cross", he continued, lying his puppet down under the blanket. "Then he went up to heaven", G said lifting the puppet up again. "Then Mary got old and she died and she went up to heaven too and then she was happy and that's a good ending!" G beamed when everyone clapped his performance.



My Learning

Personal, Social and Emotional Development
G is a leader in play activities and organises others
He is very independent
He develops his own ideas
He has the confidence to share his ideas with others
G is able to concentrate for an extended period of time
He has a clear understanding of the feelings of others
He is proud of his own achievements

Communication, Language and Literacy
G is able to express himself clearly and articulately
He explains his thinking
He retells stories in sequence
He develops stories he knows

Knowledge and Understanding of the World
G has an awareness of his own beliefs
He empathises with the feelings of others

Creative Development
G is creative in developing his own props
He tells stories dramatically

My Next Steps

To continue to develop G's storytelling through the use of a range of puppets and other props
Adult to video G's puppet shows and encourage him to begin to evaluate his own performances

An example of a childcare setting working in partnership with their local Children's Centre to support a family

The Family		
Jason – 3 months	Hannah – Mum	Mark – Dad

Services provided by the nursery	Services provided by the local Children's Centre
Home visit	Breast feeding support
Family introductory visits to nursery	Baby massage group
Space and time for mum to visit and breast feed	Baby Yoga
Open evenings to discuss Jason's development	Baby club providing input on sleep patterns, changing, meal ideas weaning information and cookery classes
Social events	Signposting to other agencies
Daily diary sheets	Basic skills classes
Learning Journey folder with photographs and learning stories about Jason	Family learning group – Language and Play
Home to nursery books	Stay and play sessions staffed jointly by childcare setting staff and children's centre staff
Phone contact	Access to a counsellor to support with a family bereavement
Lunch time visits for parents	
Family trips	
Extra sessions provided, funded by the Children's Centre to allow parents time to attend family learning group	

All childcare settings fall within a Children's Centre Footprint. To find out what services they can offer your families please get in touch with your local centre using the details on the following page. Services could include the ones mentioned above or also things such as support from Job Centre Plus advisors, parenting programmes or advice on benefits.

Children's Centre (CC) Contact Details in Cumbria

Carlisle

Brampton, Longtown and Bewcastle CC

Mary Street
Longtown
Carlisle
CA6 5UF
Tel: 01228 792130

North Carlisle CC

The Belah Centre
St Anne's Hill
Carlisle
CA3 9FR
Tel: 01228 792130

South Carlisle CC

Petteril Bank School
Burnett Road
Carlisle
CA1 3BX
Tel: 01228 625937

West Carlisle CC

Wigton Road
Carlisle
CA2 6JP
Tel: 01228 223417

Eden

Kirkby Stephen and Kirkby Thore CC

Kirkby Thore School
Kirkby Thore
CA10 1UU
Tel: 01768 362822

Alston CC

Alston Primary School
Garrigal Road
Alston
CA9 3UF
Tel: 01434 382646

Penrith CC

Eden Rural Foyer
Old London Road
Penrith
CA11 8ET
Tel: 01768 861674

Appleby CC

The Old Stables
Redhills
Penrith
CA11 0DT
Tel: 01768 899022

Furness

Bram Longstaffe CC

Farm Street
Barrow-in-Furness
LA14 2RX
Tel: 01229 894638

Dalton-in-Furness CC

Dalton Health Centre
Dowdales School
Dalton-in-Furness
LA14 8AH
Tel: 01229 831527

Greengate CC

Greengate Street
Barrow-in-Furness
LA14 1BG
Tel: 01229 820049

Hindpool CC

Bath Street
Barrow-in-Furness
LA14 5TS
Tel: 01229 894660

Newbarns CC

Rising Side
Barrow-in-Furness
LA13 9ET
Tel: 01229 831527

South Lakes

Cartmel Peninsula CC

Winder Lane
Flookburgh
Grange-over-Sands
LA11 7LE

Kendal CC

St Thomas CE School
Kendal Green
Kendal
LA9 5PP
Tel: 01539 443500

Ambleside CC

Ambleside Library
Kelsick Road
Ambleside
LA22 0BZ

Milnthorpe CC

Firs Road
Milnthorpe
LA7 7QF
Tel: 015395 64896

Sedbergh and Kirkby Lonsdale CC

72A Main Street
Sedbergh
Tel: 01539 622048

Ulverston CC

Lund Terrace
Ulverston
LA12 9BE
Tel: 01229 831527

Windermere CC

Goodly Dale Primary School
Lake Road
Windermere
LA23 2LX
Tel: 01539 488035

Copeland

Cleator Moor CC

Birks Road
Cleator Moor
CA25 5HR
Tel: 01946 62681

Egremont CC

Orgill Primary School
Southey Avenue
Egremont
CA22 2HH
Tel: 0194662681

Frizington CC

Main Street
Frizington
CA 26 3PF
Tel: 01946 62681

Millom Family Birks

Network Centre
Millom Infant School
Millom
LA18 4LP
Tel: 01229 776374

Whitehaven CC

Howgill Family Centre
14-15 Howgill Street
Whitehaven
CA28 7QW
Tel: 01946 62681

Allerdale

Aspatia CC

SRI Building
King Street
Aspatia
CA7 3ET
Tel: 016973 22777

Distington CC

Distington Community
School
Church Road
Workington
CA14 5TE
Tel: 01900 873699

Keswick CC

Trinity Way
Keswick
CA12 4HZ
Tel: 01228 888330

Maryport CC

Brunswick House
Maryport
CA15 8AE
Tel: 01900 819190

North Allerdale CC

The Family Place
10/12 Wampool Place
Wigton
CA7 9SA
Tel: 016973 49555

Silloth CC

Silloth Primary School
Liddell Street
Silloth
CA7 4DD
Tel: 016973 31230

Workington CC

The Minto Centre
Nilsson Drive
Workington
CA14 5BD
Tel: 01900 873699

If you wish to use this service please contact your Area Inco for support

Instant Telephone Interpreting

Ju lutemi, cekeni gjuhën tuaj. Përkthyesi do të thirret.

برجاء تحديد لغتك، سيتم الاتصال بمترجم فوري.

অনুগ্রহ করে, আপনার ভাষাটিকে নির্দেশ করুন। একজন অনুবাদককে ডাকা হবে।

請指定您所使用的語言，以便於指派該語言之翻譯人員。

Molimo da prikažete jezik, koji govorite. Prijevodliac će biti pozvan.

Ukažite prosím na svůj jazyk. Zavoláme vám tlumočníka.

تکایه به زمانهکەتان ئاماژە بکەن. بە وەرگیرێکی زارەکیهوه پهیوهندی دهکریت.

Veillez nous indiquer votre langue. Nous allons contacter un interprète.

Σας παρακαλούμε δείξτε τη γλώσσα σας. Θα κληθεί ένας διερμηνέας.

કૃપા કીને તમી ભાષા દર્શાવો. કોઈ દુભાષિયો બોલાવવામાં આવશે

कृपया अपनी भाषा पर निशान लगाएं। एक दुभाषिये को बुलवाया जाएगा।

あなたの言語を指さしてください。通訳を用意いたします。

تکایه به زمانهکەتان ئاماژە بکەن. بە وەرگیرێکی زارەکیهوه پهیوهندی دهکریت.

Prašome nurodyti savo kalbą. Bus paskambinta vertėjui žodžiu.

請指向您的语言。届时将有一名口译员为您提供帮助。

Prosimy wskazać swój język. Odpowiedni tłumacz zostanie wezwany.

Por favor indique o seu idioma, para podermos chamar um intérprete.

ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੀ ਭਾਸ਼ਾ ਵੱਲ ਇਸ਼ਾਰਾ ਕਰੋ। ਕਿਸੇ ਦੁਭਾਸ਼ੀਏ ਨੂੰ ਬੁਲਾਇਆ ਜਾਵੇਗਾ।

Vã rugăm indicați limba Dumneavoastră. Va fi chemat un interpret.

Пожалуйста, укажите язык, на котором Вы предпочитаете общаться с переводчиком. Он свяжется с Вами по телефону.

Ukážte prosím na svoj jazyk. Zavoláme vám tlmočníka.

Fadlan farta ku tilmaam luqaddaada. Turjumaan ayaa lagu waci doonaa.

Por favor, señale su idioma. Llamaremos a un intérprete.

Tafadhali onyesha lugha yako. Mkalimali ataitwa.

Lütfen konuşduğunuz dili gösteriniz. Bir tercüman aranacaktır.

Будь ласка, вкажіть мову, якою Ви бажаєте спілкуватися з перекладачем. Він Вам зателефонує.

براه کرم اپنی زبان بتائیں۔ کسی ترجمان کو بلايا جائے گا۔

Hãy chỉ vào ngôn ngữ của quý vị. Một phiên dịch viên sẽ được gọi.

Please point to your language. An interpreter will be called.

Albanian

Arabic

Bengali

Cantonese

Croatian

Czech

Farsi

French

Greek

Gujarati

Hindi

Japanese

Kurdish

Lithuanian

Mandarin

Polish

Portuguese

Punjabi

Romanian

Russian

Slovakian

Somali

Spanish

Swahili

Turkish

Ukrainian

Urdu

Vietnamese

Project: Communicating with fathers and male carers – Some Tips!

Evaluate the use of letters.

So, for example choose a font that is easy to read; I like comic sans. Use at least a 12 point font and avoid an overload of wordy information and jargon. Consider the use of pictures or illustrations.

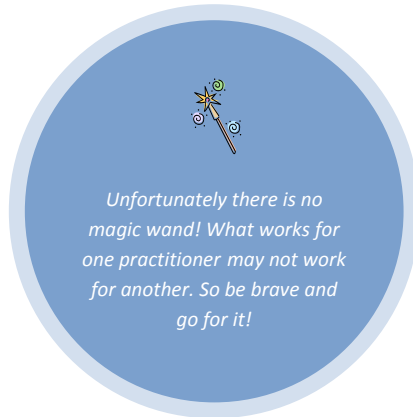


Have positive images of the male gender around your setting in the form of photographs, posters and books. Try to ensure these are highly visible.



Evaluate everything you do! Take registers, ask for comments or use feedback forms. You need to know if what you are doing works or not, because your strategies will need to evolve to remove barriers that may prevent engagement of fathers.

Celebrate fathers and male carers! Don't be scared to invite children to make a fathers day card for their dad or an important male in their life. How about inviting fathers in to share dinner once a term?



Stand at the front entrance of the building and ask yourself, "If I was a dad, what is there here for me?" Then go inside and make it more welcoming- posters or a family board might work.

• • •
Carry out research. A questionnaire is one method – what do dads want?!

It may mean you may have to give up an evening of your own time but plan parents meetings or open days to suit the parents' circumstances. We found that mid week evenings worked well.

Ask for parent volunteers, perhaps target individuals. Many just need to be asked; and be specific about what you would like them to do.

Use ICT as a communication tool – what about e-mail, text and telephone rather than letters? If you must use paper based letters try to avoid the "Dear parent.." header as these tend not to appeal to fathers and will be passed to the mother!

10 Top Tips for Organising a Planned Meeting with Parents

- *Personal Invitation*

Address invitations personally and remember to ensure that everyone with parental responsibility has a copy. If possible involve the children in making or decorating the invitations to add a personalised touch. A verbal reminder on the day works wonders!

- *Incentives*

Consider incentives for parents to come along, such as the opportunity to share children's learning through looking at work, photos and pictures. Think about offering refreshments.

- *Meeting Individual Needs*

Offer a range of times and days to suit parents' individual needs. Consider offering individual appointments for separated parents, if necessary.

- *Confidentiality and Respect*

Remember that confidentiality and respect is vital. When deciding where to have the meeting take into consideration safety, privacy and comfort. Ensure that "waiting" parents have their own designated seating area.

- *Be Prepared*

Prepare notes to remind you of key points for discussion. Consider providing parents with a format in advance for them to make written comments and contributions. In case children are present have a range of toys and books available to engage them whilst the discussion with the parents takes place.

- *Timing*

Put a reasonable time limit on individual appointments but make it clear that there are opportunities for follow-up discussions at a mutually agreeable time.

- *Focus*

Be very clear as to the focus of the meeting and try to "keep to the point".

- *Listen and Respond*

Ensure that you listen to and act upon parents' contributions.

- *Start and End on a Positive*

It is important to start on a positive note and share the "good news". Try to also finish the discussion with a positive comment.

- *No Nasty Surprises*

An open door policy is effective in facilitating ongoing discussions between families and practitioners. Remember that the initiative for this lies with the practitioner. Ongoing dialogue ensures that there are no unpleasant surprises at the formal meeting.

Parents as partners policy guidelines

For further explanation and advice please refer to the Guidance booklet.

Please refer to EYFS cards 2.2 and 1.2

- Include a statement describing the setting's philosophy, values and beliefs with regard to working with parents.
- Aims – for example, 'we aim to provide a welcoming atmosphere for all families.'
- Explain how your practice will help you achieve these aims.
- Explain how practitioners will support all families irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.
- Describe how you share information about a child's learning and development with parents and how you encourage parents to contribute information about their child.
- Describe how you ensure there is a two-way flow of information between parents and the setting. For example, 'information is shared in a variety of ways, such as newsletters, notice boards, displays, home/school books or parent diaries.'
- Describe how you gather parents' views about the setting. For example through the use of questionnaires, discussion and consultations.
- Describe how you value and promote home learning.
- Include how you encourage parents to become involved in the 'life' of the setting.

Example of a front page of a Parent's Observation Diary

Spring Bank Pre-School ~ Parent's Observation Diary

*Please add a photograph of you
and your child!*

Child's Name.....

Parent's Name.....

On the following pages please could you tell us about the things your child enjoys doing at home? In particular what your child is busy doing when they give you '5 minutes peace'! At times like this your child may not necessarily be playing with 'toys' but with other household objects such as boxes, blankets, string, pots and pans. They may enjoy climbing under or into things; they may enjoy throwing things or tying things together. They may love being outside and enjoy climbing or balancing or they may be at their happiest playing in the bath! You could tell us which books your child enjoys and what they do when they play with paper and pencils. Do they enjoy certain types of music or react to different sounds.

We believe that to be able to plan to meet your child's needs successfully and provide them with enjoyable experiences we need to know as much as possible. We observe your child at pre-school to get to know them but we are relying on you to give us information about what they do at home. You are the experts on your child.

By completing this diary and sharing it with your child's Key Person we hope that we can reach a shared understanding of what will stimulate and support your child's learning and development.

One parent who kept the diary commented,
"It's brilliant writing things down and even now I go back to my older son's and flick through. It's really good looking back at what he was doing and it helped as a sort of prompt when talking to staff."

We hope you enjoy keeping a diary about your child.

Possible Sources of Funding for projects to develop work with Parents as Partners

Community Support Grants – please speak to your Childcare Adviser with regard to these grants

Neighbourhood Forum Grants – please speak to your Childcare Adviser with regard to these grants.

Awards for All UK – www.awardsforall.org.uk/

The Co-operative Community Fund – www.co-operative.coop/membership/Community-Fund/

Tesco Charity Trust - www.tescopl.com

Your local Sure Start Children's Centre may also be able to support you in your work with parents.

Your local Extended Services Adviser may also be able to give you support in applying for funding to develop your work with parents. To find out who your local adviser is please use the contact details below.

West Area: Denise Calder – Williams Tel no : (01900) 706168

Carlisle Area: Sophie Brookes Tel no: 01228 221211

Furness Area: Laura Cross Tel no: (01229) 407676

East Area: Pauline Grabek Tel no: (01539) 713490