

# **Peers Early Education Partnership**

**Annual Report  
2005-6**

**peep**

# Index

Section 1	Reference and administration details	p.3
Section 2	Governance and management	P.4
Section 3	Aims, objectives and activities	P.5
Section 4	Achievements and performance	p.9
Section 5	Financial review	p.12
Section 6	Future plans – 2006/7	p.13

## **Section 1 Reference and Administration details**

### **NAME OF CHARITY AND WORKING NAME**

Peers Early Education Partnership (PEEP)

### **CHARITY REGISTRATION NO:**

1049764

### **REGISTERED OFFICE AND OPERATIONAL ADDRESS**

The PEEP Centre  
Littlemore  
OXFORD  
OX4 6JZ

### **BOARD OF TRUSTEES**

Sir Colin McColl KCMG(Chairman)  
Tim Brighthouse (appointed 14/05/05)  
Kenneth Brooks  
Bernard Clarke  
Christopher Dark (until 28/11/05)  
Michael O'Regan OBE  
Dr Rosemary Peacocke  
Alison Street

### **CHIEF EXECUTIVE**

Peter Silva

## **Section 2 Governance and management**

### **CONSTITUTION**

The Peers Early Education Partnership was established under a Trust Deed dated 15 September 1995 and registered as a charity on 10 October 1995. The Trust Deed details the objects of the charity and powers of the Trustees and was last amended on 17 June 1999.

### **ORGANISATION**

The Trust is governed by a Board of Trustees. New trustees are invited to join the board by the current trustees. The Trust Deed sets a maximum of 10 on the number of trustees who can serve at any one time. Day to day management decisions are delegated to the Chief Executive who is responsible to the Trustees. The Chief Executive is supported by a staff of 17 (FTE), including a small management team.

See organisation chart overleaf.

## Section 3 Aims, Objectives and Activities

### Aims of PEEP

The objects of the Peers Early Education Partnership as set out in the governing document are:

- To advance the education of children between the ages of 0-5
- To promote research for the benefit of the public in the field of educating children.

### Main activities (1) – advancing children’s education

There are two main activities through which the organisation achieves its aim of advancing the education of children between the ages of 0-5.

#### THE LOCAL ACCREDITED CENTRE

The PEEP programme is implemented through a spectrum of delivery modes primarily in the estates of Rose Hill, Littlemore, Blackbird Leys and Greater Leys in Oxford as well as supporting delivery in other areas of Oxfordshire. This activity is financed and managed directly by PEEP. The Oxford Accredited Centre provides the programme with a base to both illustrate its work and develop it further. Through this local programme, the education of children 0-5 is directly advanced by working with parents/carers to support their children.

**Home visiting.** Families with newly born babies are offered a home visit shortly after the baby is 6 weeks old. Visits are also offered to new families in the area and other families who request further visits.

**Home programme.** Home programmes are offered to families that have particular needs but are unable to access other provision because of their specific circumstances. A set period is negotiated with the family after which the situation is further assessed by the family and PEEP practitioner which facilitates a decision on further support to the family.

**Community groups.** A variety of groups are offered to families within walking distance of their homes in a number of appropriate community venues. The standard PEEP groups offer a free, universal service to families on an ongoing basis. Most of the groups are run at a particular age level (eg babies, ones, twos etc.) but multi level groups were also offered. The PEEP plus groups are targeted to families with particular needs.

**Settings programme.** Support is offered to families who have children in the Foundation Stage through the setting they attend. This is done in conjunction with the setting, involving their staff and working to support work that is being undertaken through the PEEP curriculum.

**Open access activities.** These activities focus on drop-in facilities in which parents have the opportunity to get involved in supporting their children's learning without committing themselves to ongoing attendance.

## **DEVELOPMENT AND TRAINING**

The programme is disseminated nationally to further advance the education of children with whom the Oxford Accredited Centre does not have direct contact. This involves training and supporting other organisations with advice and the sharing of good practice eg local Sure Starts, Children's Centres, Family Centres, Early Excellence Centres, schools and local authorities to run the PEEP programme. A spectrum of services are offered to organisations that are contemplating using the PEEP programme or who are extending its use within their organisation.

**Consultation visits** are offered in which preliminary discussions can take place with senior management in an organisation to determine whether there is any scope for using the PEEP programme.

**Information days.** If a decision is made to pursue the programme, an Information Day is available through which PEEP is introduced to a large number of people who are involved with the organisation, either practitioners, managers or support professionals.

**Visitors' Days.** Visits to the Accredited Centre in Oxford are offered for anybody who wishes to see the programme in operation. This offers the opportunity to see specific activities and talk in detail to practitioners about how the programme works in practice.

**PEEP for Practitioner Training.** Finally PEEP for Practitioner training is available to those who will be implementing or managing the programme. Besides the training for staff, accreditation through the Open College Network also offered to parents/carers.

## **Main Annual Objectives and strategies for 2005-6**

### **Strategic and Funding**

1. Redefine PEEP as a Development, Delivery and Dissemination (Training & Support) organisation.
  - Clarify three organisational foci.
  - Pilot redefinition document through staff and trustee meetings.
2. Restructure organisation
  - Re-structure Peers PEEP
  - Re-structure administration and support services
3. Secure core funding
  - Apply to charitable trusts
  - Apply to Central government
  - Apply to Local government

### **Accredited Centre - Oxford**

1. Establish Core Programme in Oxford Accredited Centre
  - Develop concept of a Core Programme

- Specify services and activities within a Core Programme and where they will be delivered
- Secure funding for the services.

### **New Projects**

1. Define parameters of a 'new project'
2. Identify areas for new development
3. Establish new projects:
  - Shopping Centre Project
  - Child Minders project
  - Mental Health project
  - Special Educational Needs project
  - Making Playful Learning Visible project
  - Health Clinic Project

### **Dissemination**

1. Training
  - Create database for training administration.
  - Initiate practitioner registration and accreditation
  - Appoint and induct Regional Trainers
2. Support
  - Develop new practitioner support materials
  - Develop new publicity material
  - Develop process for working with local authorities and organisations.

## **Main activities (2) – Promoting research**

Disseminate the results of two studies.

### **Enabling Parents Study.**

Disseminate the results of this study.

This two-year research project which involved both quantitative and qualitative (semi-structured interview) aspects. It was completed and reported in October 2004. The findings of the report were that PEEP parents:

- Made significant improvement in their socio-economic status ie they got better jobs when they returned to work after having attended PEEP with their child.
- Took significantly more short skills courses – they did not change the formal level of their qualifications from level 1 to 2, or 2 to 3 etc.
- Reported significantly greater awareness of their child's literacy development and ways to foster it.
- Saw PEEP as a source of support and encouragement.
- Reported that the social support offered by PEEP was an important factor in their decision to extend their employment related skills and enhance their parenting techniques.
- Identified several factors important to continued attendance at PEEP.

## **The Birth to Schools Study**

Disseminate the results of the Birth to Schools Study:

This study is tracking the progress of over 600 children from their birth to entry into school. The objective is two-fold:

- To ascertain whether PEEP has any discernable impact on the families that attend PEEP activities.
- To ascertain whether there is a community effect in the area where the PEEP programme runs ie do families in the area gain from the fact that PEEP runs there even though they do not attend PEEP activities themselves. This study began in 1998 and took six years complete.

## Section 4 Achievements and performance

### Achievements

#### LOCAL PROGRAMME

Across all age groups, 1053 books were borrowed during the year.

**Home visits.** Visits to families with newly born babies were integrated with the visiting programme of the local Rose Hill-Littlemore Sure Start area. Although PEEP bore the major part of this workload, due to shortages of Sure Start staff, the intention is that PEEP will do more targeted visits only in the future. During the year 290 families, with children between the ages of 6 weeks and 36 months, were visited at home by PEEP staff.

**Home Programme.** The programme worked extremely successfully with a wide variety of families opting for inclusion into the programme e.g

An isolated young mother with post natal depression, an isolated Chinese mother who was afraid to engage in any other service, a new immigrant family who had been placed on the child protection register.

- There were 27 Home Programmes run over 94 sessions.
- The average number of session for a Home Programme dropped from 5 to 3.5, indicating that families were helped more effectively. Some were able to move on to standard provision.
- Over 40% of the families involved in Home Programmes were from Ethnic Minorities – Black British, Black African and Pakistani constituting the majority of these.
- Over 75% of the families were referred by statutory service professionals e.g Health Visitors, Social workers, Children Centre Family Workers.

#### Community Groups

**Standard PEEP groups.** The number of standard PEEP groups varied from 11 to 22 per term during the year with 448 children and their parents/carers attending. This includes four multi-level groups as well.

There were:

- 14 Baby groups run with 127 families attending.
- 10 groups for Ones with 100 families attending.
- 11 groups for Twos with 96 families attending.
- 4 multi-level groups with 54 families attending.
- 7 Playgroups with 71 families attending.

**PEEP plus groups** were also run during the year.

Two PEEP Early Start groups were run for parents who had Basic Skills needs – with 10 families attending. There was also a PEEP Skills for Life group with 10 families attending.

A group for Asylum Seekers was run in conjunction with Asylum Welcome over two terms with 11 families attending.

**Settings.** PEEP staff ran 10 groups in settings in the catchment area with 105 children attending, each group with its own format and process.

***Open Access activities.***

The Open Access Activities were begun in the concourse of the Cowley Centre. Extensive work has been done in preparation for a large, ongoing open-access project in the local Cowley Shopping Centre. Information was offered to families and unstructured activities were provided in an area of the concourse which was visible to passers by in order to attract families with small children. The structure of the area also provided sufficient 'privacy' for adults to use the service and share problems which could be addressed by the PEEP practitioners. From May 2005 to March 2006, there were 2909 visits from children with 2,294 visits from female carers and 294 from male carers, making a total of 5497 visits.

**DEVELOPMENT AND TRAINING**

***Consultation meetings***

Consultation visits were offered for the first time this year and 13 organizations took up the offer with 72 people attending the meetings.

***Information Days***

There were 5 Information Days held with 60 people attending.

***Visitors' Days***

There was 1 Visitors' Day held with the maximum of 8 people attending.

***Training***

- ◆ Demand for PEEP practitioner training continued to rise, with 549 people completing *PEEP for Practitioners* training during the year. Of these 189 were from Sure Starts/ Children's Centres and 188 from schools/ colleges (from nursery and pre-schools to universities). The other 172 were employed by early years centres, local authorities (including education, family learning, portage), PCTs/ health services and voluntary sector organisations.
- ◆ The professions/occupations of those who attended were wide ranging. They included nursery nurses, teachers, early years workers and co-ordinators/ managers, family support workers, community workers, speech and language therapists/ assistants, health workers and visitors, psychologists, librarians and parent volunteers.
- ◆ Practitioners came from 293 organisations, with training being held in 29 places throughout the UK. Uptake was particularly strong in

the East Midlands, with 215 practitioners being trained, and the North East, with 85, making good use of our regional trainers in those two areas. We also inducted a new regional trainer in our third busiest area, the North West, which had 69 participants. People attended from the other regions as follows: Eastern 20, London 14, Scotland 48, South East 35, South West 30, Wales 9, West Midlands 24. Participant feedback from each event continued to be consistently high.

- ◆ PEEP Practitioner Registration was launched in January 2006, and became an integral part of *PEEP for Practitioners* training. It was set up to help ensure the quality of PEEP delivery around the UK. It supports and develops the work of PEEP practitioners, via local networks and the log-in area of the PEEP website. Practitioners create a portfolio based on their planning, delivery and reviews of the PEEP *Learning Together* curriculum. There has been a good level of interest, both from those trained this year, and those who trained previously. Registration with accreditation from Oxford Brookes University, at undergraduate and masters levels, is currently being developed.

### **Website**

- Besides the general area of the website which gives information about the programme, there is a password protected section of the website which is only accessible to those who have attended the PFP training. This protected section of the website provides documentation which the delivery of the PEEP programme and hosts discussion forums for practitioners. These promote the sharing of good practice. Practitioners logged on to the website and have created forums.
- The use of the website has increased each month from 3025 in March 2005 to 5041 in March 2006.

### **Publications and pamphlets**

- The pamphlet '**What is PEEP**' was developed and has proved very useful with 2500 being distributed between April 2005 and March 2006.

# **Section 5 Financial review**

The annual accounts for 2005-6 are attached.

# **Section 6 Future plans – 2005/6**

A work plan for 2006/7 is attached.

