

Best Start key messages that support being a nurturing parent

Results from questionnaire distributed 24th October 2019 – 28th November 2019

Reasoning for questionnaire:

The key messages in this questionnaire have been gathered from local and national sources, and are thought to be really good suggestions of simple ways to make the best start to being a parent.

Section 1 is about the way you get advice and information and who from. We would also like to know how you would like to get information.

This section also asks about the 5 Nurturing Parent statements that are at the heart of bonding and attachment.

Section 2 shows the key messages (actions) that are being suggested as being helpful and easy to do. There are a few that are repeated in different sections. There is room to suggest different actions if you think there are some missing.

Results:

Page 2	Scope of distribution, age range, gender, postcode details
Pages 3 – 7	Responses to questions about advice, support and sources.
Page 8	Response to Best Start (Nurturing Parent) value statements
Pages 9 – 15	Responses to actions identified for each value (5x 5 x 5) with reasons for agreement / disagreement and alternatives if provided.
Page 16 -24	Conclusions and suggested alterations

Many thanks to all respondents who gave their valuable time to complete the questionnaire, and to those who offered to continue supporting the development of the next phase of development. This will take place in the Spring of 2020.

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Age and postcode range responses

Scope of distribution: 24th October – 28th November 2019

Auntie Pam's away day

Homestart Young parents group

HappyMoMents community network members

Age range		Gender	
		Female	Male
16-20		5	
21-30		6	
31-40		13	5
41-50		3	1
51+		2	
Age not given		7	

Postcode range									
HD	1	2	3	4	5	6	7	8	9
Number indicated	1	2		2	2		1	1	1
WF				12	13		15	16	17
Number indicated				10	4		3	1	11
BD			11						
Number indicated			1						
Not given	2								

Total responses **42**

Section 1 is about the way you get advice and information and who from. We would also like to know how you would like to get information. This section also asks about the 5 Nurturing Parent statements that are at the heart of bonding and attachment.

My family and friends give me the best advice about becoming a parent.	Y	N
	28	11

I was told something I <u>didn't know</u> about becoming a parent from:		
	Y	N
My friends and family	30	5
My health visitor or midwife	30	7
My doctor	13	22
Someone else (a volunteer/ care worker/ other professional for example)	17	13

I was told something I <u>didn't like hearing</u> from one or more of those people	Y	N
	24	16

Do feel you can say what was said to you?

- Being judged about feeding and sleeping patterns (x2)
- Should use formula as well as breastfeeding
- I was breastfeeding wrong
- Being told how I should wean my child
- Advice instead of support (however well meant)
- Asian babies are kept too warm so when they go out they catch cold straight away
- Criticism of being pregnant as a young teen (x3)
- Judgemental attitude for having fifth baby – questioning whether it was the right thing to do
- Being told that breastfeeding after 12 months had no nutritional value
- Being told about not needing much support for third baby – attitude was I knew what I was doing so being left to it
- Being told I wouldn't understand parenthood and how hard it is
- Being too young to cope with being a parent, and had no knowledge (x3)
- Expectations and assumptions of my knowing about labour and birth by professional despite two previous births being totally different
- That swaddling is bad for babies
- Not respecting choice of bottle feeding despite having my own health reasons
- Being criticised by professional for amount of bottles made up

Do you want to say who said it? (Please use only job title or a description rather than names) The comments above are related to those indicated below, but deliberately not specifically attributed.

Health visitor 6 Family 8 Family friend 2 GP 4 Midwife 2

Was it <u>what</u> was said that you didn't like?	Y	N	No response or not applicable from previous response
	20	10	17

Was it <u>the way</u> that it was said that you didn't like?	Y	N	No response or not applicable from previous response
	18	5	18

When you are looking for support and information, what do you feel would work best for you?	
Get it in dribs and drabs?	17
All at once?	6
Written down, on a web page or leaflet/ booklet?	22
Chatted through?	32
Hands on learning or having a go at stuff?	35

(Numbers indicate total of repeated responses to specific suggestions throughout all responses.
Where no numbers appear, the suggestion has only been made once)

Question	Suggestions	Notes
Is there anyone you think you SHOULD get information and support from about becoming a parent?	Midwife 19 Auntie Pam's 9 Family 8 Friends 7 Qualified people 15 Other support centres Health Visitor 12 Other parents 9 Childcare setting staff	Especially Nurturing parent information and Preparation for Parenthood (Suggest not tell though) Includes GP Including people wanting to conceive/ pregnant women/ expectant dads/ baby groups
Is there anywhere you think you SHOULD get information and support from about becoming a parent?	GP/ midwife/ HV surgery 15 Locala 10 Auntie Pam's 12 On line 5 Family Educational facility/ Community centre 9 Faith centre 2	Includes health centre and signposting to support Surgery appointments/ home visits – key reassurance/ info Including social media (What's App groups)

<p>Where would you PREFER / feel comfortable about getting information and support from?</p>	<p>Support groups 10</p> <p>GP/ medical centre 9</p> <p>Comfortable and welcoming environment (Auntie Pam's) 11</p> <p>Somewhere non-judgemental 3</p> <p>Home 3</p> <p>On line 3</p> <p>One central place 3</p> <p>Family/ close friends</p> <p>Stores selling baby products</p> <p>Bounty packs – more Nurturing Parent info, less high end advertising.</p>	<p>Everyone in the same boat – e.g. Post-natal/ pre-natal/ young mums</p> <p>Including midwife sessions</p> <p>Other mums/ dads (parents) who have experience</p>
<p>Who would you PREFER / feel comfortable about getting information and support from?</p>	<p>Peers 15</p> <p>Friends 8</p> <p>Family 5</p> <p>Trained volunteers 7</p> <p>Midwife 6</p> <p>Health visitor 8</p> <p>Professionals who are also mums 2</p>	

<p>If you have experienced any difficulty in getting information or support can you say what the difficulties were?</p>	<ul style="list-style-type: none"> • Not having the same midwife all the time 2 • Finding support when having difficulty breastfeeding (not 1st child) 2 • Not knowing who to contact for what support 8 • Local number not easy to get through to right department – non sympathetic person on other end 2 • Working full time – not easy to access appointments/ support – not much at weekends – take leave to attend • Struggles with transport if not a driver 2 • No children's centres 4 • No local parent/child groups • Outdated/ complicated websites 3 • Wanted someone to listen to me 3 • Needed practical help/ others experience 3 • Outdated/ conflicting advice 3 • Not been taken seriously/ poor knowledge by GP 3 • Loneliness/ mental health issues 2
<p>What do you think might be a barrier to people easily finding or using information and/ or support?</p>	<ul style="list-style-type: none"> • Lack of knowledge about parent groups • Being judged on what you do with your child 4 • Not having the same midwife or professional 3 • Transport /accessibility 10 • Language 15 • Confidence 8 • Having bad experiences puts people off 2 • No family/ social network 2 • Time 4 • Not having IT skills/ access 6 • Poor support/ communication from hospital/ HV/GP 3 • Not being listened to • Too busy 2 • Personal / home issues 2 • Apathy • Not understanding the value of a good social network • Lack of places for new mums 3 • Not knowing what are common problems in parenting • Poor signposting/advertising from professionals/ services 2 • Everything not in one place 2 • Poor recognition of different communities (especially social) • Judgement about your age (young or much older mum) 2 • Not made to feel comfortable • Money 3 • Own health issues 2 • Lack of knowledge/ awareness of resources 4 • Cultural/ faith barriers 2 • Time restricted appointments

Results from sense checking Best Start (NP) Value Statements

Words highlighted in yellow indicate a response to the question, red numbers indicate the same/ similar response recorded on more than one questionnaire

LOVING	UNDERSTANDING	COMMUNICATING	RESPONDING	PLAYING
Showing love (2) to your baby helps you bond with them and them with you.	Knowing about making healthy choices for you and baby including physical activity, healthy eating, close contact and coping with stressful moments, (3) helps emotional, physical and social development.	Learning about movement, sounds, actions and expressions helps healthy development. Good communication between parents, family and services help establish positive relationships.	Learning how babies and children give cues (3) about their needs and how to meet them.	Playing and having fun helps to develop skills and imagination and helps to build happy loving relationships.
<p>6 people disagreed that:</p> <p>This statement will help people to understand what is needed to build good parent and baby relationships.</p> <p>4 people disagreed that:</p> <p>This statement would help you to build a good relationship with your baby.</p>	<p>2 people disagreed that:</p> <p>This statement will help people to understand what is needed to build good parent and baby relationships.</p> <p>1 person disagreed that:</p> <p>This statement would help you to build a good relationship with your baby.</p>	<p>2 people disagreed that:</p> <p>This statement will help people to understand what is needed to build good parent and baby relationships.</p> <p>1 person disagreed that:</p> <p>This statement would help you to build a good relationship with your baby.</p>	<p>1 person said that I don't understand what this is saying.</p> <p>2 people disagreed that:</p> <p>This statement will help people to understand what is needed to build good parent and baby relationships.</p> <p>2 people disagreed that:</p> <p>This statement would help you to build a good relationship with your baby.</p>	<p>1 person disagreed that:</p> <p>This statement will help people to understand what is needed to build good parent and baby relationships.</p> <p>1 person disagreed that:</p> <p>This statement would help you to build a good relationship with your baby.</p>
In depth comments and views recorded by respondents				
<p>Too brief</p> <p>Too obvious</p> <p>Not everyone knows what love looks like!</p> <p>Not everyone feels able to love their baby and needs extra support. Showing love is not particular – there are different ways you can bond.</p> <p>The two words are vague – bond is a joke word.</p> <p>Assumes people understand a healthy meaning of “love”</p>	<p>Needs to elaborate on each point – not everyone can just “cope” with stress – could lead to parent blaming themselves if child didn't develop properly.</p> <p>Too wordy, break into two sentences.</p> <p>Knowing and having the energy to do it are two different things.</p>	<p>Not enough info – what is good? How does it help?</p> <p>Sometime might lack family and friends for support/ good relationships.</p>	<p>Boring statement – needs more for more impact.</p> <p>Doesn't make sense</p> <p>Good idea but needs training to understand</p> <p>What are cues?</p> <p>Cues? – sign?</p> <p>Don't know what the word cue means, some people may struggle.</p>	<p>Needs more info – what else?</p> <p>Assumes people have knowledge and understanding of playing/ fun at a child's level.</p>

Responses to actions identified for each value (5 x 5) with reasons for agreement/ disagreement and alternatives if provided.

LOVING				
1 TOUCH	2 RESPONSIVE	3 SPENDING TIME	4 BELONGING	5 SECURITY
<i>a</i> Stroke, rub, pat and talk to your bump when pregnant, Involve your partner and other children if you wish.	<i>a</i> Learn to recognise different cues from your baby – hungry/ sleepy/ lonely/ happy. (2)	<i>a</i> Sit with your baby and gaze into his /her face – even when they are asleep. (8)	<i>a</i> As parents, hold and cuddle your baby often to develop strong bonds, especially when feeding baby.	<i>a</i> Make sure baby is close and you are both comfortable when breast or bottle feeding.
<i>b</i> Try to have skin to skin contact as soon as baby is born.	<i>b</i> Copy your baby's babbling noises or child's new words and say them back.	<i>b</i> Find time to share things with your child – reading/playing/talking / singing/ watching TV together. (2)	<i>b</i> Let your child see close and friendly relationships within your family and friendships.	<i>b</i> Help baby recognise that you will respond promptly to what they need when they cry. (4)
<i>c</i> Have plenty of skin to skin contact as baby grows and keep baby close to you. (2)	<i>c</i> Respond promptly to baby's feeding needs whether breast or bottle feeding. (4)	<i>c</i> Spend quiet time before bedtime, reading/ rocking gently to calm baby before sleeping. (1)	<i>c</i> Try to eat meals all together when possible.	<i>c</i> Talk and make sounds to and with your baby.
<i>d</i> Have lots of cheek to cheek snuggles, hand holding and cuddles with your child. (1)	<i>d</i> Watch for your child's different mood changes.	<i>d</i> Plan simple activities and trips with the whole family or friends. (1)	<i>d</i> Find simple things that parents and children can do together that are free.	<i>d</i> Give your baby/ child a mini massage when sitting together (hands , feet, arms knees) (3)
<i>e</i> Sit close to your child when reading/ watching TV/ sitting with the family. (2)	<i>e</i> Be ready with a hug and smile if things go wrong (1)	<i>e</i> Spend time with your partner/ close friends – some "me/ you" time. (4)	<i>e</i> Find places to go where you and your baby / child can meet other children and build friendships.	<i>e</i> Hold your child's hand when out and about. (2)

(cont.)

1	<p>1c Try to have skin to skin.... Sounds like instruction – rephrase to be suggestions/ invitations?</p> <p>1d Sounds like instruction – rephrase to be suggestions/ invitations?</p> <p>1e Assumes parent/ child is comfortable with very close physical contact, maybe suggest closeness that could lead to physical contact? Awareness of special needs? Exclude watching TV screen time not to be encouraged!</p>
2	<p>2a Try to learn to recognise</p> <p>2c Can't always get to baby straight away e.g multiple pregnancy or other children's needs Sounds like instruction – rephrase to be suggestions/ invitations? Remove promptly – can cause pressure to be immediate – as long as baby is clean and comfortable.</p> <p>2e Not always possible, then feel like a failure if not smiling and warm. Unrealistic.</p>
3	<p>3a Most parents won't want to stand gazing at sleeping baby if got other children to look after or in case baby wakes. Unnecessary when child is asleep Unnecessary when asleep – gives you a break Not needed when they are asleep Could startle baby if they woke up Even when asleep – weird!</p> <p>3b add dancing exclude watching TV – don't encourage!</p> <p>3c add humming</p> <p>3d Sounds like instruction – rephrase to be suggestions/ invitations?</p> <p>3e Sounds like instruction – rephrase to be suggestions/ invitations?</p>
4	
5	<p>5b Cannot always attend to baby promptly Can't always when you have other children – child becomes too clingy if you always react instantly. The word promptly -this is telling – not necessary – responding is about using your intuition.</p> <p>5d add tummy Assumes parent/ child is comfortable with very close physical contact, maybe suggest closeness that could lead to physical contact? Awareness of special needs?</p> <p>5e Might be a wriggler – suggest reins, buggy board, or carrying child Sometimes children are happy to walk alongside and still feel secure – hand holding doesn't always make a child feel secure – need to know they can let go and explore safely too.</p>

UNDERSTANDING				
1 SELF AWARENESS	2 SENSING	3 TRY THINGS	4 ENCOURAGEMENT	5 CONFIDENT
<i>a</i> Choose healthy behaviours for a healthy pregnancy; eating, being active, and relaxing. (1)	<i>a</i> Have plenty of skin to skin contact as baby grows and keep baby close to you.	<i>a</i> Try different things that will help you relax when pregnant. (1)	<i>a</i> Listen to good things people say about you being a parent.	<i>a</i> Work out a birth plan that suits your needs.
<i>b</i> Find time to relax and chill out during pregnancy. (2)	<i>b</i> Make lots of eye contact with your baby/ child. (1)	<i>b</i> Find activities that you can try to stay healthy – walking/ swimming/ dance. (1)	<i>b</i> Help baby to get more active – lie on the floor with your baby for “tummy time” together.	<i>b</i> Listen to your body during pregnancy – sleep/ activity/ diet may change.
<i>c</i> Find time for yourself after baby is born to remind yourself you are still you. (2)	<i>c</i> Hear the sounds/ noises /words your baby/ child makes. (1)	<i>c</i> Help your baby/ child to try new experiences as they grow.	<i>c</i> Show your child positive ways to behave and praise successes.	<i>c</i> Learning about your baby’s cues will help you to respond with confidence that you meet their needs. (1)
<i>d</i> Don’t expect to be the instant perfect parent, learn to be the best you can be.	<i>d</i> Talk to your baby often, before and after birth.	<i>d</i> Encourage your child to try different foods when weaning to experience different tastes, flavours, textures.	<i>d</i> Share new things with your baby / child, to learn how to make sense of the world around them.	<i>d</i> In time, help baby get to know other family members and friends so they feel confident and safe around them. (1)
<i>e</i> Keep an eye on your emotional changes and find out who can support you when you need it. (2)	<i>e</i> Find things around the home to make different sounds/ smells / light and dark/ textures.	<i>e</i> Allow your child to be daring and “risky” but in a safe way – running fast/ riding a bike. (1)	<i>e</i> Show your child how to do things – using cutlery/ sitting still/ sharing toys. Be a positive role model.	<i>e</i> Help your child to explore their world themselves, be there if they need to feel safe.

(cont.)

1	<p>1a makes parents feel bad for not eating healthy or smoking etc. not always as simple as choosing something.</p> <p>1b not always the case if having difficult pregnancy/ high risk</p> <p>1c may make some feel guilty/ anxious if they can't/ don't want to – re word as suggestion with examples</p> <p>1e Try to be aware</p> <p>just have to be aware, sometimes you don't realise how you're feeling and you just go through the motions.</p>
2	<p>2b Doesn't make allowance for any special needs or physical issues of parent / child</p> <p>2c Doesn't make allowance for any special needs or physical issues of parent / child</p>
3	<p>3a assumes healthy knowledge of these things</p> <p>3b assumes healthy knowledge of these things</p> <p>3e Daring and risky – needs replacing with encourage confidence by allowing your child to take risks knowing you are there to help if needed.</p>
4	
5	<p>5c Don't understand the word cue</p> <p>5d Assumes healthy extended /family relationships</p>

COMMUNICATING				
1 EYE CONTACT	2 TOUCH	3 LISTENING	4 MAKING NOISES	5 EXPRESSIONS
<i>a</i> Have lots of eye contact with your baby/ child.	<i>a</i> Stroke, rub, pat and talk your bump when pregnant, Involve your partner and other children if you wish.	<i>a</i> Hear the different sounds your baby makes and learn what they mean.	<i>a</i> Copy your baby's babbling noises or child's new words and say them back. (1)	<i>a</i> Use your eyes to show different expressions.
<i>b</i> When reading or playing look at your child's face often.	<i>b</i> Try to have skin to skin contact as soon as baby is born.	<i>b</i> Let your baby/ child hear different noises about the house and outside – washing machine/ vac/ radio/ birdsong/ aeroplanes.	<i>b</i> Hum and sing to your bump/ baby/ child.	<i>b</i> Show your baby different facial expressions – happy/ sad/surprised.
<i>c</i> Kneel or bend down to your child's level to have face to face contact and to chat.	<i>c</i> Hold your child's hand when out and about. (1)	<i>c</i> Be open to listening to suggestions and ideas about being a parent. (1)	<i>c</i> Let your child use household things to make noises – pans and spoons/dry rice in a sealed box/tubes for trumpets.	<i>c</i> Use your voice to make different verbal expressions.
<i>d</i> Try to use a pram where baby faces you for the first few months, or use a sling.	<i>d</i> Give your baby/ child a mini massage when sitting together (hands , feet, arms knees) (1)	<i>d</i> Read or say stories and rhymes often so baby will start to copy sounds.	<i>d</i> Don't be afraid of baby's loud noises when they are testing their voices.	<i>d</i> Watch your baby's expressions and mirror them back for fun.
<i>e</i> As you feed your child, look into their eyes and think about everything you love about them. (3)	<i>e</i> Find different textures and objects for your child to feel and talk about (rough/ smooth/soft/ bumpy/dry/wet)	<i>e</i> Learn to listen without talking over your child – let them say what they need to or feel.	<i>e</i> Help baby get used to different voices in your family.	<i>e</i> Use hand and body expressions to help communicate (waving hello, shrugging shoulders)

1	1e everything? That's a lot of thinking. Oversentimental – more likely to be thinking please eat!
2	2c wriggly child – reins, buggy board. 2d Sensory issues.
3	3c Can be difficult because some people just like to voice opinions
4	4a when a baby babbles, instead of copying encourage them by saying things like really, tell me more. Responding to real words/ sentences – start to understand meaning.
5	

RESPONDING				
1 TIME	2 SEEING	3 HEARING	4 TOUCH	5 KNOWING
<i>a</i> Take time to learn to recognise different crying noises from your baby – hungry/ sleepy/ lonely. (1)	<i>a</i> Watch your baby's expressions and mirror them back for fun.	<i>a</i> Copy your baby's babbling noises or child's new words and say them back. (1)	<i>a</i> Try to have skin to skin contact as soon as baby is born.	<i>a</i> Learn to recognise different cues from your baby – hungry/ sleepy/ lonely. (1)
<i>b</i> Find time to share things with your child; reading/playing/talking / singing/ watching TV together and talk together about them.	<i>b</i> When reading or playing look at your child's face often.	<i>b</i> Let your child hear and join in your chats with other adults to learn how to have conversations.	<i>b</i> Stroke, rub, pat and talk your bump when pregnant, Involve partners and other children if you wish.	<i>b</i> Respond promptly to baby's feeding needs whether breast or bottle feeding. (3)
<i>c</i> Spend quiet time before bedtime, reading/ rocking gently to calm baby before sleeping.	<i>c</i> Show your baby different facial expressions – happy/ sad/surprised, let them copy you.	<i>c</i> Make funny noises for baby to hear and copy.	<i>c</i> Say or sing rhymes with actions where you tickle and touch your baby	<i>c</i> Guess at what your baby might be thinking or feeling and say it to your baby, "It looks like you're sleepy/ happy/ upset"
<i>d</i> Spend time with your partner/ close friends – some "me/ you/us" time.	<i>d</i> Do actions that go with what you're saying – like waving when you say 'Hello.'	<i>d</i> Read or say stories and rhymes often so baby will start to copy sounds.	<i>d</i> Play together with books that have different textures and sounds. (1)	<i>d</i> Don't expect to be the instant perfect parent, learn to be the best you can be.
<i>e</i> Babies grow fast, enjoy the time you have with them as they grow.	<i>e</i> Show your baby different rooms/ places/ times of day to help them understand their new world.	<i>e</i> Let your child use household things to make noises – pans and spoons/dry rice in a sealed box/tubes for trumpets.	<i>e</i> Cuddle your baby and dance with them or hold your child's hands and dance together.	<i>e</i> Listen to your body during pregnancy – sleep/ activity/ diet may change.

1	1a Take time – how and when – babies are exhausting there is no time!
2	
3	3a encourage baby to understand real words by responding and not babbling back
4	4d assumes household has/ can afford these things.
5	5a How? 5b Adds pressure if you're busy. Promptly not necessary – is telling. Responding is about using intuition. Remove promptly

PLAYING				
1 EXPLORE	2 IMAGINE	3 CREATE	4 TIME	5 FREEDOM
<i>a</i> Play with toys and bubbles in the bath (1)	<i>a</i> Babies and toddlers will find basic items fun – boxes, scarves, hats, furniture etc.	<i>a</i> Try different things to create with – crayons/ boxes/materials/play dough	<i>a</i> Babies grow fast, enjoy the time you have with them as they grow.	<i>a</i> Allow time and space for messy play – paints/ water/ sand/ mud.
<i>b</i> Get baby / child to “help” with the washing – feel different textures, play peek-a boo.	<i>b</i> Many “ready-made” toys can lead to boredom, find things that children can use their imagination with. (1)	<i>b</i> Simple cooking and snack making can help children to enjoy different foods. (1)	<i>b</i> Talk with your baby/ child about things you are doing and take time to explain things.	<i>b</i> Find outdoor places to play where children can run about and be active.
<i>c</i> Find different places to visit– woods, seaside, town, - new experiences. (1)	<i>c</i> Visit places that children can use their imagination in –woods, fields, parks, castles	<i>c</i> Find a big box that your child can imagine is a boat, house, car, and aeroplane.	<i>c</i> Don’t get embarrassed about the things your child want you to join in with.	<i>c</i> Take a change of clothes for play days outdoors, don’t worry about dirt or getting wet.
<i>d</i> Buy wellies and a playing out coat. (2)	<i>d</i> Telling stories will help children imagine other worlds.	<i>d</i> Start a dressing up box with hats, scarves, fun clothes.	<i>d</i> Cuddle your baby and dance with them or hold your child’s hands and dance together. (1)	<i>d</i> Let your child draw and scribble, don’t expect a finished work of art.
<i>e</i> Explore outdoors at different times of day and in different seasons.	<i>e</i> Share your imagination with your children.	<i>e</i> Find ways to make music with singing, simple instruments, things to bang and rattle.	<i>e</i> Be patient and let your baby/ child learn new things.	<i>e</i> Let your child pretend to be whatever they want to be, it builds imagination.

1	1a Bath with baby 1c Financial barrier? 1d What about donations – might not be financially possible to buy wellies? Acquire rather than buy to relieve financial pressure?
2	2b Can parents do this themselves?
3	3b Add baking
4	4d physical/ sensory issues/ barriers?
5	

NB. Some of these assume that parents have physical/ financial resources to do these activities.

Conclusions

- Scope of distribution;
There was a clear range of ages and gender (14% were male), and a varied spread of postcodes with the largest (just over 69%) from North Kirklees. Although not recorded, distribution of the questionnaire to specific communities and groups ensured a good balance of ethnicity across North and South Kirklees respondents.

- Section 1 responses:

On the whole there was an even spread of responses to each of the first three questions. For the written responses to “Do feel you can say what was said to you”?, it is interesting to note that infant feeding features significantly as an issue for several respondents. There also seems to be clear suggestions that there are assumptions being made about age/ experience/ knowledge of pregnancy and parenthood from both social and professional networks.

There has been a deliberate anonymising of who said these things to respondents, as it would serve no purpose to identify individuals given the relatively small sample of respondents. However, it has been helpful to note that there are such attitudes and approaches toward expectant parents and to new parents.

In the following two questions, 50% of yes or no respondents didn’t like what was said, whilst 78% felt that it was the way it was said that was a problem for them. Again, although there is no attribution to specific people, it is apparent that finding the right approach and the right way to communicate is crucial to establishing positive relationships and better outcomes for engaging positively with pregnancy and parenting.

- When getting or sourcing information there is a clear dislike of a wholesale approach for information – rather a mix of mediums, styles and amounts – there seems to be a clear suggestion that all at once doesn’t fit a purpose.
- Questions about where and who information and support should/ could be sought from gave a broad spread of responses with no clear preferences – these remaining questions will form part of the early stages of Phase two development for the key messages and what the resource will look like and do. These questions were included at this stage to encourage respondents to think about the what/ how/ where that then focused thinking for the specific key messages that followed. However low confidence, language, physical access and IT skills/ access all scored quite highly as barriers – either real difficulties for respondents or perceived barriers for others.

Values statements and responses

Loving

Showing love (2) to your baby helps you bond with them and them with you.

Too brief

Too obvious

Not everyone knows what love looks like!

Not everyone feels able to love their baby and needs extra support. Showing love is not particular – there are different ways you can bond.

The two words are vague – bond is a joke word. Assumes people understand a healthy meaning of “love”

The comments suggest that there may be issues about what “love” means. There was disagreement about this being a helpful statement and might trigger a negative response – if some people are unable to show love for their baby for example. It was also suggested that the statement was too brief, although it is probable that the statement is too obvious is a subjective one, as this is not always the case.

Suggestion:

Consider rewording the statement and expanding the explanation including “bonding”.

Understanding

Knowing about making healthy choices for you and baby including physical activity, healthy eating, close contact and coping with stressful moments, (3) helps emotional, physical and social development.

Needs to elaborate on each point – not everyone can just “cope” with stress – could lead to parent blaming themselves if child didn’t develop properly.

Too wordy, break into two sentences.

Knowing and having the energy to do it are two different things.

The comments suggest splitting or shortening the explanation. Need to rethink the wording about coping with stress to reduce risk of self-blame for failure. The last point is a subjective one and can be overcome by support and learning how to better manage lifestyles.

Suggestion:

Consider rewording/ splitting the explanation including “coping with stress”.

Communicating

Learning about movement, sounds, actions and expressions helps healthy development.

Good communication between parents, family and services help establish positive relationships.

Boring statement – needs more for more impact.

Doesn't make sense

Good idea but needs training to understand

What are cues?

Cues? – sign?

Not enough info – what is good?

Some might lack family and friends for support/ good relationships.

Small number of disagreements for this statement. Assumption of lack of family/ social networks, this could be improved through better access to support and services. Potential to misinterpret the meaning of “good” (to some this might mean frequent, rather than of quality).

Suggestion:

Replace the word “good” with positive – this reinforces positive later in the statement.

Responding

*Learning how babies and children give **cues** (3) about their needs and how to meet them.*

Boring statement – needs more for more impact.

Doesn't make sense

Good idea but needs training to understand

What are cues?

Cues? – sign?

Don't know what the word cue means, some people may struggle.

There are some obvious concerns about this statement, particularly the word cues – several people felt they didn't understand what this meant. This may be a term that is used nationally in professional arenas, but if it doesn't resonate with residents we need to think what would.

Suggestion:

Rethink the wording of the statement, particularly the word “cues” (suggested alternative – signals) and possibly expand the explanation.

Playing

Playing and having fun helps to develop skills and imagination and helps to build happy loving relationships.

Assumes people have knowledge and understanding of playing/ fun at a child's level.

Needs more info – what else?

Very small number of disagreements. Both comments subjective. The knowledge and understanding comes from using the actions as well as being supported with them.

Suggestion:

No need for changes

Actions – suggested changes highlighted in **green bold**

LOVING				
1 TOUCH	2 RESPONSIVE	3 SPENDING TIME	4 BELONGING	5 SECURITY
<i>a</i> Stroke, rub, pat and talk to your bump when pregnant, Involve your partner and other children if you wish.	<i>a</i> Learn to recognise different signals from your baby – hungry/ sleepy/ lonely/ happy. (2)	<i>a</i> Try to find time to just sit with your baby and look into each other's faces. (8)	<i>a</i> As parents, hold and cuddle your baby often to develop strong bonds, especially when feeding baby.	<i>a</i> Make sure baby is close and you are both comfortable when breast or bottle feeding.
<i>b</i> Try to have skin to skin contact as soon as baby is born.	<i>b</i> Copy your baby's babbling noises or child's new words and say them back.	<i>b</i> Find time to share things with your child – reading/playing/talking / singing/ dancing/ watching TV together. (2)	<i>b</i> Let your child see close and friendly relationships within your family and friendships.	<i>b</i> Help baby to understand that you will respond to their needs when they need you. (4)
<i>c</i> Try to have plenty of skin to skin contact as baby grows and keep baby close to you. (2)	<i>c</i> Respond as soon as you can to baby's feeding needs whether breast or bottle feeding. (4)	<i>c</i> Spend quiet time before bedtime, reading/ rocking gently/ humming/ singing to calm baby before sleeping. (1)	<i>c</i> Try to eat meals all together when possible.	<i>c</i> Talk and make sounds to and with your baby.
<i>d</i> Have lots of cheek to cheek snuggles, hand holding and cuddles with your baby. (1)	<i>d</i> Watch for your child's different mood changes.	<i>d</i> Find time for simple activities and trips with the whole family or friends. (1)	<i>d</i> Find simple things that parents and children can do together that are free.	<i>d</i> Find out how to do simple baby massage (hands, feet, arms knees, and tummy) and gradually try it with your baby. (3)
<i>e</i> Try to find time to sit with your child when reading/ watching TV/ sitting with the family. (2)	<i>e</i> Try to have a hug and calming words ready if things go wrong. (1)	<i>e</i> Find some time to spend with your partner/ close friends – some "me/ you" time. (4)	<i>e</i> Find places to go where you and your baby / child can meet other children and build friendships.	<i>e</i> Hold your child's hand when out and about and when it is safe, let them walk further from you. (2)

Actions – suggested changes highlighted in **green bold**

UNDERSTANDING				
1 SELF AWARENESS	2 SENSING	3 TRY THINGS	4 ENCOURAGEMENT	5 CONFIDENT
<i>a</i> Aim for healthy behaviours for a healthy pregnancy; eating, being active, and relaxing. (1)	<i>a</i> Have plenty of skin to skin contact as baby grows and keep baby close to you.	<i>a</i> Try different activities that will help you relax when pregnant, such as a warm bath or gentle exercise. (1)	<i>a</i> Listen to good things people say about you being a parent.	<i>a</i> Work out a birth plan that suits your needs.
<i>b</i> Try to find time to relax and chill out during pregnancy. (2)	<i>b</i> Make lots of eye contact with your baby/ child. (1)	<i>b</i> Find out about activities that you can try out to stay healthy – walking/ swimming/ dance. (1)	<i>b</i> Help baby to get more active – lie on the floor with your baby for “tummy time” together.	<i>b</i> Listen to your body during pregnancy – sleep/ activity/ diet may change.
<i>c</i> Look for quiet moments for yourself after baby is born to remind yourself you are still you. (2)	<i>c</i> Hear the sounds/ noises /words your baby/ child makes. (1)	<i>c</i> Help your baby/ child to try new experiences as they grow.	<i>c</i> Show your child positive ways to behave and praise successes.	<i>c</i> Learning about your baby’s signals will help you to respond with confidence that you meet their needs. (1)
<i>d</i> Don’t expect to be the instant perfect parent, learn to be the best you can be.	<i>d</i> Talk to your baby often, before and after birth.	<i>d</i> Encourage your child to try different foods when weaning to experience different tastes, flavours, textures.	<i>d</i> Share new things with your baby / child, to learn how to make sense of the world around them.	<i>d</i> In time, help baby get to know other family members and friends so they feel confident and safe around them. (1)
<i>e</i> Be aware of emotional changes and find out who can support you if you need it. (2)	<i>e</i> Find things around the home to make different sounds/ smells / light and dark/ textures.	<i>e</i> Encourage your child to be confident and independent in a safe way – running fast/ riding a bike. (1)	<i>e</i> Show your child how to do things – using cutlery/ sitting still/ sharing toys. Be a positive role model.	<i>e</i> Help your child to explore their world themselves, be there if they need to feel safe.

Actions – suggested changes highlighted in **green bold**

COMMUNICATING				
1 EYE CONTACT	2 TOUCH	3 LISTENING	4 MAKING NOISES	5 EXPRESSIONS
<i>a</i> Have lots of eye contact with your baby/ child.	<i>a</i> Stroke, rub, pat and talk your bump when pregnant, Involve your partner and other children if you wish.	<i>a</i> Hear the different sounds your baby makes and learn what they mean.	<i>a</i> Copy your baby's babbling noises or child's new words and say them back. Encourage talking by saying "really" and "tell me more" (1)	<i>a</i> Use your eyes to show different expressions.
<i>b</i> When reading or playing look at your child's face often.	<i>b</i> Try to have skin to skin contact as soon as baby is born.	<i>b</i> Let your baby/ child hear different noises about the house and outside – washing machine/ vac/ radio/ birdsong/ aeroplanes.	<i>b</i> Hum and sing to your bump/ baby/ child.	<i>b</i> Show your baby different facial expressions – happy/ sad/surprised.
<i>c</i> Kneel or bend down to your child's level to have face to face contact and to chat.	<i>c</i> Hold your child's hand when out and about, or try using toddler reins or a buggy board. (1)	<i>c</i> Be open to listening to suggestions and ideas about being a parent and work out what works well for you. (1)	<i>c</i> Let your child use household things to make noises – pans and spoons/dry rice in a sealed box/tubes for trumpets.	<i>c</i> Use your voice to make different verbal expressions.
<i>d</i> Try to use a pram where baby faces you for the first few months, or use a sling.	<i>d</i> Find out how to do simple baby massage (hands, feet, arms knees, and tummy) and gradually try it with your baby. (1)	<i>d</i> Read or say stories and rhymes often so baby will start to copy sounds.	<i>d</i> Don't be afraid of baby's loud noises when they are testing their voices.	<i>d</i> Watch your baby's expressions and mirror them back for fun.
<i>e</i> As you feed your child, look into their eyes and think about what you love about them. (3)	<i>e</i> Find different textures and objects for your child to feel and talk about (rough/ smooth/soft/ bumpy/dry/wet)	<i>e</i> Learn to listen without talking over your child – let them say what they need to or feel.	<i>e</i> Help baby get used to different voices in your family.	<i>e</i> Use hand and body expressions to help communicate (waving hello, shrugging shoulders)

Actions – suggested changes highlighted in **green bold**

RESPONDING				
1 TIME	2 SEEING	3 HEARING	4 TOUCH	5 KNOWING
<p><i>a</i></p> <p>Take time to learn to recognise different crying noises from your baby – hungry/ sleepy/ lonely.</p> <p>(1)</p>	<p><i>a</i></p> <p>Watch your baby's expressions and mirror them back for fun.</p>	<p><i>a</i></p> <p>Copy your baby's babbling noises or child's new words and say them back.</p> <p>Encourage talking by saying "really" and "tell me more"</p> <p>(1)</p>	<p><i>a</i></p> <p>Try to have skin to skin contact as soon as baby is born.</p>	<p><i>a</i></p> <p>Learn to recognise different signs from your baby – hungry/ sleepy/ lonely/ happy.</p> <p>(1)</p>
<p><i>b</i></p> <p>Find time to share things with your child; reading/playing/talking / singing/ watching TV together and talk together about them.</p>	<p><i>b</i></p> <p>When reading or playing look at your child's face often.</p>	<p><i>b</i></p> <p>Let your child hear and join in your chats with other adults to learn how to have conversations.</p>	<p><i>b</i></p> <p>Stroke, rub, pat and talk your bump when pregnant, Involve partners and other children if you wish.</p>	<p><i>b</i></p> <p>Respond as soon as you can to baby's feeding needs whether breast or bottle feeding.</p> <p>(3)</p>
<p><i>c</i></p> <p>Spend quiet time before bedtime, reading/ rocking gently to calm baby before sleeping.</p>	<p><i>c</i></p> <p>Show your baby different facial expressions – happy/ sad/surprised, let them copy you.</p>	<p><i>c</i></p> <p>Make funny noises for baby to hear and copy.</p>	<p><i>c</i></p> <p>Say or sing rhymes with actions where you tickle and touch your baby</p>	<p><i>c</i></p> <p>Guess at what your baby might be thinking or feeling and say it to your baby, "It looks like you're sleepy/ happy/ upset"</p>
<p><i>d</i></p> <p>Spend time with your partner/ close friends – some "me/ you/us" time.</p>	<p><i>d</i></p> <p>Do actions that go with what you're saying – like waving when you say 'Hello.'</p>	<p><i>d</i></p> <p>Read or say stories and rhymes often so baby will start to copy sounds.</p>	<p><i>d</i></p> <p>Play together with books that have different textures and sounds. Libraries are a good place to get free books.</p> <p>(1)</p>	<p><i>d</i></p> <p>Don't expect to be the instant perfect parent, learn to be the best you can be.</p>
<p><i>e</i></p> <p>Babies grow fast, enjoy the time you have with them as they grow.</p>	<p><i>e</i></p> <p>Show your baby different rooms/ places/ times of day to help them understand their new world.</p>	<p><i>e</i></p> <p>Let your child use household things to make noises – pans and spoons/dry rice in a sealed box/tubes for trumpets.</p>	<p><i>e</i></p> <p>Cuddle your baby and dance with them or hold your child's hands and dance together.</p>	<p><i>e</i></p> <p>Listen to your body during pregnancy – sleep/ activity/ diet may change.</p>

Actions – suggested changes highlighted in **green bold**

PLAYING				
1 EXPLORE	2 IMAGINE	3 CREATE	4 TIME	5 FREEDOM
<i>a</i> Play with toys and bubbles in the bath, think about bathing with your baby if it is safe. (1)	<i>a</i> Babies and toddlers will find basic items fun – boxes, scarves, hats, furniture, tins, wooden spoons.	<i>a</i> Try different things to create with – crayons/ boxes/materials/play dough	<i>a</i> Babies grow fast, enjoy the time you have with them as they grow.	<i>a</i> Allow time and space for messy play – paints/ water/ sand/ mud.
<i>b</i> Get baby / child to “help” with the washing – feel different textures, play peek-a- boo.	<i>b</i> Many “ready-made” toys can lead to boredom, find things that children can use their imagination with. (1)	<i>b</i> Simple baking , cooking and snack making can help children to enjoy different foods. (1)	<i>b</i> Talk with your baby/ child about things you are doing and take time to explain things.	<i>b</i> Find outdoor places to play where children can run about and be active and you can keep an eye on them.
<i>c</i> Find different places to visit– woods, seaside, town, - new experiences, lots of activities are free or low cost. (1)	<i>c</i> Visit places that children can use their imagination in –woods, fields, parks, castles	<i>c</i> Find a big box that your child can imagine is a boat, house, car, or aeroplane.	<i>c</i> Don’t get embarrassed about the things your child want you to join in with.	<i>c</i> Take a change of clothes for play days outdoors, don’t worry about dirt or getting wet.
<i>d</i> Find some wellies and a playing out coat so children are dry and warm outdoors and can get messy. (2)	<i>d</i> Telling stories will help children imagine other worlds.	<i>d</i> Start a dressing up box with hats, scarves, fun clothes.	<i>d</i> Cuddle your baby and dance with them or hold your child’s hands and dance together. (1)	<i>d</i> Let your child draw, paint and scribble, don’t expect a finished work of art.
<i>e</i> Explore outdoors at different times of day and in different seasons.	<i>e</i> Share your imagination with your children.	<i>e</i> Find ways to make music with singing, simple instruments, things to bang and rattle.	<i>e</i> Be patient and let your baby/ child learn new simple things – everything is new for them!	<i>e</i> Let your child pretend to be whatever they want to be, it builds imagination.