



**Creed  
& Culture**

**Save the Children 15 Hour Childcare  
for 2-year-olds Campaign  
Hyde & Hurst Cross**

**Summer / Autumn 2022**



About the Report

# Background

**A national survey found that children from the South Asian community were starting school without an adequate level of school readiness.**

# What we did.

The Creed & Culture team undertook multiple activities to promote the free childcare offer and also gain an understanding as to why parents are not taking up the offer, including:

1. Designed bespoke flyers advertising the 15 hours free childcare offer.
2. Distributed flyers at local mosques, over 4 Fridays, across a 3-month period.
3. An announcement was made by the Imam or Committee before Friday prayers to let attendees know that research was being conducted to understand why children from the community were attending school without school readiness despite there being free childcare available to them.
4. Conducted 2 visits to local Early Years settings (one setting with a low uptake and one with a high uptake of the free 15 hour childcare offer).
5. Focus groups - 2 sessions were conducted with a total of 13 participants.
6. 1-2-1 interviews – a total of 4 interviews were conducted



# Our Summary Findings.

A quick glance at the insights gathered and what they seem to indicate:

1. Too many parents still don't know that the offer exists.
2. Promotion, advertising and marketing through partnerships are a necessity if uptake is to increase; and that campaign needs to be kept "constantly on".
3. Appetite exists in the community; reasons vary from more free time, "giving their children a higher chance to succeed themselves" and fear of missing out.
4. Enough isn't done to engage with the community to build trust; mosque activity was hugely effective, with Imams of the mosques even taking the step to explore the offer.
5. South Asian parents aren't catered for; flexibility, environment support (filling in the forms) and food (Halal) all need to be considered and primed to build confidence and conversion.





# Interpretations.

Throughout this document there are terms that have been used that readers may not know of or can be used interchangeably with other terms:

- **15 hours entitlement/programme** - is a government funded initiative that provides vouchers to parents who qualify for the programme to claim 15 hours of childcare a week in Early Year Settings.
- **Early Year Settings** - we believe that the learnings are also relevant to childminders
- **Friday prayer** - also known as Jummah prayer is a congregational prayer that occurs every Friday at the mosque that Muslims are obliged to attend if they are able to do so.
- **Halal** - is the arabic for permissible or lawful. For this report we have used the term Halal to refer to food but it can also be used to indicate the permissibility of other things.
- **Imam** - a person that leads prayer at the mosque
- **Mosque** - is a house of worship for Muslims
- **South Asian communities** - whilst our research focuses on families from Bangladeshi and Pakistani communities the findings have relevance across all ethnic groups

# Flyers:

## Designing flyers to distribute during Friday prayers

Working with one of the largest mosques in Ashton–Under–Lyne, the Ashton Central Mosque and the Hyde Jamia Mosque, which on average have approximately over 750 Friday prayer attendees respectively, with many weeks that being closer to 1,350–1,500 due to the summer holidays.

Other reasons why the Ashton Central Mosque and the Hyde Jamia Mosque were chosen for the campaign were due to them being the main mosques in their locations. The Ashton Central Mosque has an English-speaking Imam who could disseminate the importance of the campaign.

They're also some of the longest established mosques and have the largest gathering of Friday worshippers from the Pakistani and Bangladeshi communities, respectively.

### DON'T MISS OUT ON YOUR CHILD'S FREE CHILDCARE PLACE!

Hundreds of children in Ashton are going to nurseries and childminders this term. They are having fun, making friends and learning so much. Your child could be one of them.

By accessing free childcare for 2 year old children, you can support your child's development and get them ready for starting school.

You may be eligible to access up to 15 hours of free childcare each week to use (as flexibly as you like).

There are nurseries and childminders across Ashton ready to welcome you and your child. They will help and support you to apply for a place and make sure your child is happy and settled.

**IT'S REALLY EASY TO SEE IF YOU'RE ELIGIBLE AND TO APPLY. SIMPLY GO TO:**

1. [www.gov.uk/find-free-early-education](http://www.gov.uk/find-free-early-education)
2. Or scan the QR code to the right
3. Or contact your local council

**AND MAKE SURE YOU HAVE THE FOLLOWING TO HAND:**

- **Name and date of birth for you and your child**
- **Your National Insurance number**  
You can find this on any letter you've received from the government about tax, pension, or benefits
- **Your partner's National Insurance number**  
(if applicable)

**SCAN & APPLY**

Save the Children | grow | Smallshaw-Hurst Children's Community

# Mosque Distribution:

We partnered with two of the largest mosques in the target locations

We began with getting the Imam of Ashton Central Mosque (ACM) to raise the issue of Bangladeshi and Pakistani parents in the Ashton-under-Lyne area not taking up the free education and childcare that they had access to for their 2-year-olds. He mentioned the impact this was having on the development of their children when it came to being ready for when they started school. This was further supported by collaboration with the Hyde Jamia Mosque, in Hyde, the largest mosque in the town.

The mosque activity, although originally scheduled for only 4-6 weeks, saw us secure awareness that is still ongoing (a full two months after beginning the activity).



# Mosque Distribution:

We partnered with two of the largest mosques in the target locations

What was asked of the mosques, broken down:

1. Raise awareness of the importance of education, in particular for young children
2. Distribute the flyers to congregation attendees and place them somewhere people could access easily and take the flyers at their own convenience.
3. Raise awareness of the problem affecting the community directly - problem and solution during Friday prayers
4. Provide parents with access to our team should they be interested in the free childcare offer
5. Support us speaking to parents 1-2-1 to build further insights





# Early Year Settings Visits:

## Building an Understanding of Effective Nursery Settings

To get an understanding of why parents were or weren't taking up the free childcare programme in the Bangladeshi and Pakistani communities, the Creed & Culture team visited nurseries in the Hyde area to get insights from staff.

Hyde had a high proportion of Bangladeshi and Pakistani families and we selected nurseries that either had a high attendance or low attendance from these communities. This allowed us to see what factors may affect a parent's decision to send their child/children to a particular nursery.

During the visits we studied the following:

1. Initial welcome
2. Programme for funding
3. Menu options
4. The ethnic diversity of Early Year Practitioners or Apprentices
5. Further assistance offered by Early Year Practitioners or Apprentices to parents when it came to funding
6. The nursery settings and environment
7. Length of service of Early Year Practitioners or Apprentices
8. Accessibility of materials for parents\*
9. Appreciation of the problem

\*Whether signs or flyers were translated into different languages or whether the english used was simple and easy to understand

# Focus Groups:

## Getting on the Ground to Find Solutions

We conducted focus groups with parents from the local boroughs. The aim of the 2 focus groups was to speak to Bangladeshi and Pakistani parents to understand why they were not taking up the offer.

The parents' ages ranged from 24-39 and many of them had been born in our study locations. The focus groups were facilitated by Ashton Central Mosque (ACM) and Hyde Jamia Mosque where we had 6 and 7 attendees respectively.

Due to the setting of the focus groups (at the mosques) parents felt comfortable, connected and empowered allowing them to share their thoughts without any feeling of bias, pressure or influence. This meant the insights from parents were thorough and rich for the purposes of our research.



# 1-to-1 Interviews:

## Speaking to Parents

We also conducted 1-2-1 interviews with parents who had and had not given the children to nurseries from the Bangladeshi and Pakistani communities. In a 1-2-1 setting people were more open with their responses compared to a group setting providing deeper insights.

Parents ranged from:

- Working professionals (working in the humanitarian sector)
- Engineers for tech companies
- Transportation workers (taxi drivers)
- Imams of the mosque
- Stay at home parents

The parents felt empowered and safe to share their thoughts which gave us critical insights into why the free education and childcare offer for 2-year-olds wasn't being taken up.

The majority of the parents came from the Creed & Culture team's network, as attracting parents who met the criteria but weren't familiar with the initiative or those leading on the campaign was difficult.

Parents felt comfortable sharing their happiness and concerns with the programme in a frank and open way.



## What were the results?

All the activity carried out provided rich insights into understanding what impacted parent's decisions to take up the offer.

We found that the the 1-2-1 sessions provided the best qualitative insights as parents felt there was a high level of "psychological safety and active listening."

The nursery visits provided us with insights from the "closed community" which we will discuss further later in this report.

# Our Learnings:

## General learnings from the campaign

The ability for parents to speak freely and in a comfortable setting provided us with rich insights. When carrying out a study that requires people's opinions the environment which they're put in will impact how far they are willing to go with the information they share.

There is apprehension about the "motive" of something that is free, especially for their children, of parents from the Bangladeshi and Pakistani communities. When parents felt that they could share honestly without information being "used against them", in environments where they felt "safe", they were really forthcoming about their thoughts on the programme.

In summary, the critical reasons parents weren't taking up the programme were:

- Unlike previous work done with the GMCA on the FEE2 campaign, perceptions of parents/in-laws for taking up the offer (and potentially looking "incapable") in front of their seniors weren't as significant (this seemed to be a cultural specific nuance)
- Parents from a "non-professional" background just don't know about the offer
- Mothers felt more anxious about leaving their child/children with another person (i.e. teachers etc) compared to fathers.
- Many mothers are the ones considering giving their children to nursery settings, yet their first language isn't English and there's little help
- Unfortunately, due to it being free, many don't value the programme as the need to take up the offer "didn't seem urgent." Therefore a value exercise, educating parents on the "opportunity cost" would be helpful.

# Nursery A:

Despite being in an excellent location for the Bengali community in Hyde, the uptake of the free childcare offer is particularly low in the area.

## Nursery details

**Name:** Nursery A

**Location:** Hyde

**Attendees:** Over 70 children

**Teaching:** Over 10 Early Year Practitioners or Apprentices

**Session:** 01/08/22

**Number of children from South Asia Communities who attend the nursery:** 2 to 3 Ratio of 1:35 (approx.) in terms of numbers of children from South Asian Communities to non-South Asian Communities

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One of the interesting things about this nursery is the fact that from a situation perspective, the nursery is ideally located to serve the Bangladeshi community.

However, there are a few things to consider:

- The visit occurred during the height of the summer - naturally, the attendance from nursery students is lower during this time and can skew the data.
- Marketing materials and relations are controlled by the head office team members who may be distant from the needs of a particular community.
- The nursery despite being very centrally located, is at the same time hidden away.

# Nursery A:

Despite being in an excellent location for the Bengali community in Hyde, the uptake of the free childcare offer is particularly low in the area.

The learnings;

- A nursery's location is important but won't see a correlation with the uptake of children from a South Asian background if the nursery isn't "adapted" for better inclusion.
- The nursery is missing simple things like "welcome messages" and "sign-posting" in multiple languages that are effective in bringing parents from a South Asian community more comfort.
- The nursery themselves acknowledge they don't have as many children as they'd hope from a South Asian background attending the nursery - which may mean a more proactive steps need to be taken.
- They believe that it's because parents from a South Asian community think that sending their children to "nursery" is too soon - more community work, and speaking to parents from this community may change this.
- The nursery doesn't have a Halal option for children who subscribe to the Islamic tradition.
- They don't allow flexibility on the usage of the voucher - something that may deter many parents from a South Asian background (only allow seven and a half hour days although they have plans to allow for two half-days usage).
- When the material isn't accessible in multiple languages (dual language material) this prevents parents from being engaged (those from a South Asian background).



# Nursery B:

The nursery manager has been in the industry for over seventeen years, specifically being at the nursery for over six years.

## Nursery details

**Name:** Nursery B

**Location:** Hyde

**Attendees:** Over 76 children

**Teaching:** Over 15 Early Year Practitioners or Apprentices

**Session:** 05/10/22

**Children from South Asia Communities who attend the nursery:** 24

Ratio of 1:3 (approx. rounded up) in terms of numbers of children from South Asian Communities to children from non-South Asian Communities



# Nursery B:

A positive, pro-active setting for children of all faith and cultures; with a significantly high uptake of children from a South Asian background.

Nursery details:

**Name:** Nursery B

**Location:** Hyde

**Attendees:** Over 76 children

**Teaching:** Over 15 Early Year Practitioners or Apprentices

**Session:** 05/10/22

**Children from South Asia Communities who attend the nursery:** 24

Ratio of 1:3 (approx. rounded up) in terms of numbers of children from South Asian Communities to children from non-South Asian Communities

The biggest immediate difference between this setting which has a high uptake of children from a South Asian background vs other nurseries with a low uptake is the strong, positive first impression this nursery makes; it has welcome signs in multiple languages at the point of entry, making the setting feel accessible and inclusive for all.

There are a significant number of Early Year Practitioners who are from a South Asian background, although this may not be something that's accessible for all nurseries, this does make a big difference.

They have flexibility over the usage of the voucher and critically, strong partnerships with professionals who work with parents from the South Asian community who then recommend the setting.

# Nursery B at a Glance:

- The nursery has a significantly high uptake of children from a South Asian background; approximately  $\frac{1}{5}$  of the nursery's children are from a Bangladeshi background
- 1 child out of every 3 is from a South Asian background
- They allow the voucher to be used across half days; they permit 3 half days at 5 hour day slots
- They have a Halal menu available
- Multiple Early Year Practitioners or Apprentices at the nursery come from a South Asian background; this creates relatability
- They specifically have Early Year Practitioners or Apprentices who can speak Bangla to cater to the large cohort of children whose ethnic origin is Bangladeshi
- They have created a network of recommendations by partnering with professionals who carry out specific work within the South Asian community
- They have positive sign-posting; material in multiple languages and even flashcards of the most common phrases from a South Asian communities rhetoric translated to make the children feel more comfortable



# Nursery B:

Implementing simple practices, doing them effectively, repeatedly has paid dividends for the nursery which has the highest uptake of South Asian children we've come across where the nursery hasn't been founded by the community or where the Nursery Manager doesn't come from that community

The learnings;

- The nursery clearly appreciates doing the simple things and doing them well; the initial first impression is that it is very welcoming, inviting and accessible to all due to the material, welcome of Early Year Practitioners or Apprentices and energy at the nursery
- Having Early Year Practitioners or Apprentices from the community, who have friends from the South Asian community or those who have children who have friends from that community makes a big difference in appreciating the multiple cultures present in Hyde. The nursery had a clear desire to attract and serve children from the South Asian community (and meet their needs)
- Interestingly, the nursery mentioned that a big reason parents give their children to nursery is for the meals provided (which makes us consider the impact of the cost of living for those from South Asian communities)
- The nursery makes an active effort to celebrate all cultural and religious occasions - creating a culture of tolerance and respect
- They translate everyday phrases that the parents of South Asian children may use - they then make picture cards of simple phrases in Bangla (transliteration) of things like "nappy time", "drinks", "books"
- They have Early Year Practitioners or Apprentices who assist parents in the application process ensuring there's no disconnect in the process of applying; letting parents know what they can access, how to apply, what's available
- Most of their children come through recommendation (through support services like "Toddler Talk")
- They believe that majority of parents still don't know the voucher exists or that they're eligible for funding
- They have a variation of parents when it comes to age and profession.

## Nursery B Summary:

Further reasons why they believe they have been successful in administering vouchers for 2-year-old children:

The nursery seemed to have a focus on activities that develop language and communication skills in a fun way that are particularly relevant to Pakistani and Bangladeshi community children. These activities, whilst effective at the nursery, could be easily done at home too and help children develop essential soft skills that would help them when they started school.

Another reason for success is that the nursery had a bilingual team that helps build trust. By having Early Year Practitioners or Apprentices that can speak the “mother-tongue” language of the parents is a way that other nurseries can replicate the success of Nursery B.

Many parents from our research indicated language barriers and confidence barriers (such as having the trust to leave their child with other people, filling in the form, understanding the benefits, or even just understanding the offer) were preventing them from taking up the offer.

Therefore having someone they can relate to, help them through the process and appreciate their barriers whilst making them feel comfortable to speak in their own language makes a big difference to parents.

For example, the Nursery B team are composed of individuals that understand Gujarati and can speak Urdu and Bangla. This helps them build confidence and trust with parents as they feel secure leaving their child with someone who may be “just like them” and can relate to the needs of their children.

# 1-2-1 Interview With Parents:

A glance summary view of findings on why parents don't give their children to nursery:

Having an element of

## fear

Or worry about giving their children to "complete strangers" to look after them and whether their children will be okay (in particular from mothers).

A clear

## inability

To know where to begin and how to fill in the form in the first place

Not appreciating the

## importance

of the voucher and the positive impact it can have on their children

# 1-2-1 Conversation Findings:

We spoke to Imams of mosques, young professionals, tech developers, security guards, taxi drivers, and those in the health care services amongst others.

During this campaign vs previous work done with the GMCA across a wider spread of locations, there was an increased appreciation, almost a rising awareness and recognition that going to nursery is important.

This appreciation was further enhanced once we communicated to the parents what it can achieve and the problem it solves. Parents were definitely more cognizant of the value of the programme.

Further quick findings:

- Mothers tended to care more than fathers about the importance of the settings, the demographic make-up of the Early Year Practitioners or Apprentices and the “state of mind” of their children when attending nursery
- Fathers who were spoken to wanted to see more tangible and explicit development of their children’s soft and hard skills\* - from confidence to communication fluency
- There was a difference in immediate awareness of the nursery vouchers from working professionals vs those who were either not in work or whose education levels stopped at high school or lower.
- Proximity was important to all parents bar one set of parents - 90%+ of parents who gave or were considering giving their children to nursery wanted to or gave their children to a nursery within walking distance or approximately a five minute drive or less

\* Soft skills refer to things such as manners, patience and temperament and hard skills refer to maths, english etc.

# 1-2-1 Conversation Findings:

Speaking to parents from a multi-faceted working background allowed us to appreciate the different needs of parents across the spectrum of South Asian cultures.

From practical benefits such as being able to simply work, to the idea of “getting time back” parents who were spoken to 1-2-1 were more forthcoming in providing unique and useful insights vs conversations had with parents in groups or other settings.

As mentioned frequently throughout this report, too many parents are still unaware of the voucher.

Where parents are aware, they were either young professionals or the parents had been made aware through a recommendation from other parents or professional support groups.

- There was no real difference between the needs of Pakistani and Bangladeshi ethnic origin parents respectively
- The general sentiment around nurseries was positive; over 80% of parents believed it was having a beneficial impact on their children
- Where there was a negative sentiment, this was due to not seeing any development of their child’s oral or communicative skills beyond where they perceived their child already was – or they felt their child was regressing
- Parents need to see a positive impact within a 6 week period of giving their children to nursery or they begin to doubt the usefulness of it
- Halal was important to all parents spoken to
- Having a teacher who spoke Urdu, Gujarati or Bengali was only significantly important to parents whose predominant language was either one of those aforementioned
- Out of those spoken to who haven’t considered giving their children to nursery, it’s due to the fact that one of the parents does not work (such as a stay at home parent)



# 1-2-1 Conversation Findings:

- Parents aren't aware that their children maybe eligible for nursery and that it will potentially be free for them
- The signup process needs to be simplified, easier and in multiple languages
- Many parents whose first language isn't English, don't even know the meaning of "pre-nursery"
- Many don't know that nurseries even exist in their areas
- There is a stigma attached to sending children to nursery from parents from a South Asian background where they are not in a professional working environment (and even some parents who are), where they believe giving their child at the age of two is "too soon."
- Another preventative reason parents weren't giving their children to nursery or taking up the voucher offer is due to having "extended family support" such as grandparents of the child/children
- Mothers where parents lived with extended family were concerned about what those in-laws or parents would think about their capabilities as a parent if they gave their child to nursery if they were not in work
- It felt easier to "just look after their own children" than go through the process of filling in the form or attempting to register
- Parents who do send their children to nursery often have friends or other family members in their network who also gave/give their children to nursery (network effect)
- Those parents from a non-professional environment don't know how they would find out if a nursery is good for their child
- Feeding children (either the nursery feeding the children or providing the snacks/food parents provide) was more important to mothers than fathers. In one case, a father believed it wasn't an important factor for his decision making process that the nursery feed his child.
- Fearing the disruption of their child's routine can be an implicit factor in not giving their children for parents as well as them fearing their child will fall ill

# 1-2-1 Conversation: Questions that Were Asked

1. Do you know what a nursery is?
2. How old are your children?
3. What gender is your 2-year-old (or child)?
4. Do you know any nurseries around you?
5. Do you believe education for a 2-year-old is important?
6. Right now, do both you and your partner work?
7. What would be your main purpose of educating your child?
8. If your 2-year-old went to nursery, who would drop them off?
9. What would be important to you in a teacher for your 2-year-old?
10. Does your husband / wife speak English?
11. What would be important to them if you gave your child to a nursery?
12. Would feeding your 2-year-old be important in the nursery?
13. Is the nursery being close to your home important to you?
14. How would you find out if a nursery is good for your 2-year-old?
15. Do you know any other families who have 2-year-olds?
16. Do you know any other families who give their 2-year-olds to nursery?

# 1-2-1 Conversation: Questions that Were Asked

17. What would make you happy if you gave your 2-year-old to nursery? More free time? Seeing them develop?
18. How long have you and your partner been in the UK (if not from birth)?
19. Would you describe yourself as being in full time employment?
20. Do your other children like nursery (if you have other children)?
21. How would you describe your 2-year-olds learning ability?
22. What's important for you in a nursery? Cleanliness? Early Year Professionals (Early Year Practitioners or Apprentices) speaking Urdu / Bengali?
23. Do you know which website to go to to fill in the form?
24. How would you describe your ability to use Google / technology?
25. Did you know there's a voucher that gives your 2-year-old (potentially) free childcare for 15 hours a week?
26. Do you prefer paper form or online form?
27. Would you need help filling in the form?
28. What would be your main objective for sending your 2-year-old to nursery? (Mental health, more free time, your child's development?)
29. Who do you speak to regularly who may impact your decision to give your 2-year-old to nursery? (Family/ parents / accountant / other people?)

# 1-2-1 Conversation Findings: Learnings

- A simple study of the “user-flow” from awareness, consideration, sign-up and advocacy needs to be undertaken by the council/government to understand how parents find out, how they sign up and what are their blockers
- Parents do want to see soft skill development – especially where the parents are originally from Pakistan or Bangladesh
- When it’s communicated to parents that their child may start nursery a year behind their peers, almost instantly increases their appreciation and desire for wanting to give their children to nursery if they haven’t already
- Paper forms are equally important to online forms for parents whose first language isn’t English
- The social aspect plays a big part in “retaining parents”. When parents meet other parents and create new bonds of friendships are likely to have a more positive impression and view of nursery than other parents who don’t have this
- Parents don’t just want to give their children to “another nursery” but almost an extension of their home; treatment of their child, psychological safety and comfort, all things that parents hope to provide at home, are things parents want to see from their chosen nursery
- There was a difference in priority of first generation individuals who gave their children to nursery and those of the second generation in the UK (originating from South Asia); whilst the major contributing factor for those of the first generation was because they wanted to see their child’s development massively enhance, this was just one of many critical factors for those who were second generation
- “Home from home” feel and assigned key workers; where parents can tell you the name of the main person who looks after their child tend to be nurseries that would be more recommended than those that don’t follow similar practices

# Glance view of the top 3 Reasons why parents do take up the offer

Word of

**mouth**

and referral

Giving

**time  
back**

to parents

Once they knew the

**impact**

of not giving their children and “what they may miss out on (FOMO), they are more likely to give their children

# Focus Groups:

A Summary of the Differences Between  
the Group Findings Vs Individuals Conversations:

- Grandparents and “multi-generation/ multi-family” settings can play a part in decision making - this wasn’t as prominent a factor during 1-2-1 conversations.
- Education levels and appreciation of parents can dictate their value of the voucher and programme.
- There is an apprehension and “doubt” that exists when it comes to an initiative like this where parents aren’t in a professional role (what’s the catch?).
- Parents, when shown how easy it is to find a nursery and fill in the form, then overcome the “fear of forms” that exist.



# Focus Group Conversation Findings:

A look at the commonalities between the focus group findings and 1-2-1 conversations

Having an element of

## fear

Or worry about giving their children to “complete strangers” to look after them and whether their children will be okay (in particular from mothers).

A clear

## inability

To know where to begin and how to fill in the form in the first place

Not appreciating the

## importance

of the voucher and the positive impact it can have on their children

# Stats and Facts from Focus Group Conversations:

- Unemployment Rates and Women being housewives are higher amongst Pakistani and Bangladeshi Women – so they can stay at home to look after their children
- Also, a lot of parents aren't working – so they believe there's no need to send their children to a nursery.
- Parents work into the night, such as working in restaurants and takeaways as well as being taxi drivers which impacts the routine of the child – simply not being able to drop their child off in the morning at nursery.





# Final Summary Findings

It's clear that many cultural hurdles and stigmas prevent parents from the Bangladeshi and Pakistani communities from taking up the voucher entitlement.



# Our Final Summary Learnings:

Most of the issues do centre around communication: from not knowing the importance of taking up the programme, not knowing how to fill in the form and what to do if they don't, to also not appreciating the impact it will have on their children should they not take up the offer.

However, what also came out from speaking to parents is when they're empowered to understand how the programme can benefit their children, how it can give them back some time for their own mental health and feel "safe and secure" in giving their children to a nursery where there is a "community" and "family" feel present, allows them to appreciate the importance of the voucher and programme.

The most important learning; the work needs to be consistent and shouldn't stop.



# Final Summary

# Our Recommendations

1. Look to educate the grandparents of the children and not only the parents of the children to help parents have the confidence that they won't be scrutinised for giving their children.
2. Share how specific nurseries can help parents fill in the forms - so they don't feel overwhelmed or feel "it's not worth it" simply because they don't know how.
3. Regularly share the impact that it has on their children if parents don't take up the offer - Pakistani and Bangladeshi parents often want their children to have a "better head-start" to life than themselves, so communicate how this could help, do this through mosques and other community centres.
4. Have trusted ambassadors, such as Imams of the mosques and community members, endorse the programme - this hugely builds the trust gap that exists.
5. Educate parents on the "tertiary" benefits that may exist for them if they take up the programme - such as building a new community of parent friends, having someone to talk to in the form of Early Year Practitioners or Apprentices to help them overcome the "I'm alone in this situation" that many parents feel.



● Creed  
& Culture

Thank you

Contact us on  
[hello@creedandculture.xyz](mailto:hello@creedandculture.xyz)

