

NSPCC INSPECTION UNIT

IMPROVING THE QUANTITY AND QUALITY

OF USER VIEWS

AND INVOLVEMENT IN INSPECTION

November 2005

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NSPCC  TM

Cruelty to children must stop. FULL STOP.

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NSPCC INSPECTION UNIT

Improving the quantity and quality of user views and involvement in inspection

1 Introduction

- 1.1 Inspection of services for children and young people involves a number of elements including considering background documents, file reading, discussion with managers and practitioners, and seeking the views of other agencies and users. Findings from all these elements give a rounded picture of the service. Arguably the views of users are the most important measure of the effectiveness of the service.
- 1.2 This report considers practices both in involving users in inspection and gaining their views. This includes all users but with a particular emphasis on children and young people. External and internal developments have influenced this work.
- 1.3 In children's services nationally the publication "Every Child Matters" argues for more integrated services focusing on five outcomes for children and young people. Statutory inspection has followed this integrated approach and a key role of inspection is to consider outcomes for both adults and children and young people.
- 1.4 Internally, the NSPCC Full Stop strategy sets objectives for all functions in the organisation. Within this the activity review of services for children and young people (SCYP) aims to focus services strategically and work continues on expected outcomes.

2 Definitions

- 2.1 It may be helpful to define a few terms that will be used regularly in this report. *Users*. This term includes any users who have an interest or involvement in the service. The main focus of this report is on children and young people. However, the term will also include parents, grandparents, other significant family members, carers, and adult users.
- 2.2 *Children and young people*. NSPCC services cover a wide range of ages. For simplicity the term young people will be used throughout the report.
- 2.3 *Involvement/ Participation*. Inspection will always include attempts to gain feedback from users. There will sometimes be additional ways in which users are more actively involved in the inspection process. The following chart is adapted from established work on participation and represents a continuum of potential activity.

3 Model of user involvement in inspection

Users act as lay inspectors	User involvement/participation
Users are involved in specific roles in the inspection e.g. a meeting with young people	
Users assist in the planning of the inspection	
Users are consulted about specific aspects of the inspection e.g. design of questionnaires, posters	
User views are gained via individual or group face to face meetings	User feedback
User views are gained via questionnaires	

4 Research and background reading

In preparing this report I sought information from the following sources:

- The NSPCC
- Solihull Time Out young people
- The voluntary sector inspection network (VSIN)
- The commission for social care inspection (CSCI)
- Charities evaluation services

4.1 The NSPCC has standards relating to evaluation. All services are required to gain user views to inform future planning. In recent years there has been increased emphasis on participation by young people and draft standards have been developed. I sought information from Mitzi Wakefield development manager and she shared a range of materials. Many of the participation approaches have been summarised by Helen Brookes in her “Directory of NSPCC children and young people’s participation initiatives.” (1) Young people have participated in a wide range of activities under the following broad headings:

- ❖ Policy initiatives
- ❖ School based initiatives
- ❖ Product development
- ❖ Staff recruitment
- ❖ Internal NSPCC service development
- ❖ External service development
- ❖ Awareness raising events
- ❖ Creative arts and media

4.2 I spoke also to William Shaw participation coordinator for the North Yorkshire Children’s Fund Partnership where the NSPCC is the lead agency. They have developed experience in training young people to evaluate services. The materials and approaches used are available on CD rom.(2). Some examples are included in the toolkit at the end of this report.

4.3 Participation in NSPCC north division has been written up in “Children’s and Young people’s Participation-Involving children and young people in all of the NSPCC’s activities in the north” (3). This provides a useful summary of experiences and learning. Some materials from the document are included in the toolkit.

4.4 At an early stage I met with approximately 12 young people from the NSPCC Solihull Time Out project. Their views are reported in the next section that concentrates on what we learn from young people.

4.5 In recognition of the importance of involving young people a national group has been set up, chaired by the director of communications. I have become a member of this “involving children and young people task group”. Its main task will be to develop a strategy and coordinate learning in involving young people in all functions. There is now a procedure for involving children and young people and their families in promoting the NSPCC.

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- 4.6 VSIN is an informal association of agencies involved in inspection and quality assurance activities in the voluntary sector. I sought the views of colleagues and received written materials from Sense, NCH and Barnados. This topic was the subject of a VSIN workshop in July when further information and ideas were shared.
- 4.7 Sense have developed and shared a range of questionnaires involving pictures, symbols and colour to enable a range of people to express their views.
- 4.8 The NCH publication “Participating in Good Practice a resource pack to support user participation in NCH projects” (4) gives practical tips and examples. The process of consultation is relevant and I have adapted it for both gaining user views and promoting involvement in inspection (see toolkit).
- 4.9 Barnados worked with a range of other voluntary organisations and the Social Services Inspectorate (SSI) and their work is reported in “Voices and choices: Young people participating in inspections” 2002. (5) This provided early learning about the role of young assessors. 19 statutory inspections of local authority services also involved a voluntary sector representative and two young people per inspection. There is rich learning about how the inspection process needs to be modified to enable them to be meaningfully involved.
- 4.10 The VSIN Barnados representative also shared details of a recent process used to gain the views of a group of young people about inspection. They were invited to a service and asked one question in various rooms. When they had responded to 10 questions they were invited to have lunch and received other small rewards. The emphasis was on fun and real participation. (see toolkit)
- 4.11 Finally the Charities Evaluation Service has a wealth of experience in this area. I found particularly relevant their briefing paper “Information collection methods: choosing appropriate tools for monitoring and evaluation.” (6) There are practical suggestions and helpful guidance on what method to choose at the planning phase of an inspection or evaluation.
- 4.12 Information from the statutory sector came via the user and public involvement unit and a representative Rachael Dodgson attended the VSIN workshop and shared information about developments in the CSCI.

5 The views of young people

- 5.1 I was keen to talk first hand to young people at an early stage. So often we hear that consultation is left too late. As stated, I set up a meeting with young people in touch with the NSPCC Time Out service in Solihull. Some of the older members of the group had extensive experience of being involved in various consultations. Some had contributed to research about NSPCC Young People’s centres. They were clear that they valued being involved and heard. They were critical of adults who did not attentively listen, give eye contact or smile. They were also critical if they were not thanked or failed to get feedback or see any tangible difference following the consultation. I shared with them a range of questionnaires. They were critical of too much wording or boring presentation. They would be more likely to respond if they felt involved and informed and had possibly helped to plan the inspection and

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designed posters and questionnaires etc. This discussion is summarised in an interesting format by one of the young people and is included in the toolkit. My thanks to the young people involved.

- 5.2 Their views are echoed in the recent report of children's views of inspection. "The children's view of inspection." Dr Roger Morgan, March 2005 (7). This report summarises views relating to 25 visits to children's homes, boarding schools and residential special schools i.e. regulatory inspections. It is the first of subsequent reports and there will also be follow up with the young people three-six months after the inspections.

6 Current practice in NSPCC inspections

- 6.1 In the NSPCC inspection unit processes for gaining the views of users and involving them more fully in inspections have developed over time. All inspections are individually planned. A traditional children's services model involving fieldwork in a sample of teams would include a request to the service for details of all service users during the inspection period. A letter and questionnaire are sent including a stamped addressed envelope. A personal meeting or phone conversation with a member of the inspection team is also offered. The questionnaires have reduced in length and improved. For an inspection of advocacy services young people helped with the design and content. Often the service is asked to help in circulating questionnaires if this seems appropriate and would help to improve the response rate.
- 6.2 None of our services are residential. Meetings with users are planned to suit different services. For an inspection of family support services inspectors met with groups of users at a routine drop in. Sometimes groups are invited in during the fieldwork. Opportunities were sought to meet groups of young people in separate recent inspections of advocacy, young people's centres and schools teams. Individually planned approaches with the assistance of the services are helpful. Feedback is then given to the users taking part and we now also to provide a brief summary report of the inspection to users. (see toolkit)
- 6.3 Involvement of users has also developed and is individually planned. For example the inspection of young people's centres included a meeting with young researchers who had been trained and involved in looking at a range of NSPCC young people's centres.
- 6.4 In 2003 Mary Handley reported on a pilot scheme to recruit and involve lay inspectors (8). Two people helped with the advocacy inspection. We are currently using two separate lay inspectors for inspections of There4me (our on line counselling service) and the inspection of services for disabled children and young people. It is now standard practice to consider if a lay inspector should be involved in future inspections. Some questions to ask if you are thinking of involving young people in your work and the code of practice are included in the toolkit.

7 Ideas for the future

- 7.1 Background research for this report has provided an overview of developments in the voluntary and statutory sector.
- 7.2 Processes for gaining user views and involving them more fully in inspection are already well developed. Planning for each inspection will always include consideration of how user views will be gained and what methods will be used. Consideration will also be given to additional involvement of users in aspects of the inspection. These are already identified as agenda items at the planning meeting (see inspection manual).
- 7.3 Inspection reports will be produced for users and any additional feedback that is requested will be given relating to specific involvement. An example of this would be a summary report of the findings of the meeting with young researchers as part of the young people's centre inspection. User feedback and involvement is part of the evaluation of all inspections and the learning informs future developments.

The following toolkit of resources can be used and added to.

TOOLKIT

IMPROVING THE QUANTITY AND QUALITY OF

USER VIEWS AND INVOLVEMENT

IN INSPECTION

8 Toolkit Contents

8.1 The process of consultation/ involvement

8.2 Views of young people

8.3 Examples from the Children's fund project

- ❖ Best things
- ❖ Worst things
- ❖ Better things
- ❖ Best/Worst bean count
- ❖ Detective quiz
- ❖ Graffiti wall
- ❖ Interview with user
- ❖ Interview with staff
- ❖ Paper scrunch discussion
- ❖ Photographer
- ❖ Tour
- ❖ How do I feel?
- ❖ What I got out of the visit

8.4 Shield Exercise to gain views.

8.5 Some questions to ask if you are thinking of involving young people in your work

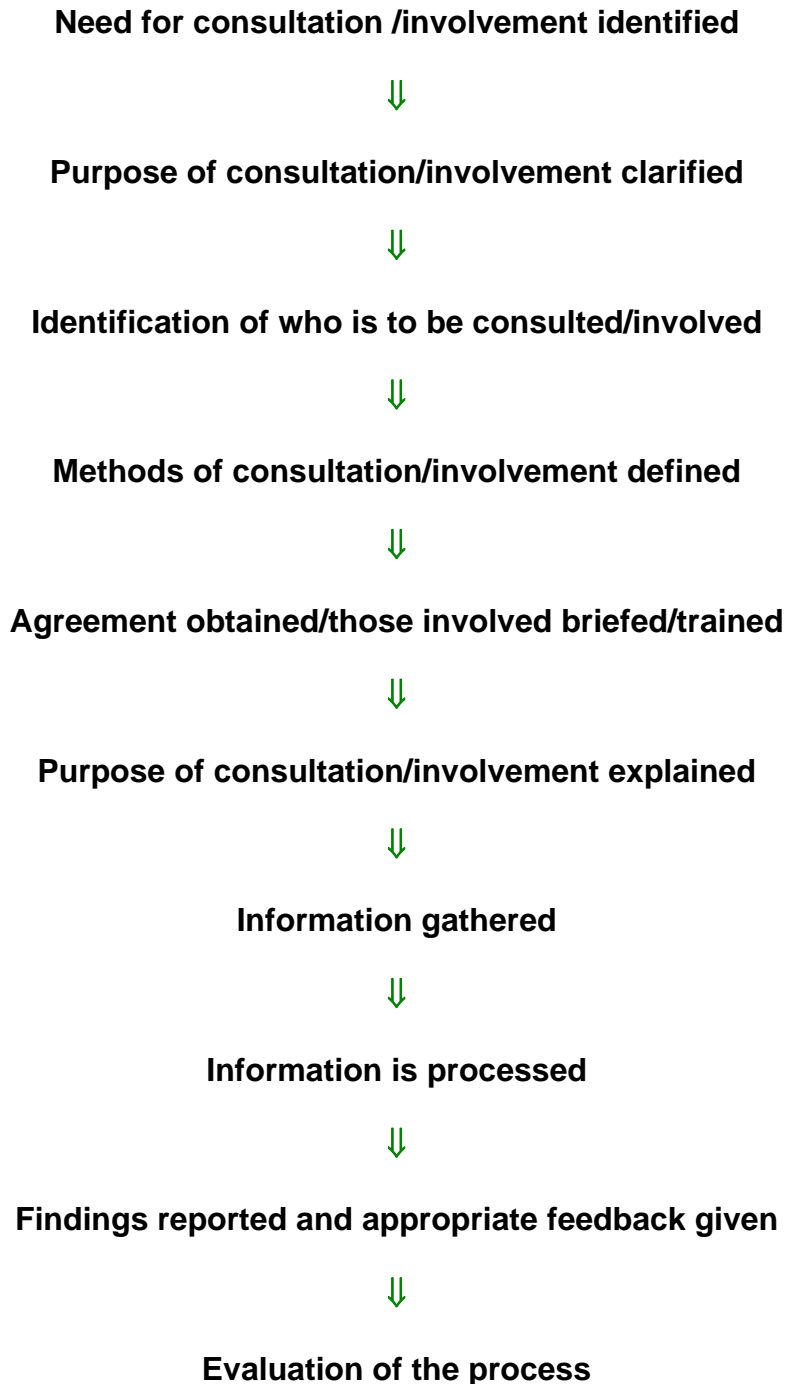
8.6 Code of practice in involving young people

8.7 Useful materials developed in NSPCC north division

- ❖ Agreement with young people
- ❖ NSPCC and young person's statement
- ❖ Consent and medical form

8.8 Barnados market place exercise in gaining views

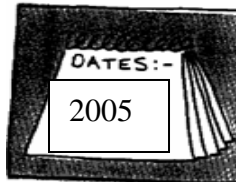
THE PROCESS OF CONSULTATION/INVOLVEMENT



Adapted from the chart in "Participating in good practice" NCH p8

Inspection Report

I talked to young people at an early stage. So often we hear that consultation is left too late.



I met with 12 young people from the **NSPCC Solihull Time Out Young People's Centre**.



I set up a meeting with young people in touch with the **NSPCC Time Out Young People's Centre** in Solihull. Some of the older members of the group had a lot of experience of being involved in various consultations. Some had been a part of research about NSPCC Young People's centres.

This is what we learnt from young people:

The views of young people

- Young people valued being involved and heard
- Young people didn't like not being listened to carefully
- Young people liked being given eye contact and people that smiled
- Young people liked to be thanked for their involvement
- Young people liked to get feedback or see some changes after a consultation has taken place
- Young people didn't like long wordy questionnaires
- Young people liked being involved and responded more when they had been involved



Best



Put three things you like...
Then use a sticker to vote for your best thing

I like...

I like...

I like...



Worst



Put three things you don't like...
Then use a sticker to vote

I don't like...

I don't like...

I don't like...



Better



What would make the project better?

More different activities

More time to talk to staff

If it was nearer my house

Spend more time here

Spend less time here

People to ask me what I would like

More children that I know

A nicer building and rooms

Best Worst Bean Count



Take two post it notes.
 Write your best thing on the first post it note
 Write your worst thing on the second post it note
 Give your post it notes to the researchers

Researchers – set up a bean count chart.

1. Stick the post it notes with people's best and worst thing onto a piece of flipchart paper in a row down the left hand edge.
2. If there are post it notes with the same thing on them, just put one of them onto the flipchart paper
3. Draw lines across the flip chart paper (see picture below) to divide it into a grid
4. Stick it on the wall
5. People can then vote by putting sticky dots next to the things they like. (Cut sheets of sticky dots into strips of 6 ready to hand them out).

Take 6 sticky dots

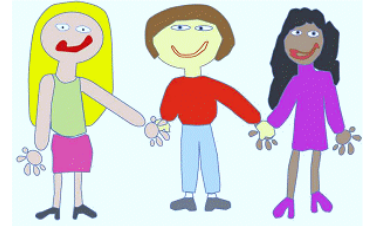
Vote with the sticky dots for the things you **LIKE**.

Share the sticky dots between the things you like – remember you only have six dots! It's up to you where you put them.

■	...
■
■	..
■	...
■	..
■	.



Detective Quiz



North Yorkshire Children's Fund

When you arrive at the project...



What is the first thing you see when you come in?



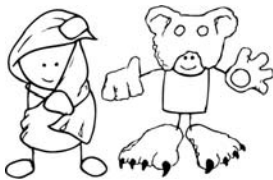
What sounds can you hear?



What smells can you smell?

Without talking to anyone, find out...

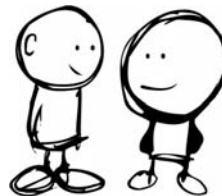
What are the children doing now?



Playing



Eating



Talking



Fighting

Something else...

Do the children look happy?



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What are the adults doing now?



Looking after children



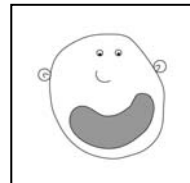
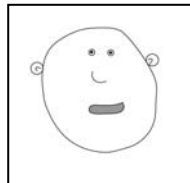
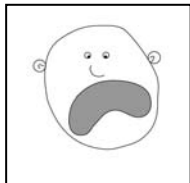
Talking



Reading

Something else...

Do the adults look happy?



CAN YOU FIND...

Leaflets or posters about the project yes no

Is it easy to find...

The toilets yes no

The fire exit yes no

Is there somewhere to...

get a drink yes no

get a snack yes no

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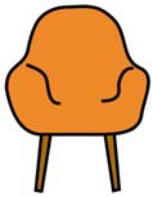
INSIDE THE BUILDING

What colours are the rooms?

Do the rooms look like they need decorating? yes no

Is the building clean inside? yes no

What's the furniture like?



Fine



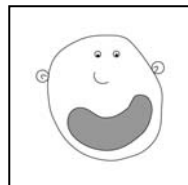
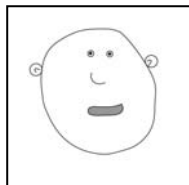
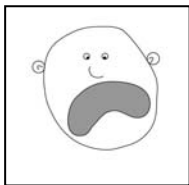
Old, broken

Write down anything else you've noticed from looking around.

Write down something you have noticed that you like

Write down something you have noticed that you don't like

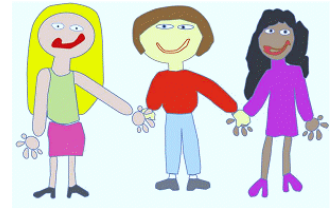
From what you've noticed so far, would you be happy to come to this project?



Why?



Graffiti Wall
instructions



North Yorkshire Children's Fund

To make a graffiti wall:

Stick a piece of flipchart paper on the wall with blue tack.

Write one question or heading at the top (see ideas below)

Ask people to write their answers or ideas onto the

What would make the project better?

What is
(put in the name of the project you are visiting)

What do you like doing here?

Magic moments

What don't you like doing here?

Interview



Remember to test the tape recorder before you start!

ASK THE QUESTIONS IN GREEN

If they do not say much, get them to say more by using open questions. Here is one idea....

Why do you say that?

If you do not understand, ask them to explain:

What do you mean?

Do you always come here every week?

If you don't come, why is that?

Are there any other reasons why?

Do you have friends who don't come?

Why is that?

Are there any other reasons why?



What are the staff like?

Can you talk to them if you have a problem?

How do they help you?

Do you get to have a say about how things are done?

How often do the staff ask you if you are happy with the way things work?

What do you do if there is something you want to change?



Interview with Project Worker/s



Remember to test the tape recorder before you start!

ASK THE QUESTIONS IN GREEN

If they do not say much, get them to say more by using open questions. Here is one idea....

Why do you say that?

If you do not understand, ask them to explain:

What do you mean?

What is this project about?

What is your job?

What do you like about your job?

What don't you like about your job?

How do children have their say about how the project runs?

Who can the children talk to if they have a problem?

If a child told you that they had a problem at home what would you do to help?



Paper Scrunch



Ask the project workers to leave the room for this activity. Then get everyone to sit in a circle and explain:

I am going to ask a question, and I want you to write your answer on a piece of paper, scrunch it up and throw it into the centre of the circle. If you have more than one answer, use more than one piece of paper. When everyone has finished we will take it in turns to pick up one of the answers and read it out. Then we will talk about what everyone thinks about it.

Ask the first green question below. Once people have written their answer, use the questions in red to find out what the group thinks. Once everyone has had a chance to speak, ask the second green question and use the red questions again



What don't you like about the project?

If you were in charge what would you do differently?

What do other people think about that?

What could be done about this?

Would anyone like to say how they feel about this?

What you need:

A4 paper cut into 4 – about 1 piece of A4 per person
Pens - 1 per person



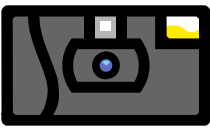
Photographer



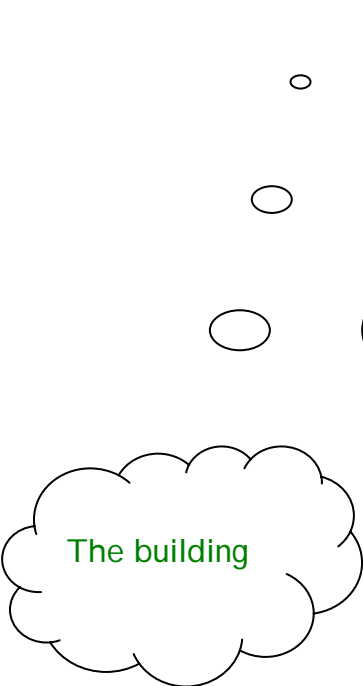
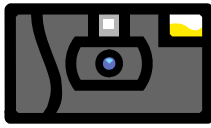
What is good and bad about the project?
Take photos to show us what you like and what you don't like



Take a picture of what you like



Take a picture of what you don't like



People

The building

Something else you feel strongly about



Activities

Tour



Ask for two volunteers to show you around

Who is everyone?

Who is in charge?



What happens here?



How do I feel?



How do I feel about my visit today?

It was interesting

I felt nervous

I felt less nervous than last time

I felt OK talking to people

People couldn't answer my questions

I remembered what I had learnt at training

The children didn't want to talk to me

I would be happy to do this again



What I got out of the project...



Tick the balloons you agree with then put a star on the 3 that are most important to you.

I'm more confident

Made new friends

It was fun!

Meeting people

Learnt about the project I visited

Learnt about research

Certificate

Learnt about myself

Helped a project to change for the better

Helping adults to make decisions

Working as part of a team

Made me think about what I want to do at school or when I leave school

Communication skills

My name on the research report

Outings and treats



Shield exercise to gain the views of children and young people.

This method can be used with a group of individuals. People are invited to complete a shield using pictures, colour and words to give views on any choice of subjects. An example of topics to be covered is given below.

My favourite thing about coming here	The worst thing about coming here
What I'd like to do more of	What I'd like to change
My message to my NSPCC worker	My message to the NSPCC manager

Information provided by Lydia Mardell, Independent Consultant and adapted from the Gamesters Handbook.

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Information developed by NSPCC north division

Young People's Involvement
Agreement between young person and the NSPCC.

Name of young person involved:

NSPCC function or team :

Area or activity that young person will be involved in :

How young person will be involved i.e. level of involvement. :

Communication between NSPCC and young person - what and how? :

How and when will young person *receive* feed back? :

How and when will young person *give* feedback about the quality of their
experience of participation, and the outcomes?

What does the young person want to get out of the involvement
i.e. their desired outcomes. :

NSPCC's desired outcomes :

What support does the young person need to enable them to participate? :

What support can the function or team offer to the young person? :

**Continue onto next page for NSPCC and
Young Person's Statement**

NSPCC Statement

The _____
(function/ team)

is committed to enabling this young person's participation in the activity described in this agreement.

We agree that young person is involved to the extent outlined in this agreement and will be provided with the specified support, communication and feedback.

Signed

Role with NSPCC

Date



Young Person's Statement.

I agree to be involved in the NSPCC activities described in this agreement.

In agreeing to be involved I expect the support, communication and feedback that I have asked for in this agreement.

I will also give the NSPCC feedback about what my experience of doing these activities has been like.

Signed
(Young person)

Date

Appendix C

CONSENT AND MEDICAL FORM

Date of event:

Venue for event:

This form needs to be completed in full and returned to:
..... (NSPCC) by (date)

Full name of child/young person

Name by which child/young person prefers to be known
.....

Address
.....
.....
..... Postcode

Telephone number(s)

Date of Birth

With whom does the child/young person live?

Relationship to child/young person

Who has parental responsibility for the child/young person?

Name	Name
Address (if different from above)	Address (if different from above)
Postcode	Postcode
Telephone no(s).....	Telephone no(s)
.....

Contact in case of emergency:

Name

Address

.....

.....

.....Postcode

Telephone no(s), including mobile number:
.....

Relationship to child/young person

Should the above not be available, please contact:

Name

Address

.....

.....Postcode

Telephone no(s), including mobile number:
.....

Relationship to child/young person

1 MEDICAL INFORMATION

Child/young person's registered GP: Name

Address

.....

.....Telephone number

Please state date of last tetanus injection (if known)/...../.....

(continued overleaf)

SOME QUESTIONS TO ASK IF YOU ARE THINKING OF INVOLVING YOUNG PEOPLE IN YOUR WORK

- 1. What is the purpose of their involvement?** There may be a number of reasons for involving young people in your work. These include improving the credibility of the organisation, a belief that it is the right thing to do on principle, tasks that would be done better by young people, modelling organisational behaviours that you want other organisations to adopt, modelling behaviours for service users, bringing different perspectives to your work. All these are valid reasons for involving young people, and more than one, or different ones, may be relevant at different times.
- 2. What do you want them to do?** This will relate to the reason for their involvement. In our pilot, we had taken the view, based on research that young people using our services would prefer to talk to another young person with similar life experiences. This was not borne out by experience, but it may be significant that we did not, at the outset, tell service users about the background of the lay inspectors. We left the lay inspectors to do this, or not, as they felt appropriate at the interviews. Since the lay inspectors' backgrounds were crucial to their employment, we should probably have said something about this in the user questionnaires. We were unclear about what we wanted from the lay inspectors in the interviews with staff and partner agencies.
- 3. What sort of young people do you need?** What skills, experience (work and personal) are necessary, what personal qualities do you need for the task, what age range are you looking at.
- 4. How will you recruit, train and support them.** Will recruitment be through an open process or through existing groups, will the young people be paid and if so, how much, which of the standard recruitment materials need adapting, what selection process will you need, what are the safeguarding issues for both service users and the young people. What training and preparation for the work will be needed, including on the job training, and what support should be provided once the work begins. With young people under the age of 18 what are your responsibilities for their care and wellbeing. It takes a lot of time to do all this properly. If you do not have the time to

do this yourself, consider bringing in someone who has the necessary time and expertise to take this on as a separate role.

- 5. What is the status of the young people.** Will they be involved in your work as equals with the professional staff. If they are not, what will be the differences? In our pilot, we decided that the lay inspectors would not review case records because they would not have the necessary professional knowledge for this task. We decided that in terms of making judgements on the quality of practice, they would have equal weight with the other inspectors.
- 6. What changes will be needed to your usual way of working and/or organisational systems.** Professional systems are not necessarily young person friendly. You may have to change the way you usually do things, but this has to be balanced with getting the job done. This is not an easy balance to achieve. In our pilot we adapted as many of the recruitment materials as we could, and for those we couldn't adapt we produced explicit guidance. We changed our planning process, although not the basic content, and we changed the normal pattern of fieldwork. What we did not do was consider using a completely different inspection model.
- 7. What processes need to be in place in case something goes wrong.** The potential for problems to arise will vary, depending on the individual staff and young people involved, whether there will be direct contact with service users, whether they will be working away from home. We drew up a code of conduct with the lay inspectors, which all the inspection team signed up to, and we produced a sheet for them on what to do if a problem arose, giving various routes for problem solving, and details of the Employee Assistance Programme.
- 8. What expenses will be incurred and how will payment be managed.** This point may seem minor to professional staff, but many young people are on very tight budgets and paying expenses associated with their work and reclaiming these can present serious difficulties. We arranged as much travel as possible through our travel agents, and provided cash for taxi fares and lunches.

- 9. How will you evaluate the contribution of the young people?** Depending on your reason for involving young people in your work, you may want to evaluate their contribution. Even if you are involving them as a point of principle, you may want to know what, if any, added value they brought and what their own views are of the experience.

INSPECTION CODE OF CONDUCT

Personal Safety

- We will always let our colleague inspectors know our whereabouts
- We will not work alone in a building
- When the lay inspectors see users on their own, a colleague inspector will be on the premises
- We will tell each other about any changes to the timetable
- We will have our mobile phones with us when we go out

Safeguarding

- We will be respectful to each other and to the people we see as part of the inspection
- We will feed back the main points from our interviews with users to our colleague inspectors. If any concerns arise from an interview, these will be reported to Mary.
- We will not make any personal relationships with people we interview. We won't give out our mobile phone numbers or make arrangements to see them socially
- We will not offer people we interview drugs or cigarettes or accept drugs or cigarettes from them

Confidentiality

- We will talk together about our work on the inspection
- We will have a confidentiality statement to use at the beginning of all our interviews
- We will not talk about our work on the inspection outside of the NSPCC

Professionalism

- It's okay for any of us to say if we're feeling nervous or unsure about something
- We will always be on time
- We will always be prepared for what we have to do
- We will dress according to who we are meeting. It's okay for the lay inspectors to wear jeans. We will be clean and tidy
- The Lead Inspector will give the other inspectors some feedback on how they are doing (they can give the lead inspector some as well!)
- Before interviews, we will agree who is doing what.

BARNADOS MARKET PLACE ACTIVITY

This activity uses a question and answer format and is primarily aimed for use with older young people/adults.

Object:

- To enable service users to give their views on the work of the service in a structured but informal way.

Method:

- Devise a set of questions for service users to answer.
- Devise a grid for each question/answer and space for signature.
- At the service base assign workers/volunteers to a room/area in a room to ask 1 question each.
- Invite service users to venue at a designated time.
- Service users arrive.
- Give a brief outline/explanation of the exercise/what will happen next.
- Give each a list of questions and invite them to visit each worker in turn to respond to the worker's particular question and to obtain the worker's signature that they have done this.
- At end of exercise give service user a 'reward' for completing the exercise e.g. a token/gift/money.

Planning:

- Devise a when/what/who list to sort out responsibilities.
- Contact all service users by letter/phone/text to outline the object of the exercise and, if they can attend/food/child care/transport requirements.
- Devise a list of attendees/food/crèche/child care requirements.
- Arrange/transport/refreshments/crèche/child care facilities/reward/thank you.
- Arrange any activities to enhance process e.g. lucky dip tub/comments board (post-it notes/black-white board).
- Arrange time for collation and analysis of responses.
- Make sure that it is fun!

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