



IMPACT REPORT

2020-21

INTRODUCTION

from the Chief Executive Officer

The last year was a year like no other. The global pandemic impacted on every area of our work, on our staff and volunteers, and on the community that we serve. So many families have been affected by bereavement, illness and economic hardship due to the pandemic. Babies have started their lives with no contact with anyone outside of their immediate household. Young children have experienced delay in starting their early education and all children have had their educational and social experiences disrupted and delayed. Adults who were already isolated, have experienced months of being alone. As we start to come out of the worst of it, and lockdown measures are eased, it is clear that the virus will be with us for some time yet, and that the impact of the pandemic will be felt for many years.

In spite of the significant personal challenges, our staff responded with creativity and resilience to continue to serve our community. The move to remote working across the majority of services was a steep learning curve, but after some trial and error, we have had some very positive results through online delivery. There are aspects of our Children's Centre work that we will retain as an online offer in parallel with our face to face services in future. Across all services we have provided emergency food support to families and individuals, and have worked closely with partners to ensure that tackling poverty and the impact of poverty is treated as a priority.

The Springfield Project aims to empower, enable and enrich our community through a range of services, activities and opportunities. I have missed our community events so much, but I am very much looking forward to the next year and to welcoming larger numbers

back to our sites. We will be investing more in our Arts Strategy over the next year, as we seek to further embed the arts into our practice, providing enriching opportunities for children, families and the wider community. We will also launch our Children and Young People's Development Strategy, which seeks to create a rich diet of play opportunities for children and young people in the Sparkhill area. Look out for more information as this exciting work develops.

S Robbins



A WORD FROM THE CHAIR

Tim Boyes, on behalf of the Trustees

I was recently given a wonderful and unusual book entitled *How to Stay Sane in an Age of Division* written by Turkish novelist Elif Shafaq. In just 90 pages this pamphlet lays out with poignant insight some practical responses to the global challenge we have of increasingly polarised people living in their separate worlds.

Identity politics and social media fuel divisions between us as we live alongside people whose worlds are increasingly incompatible with or apparently hostile to our own. This is a dangerous state of affairs. Shafaq's answer is that we must be authentic and learn to tell our own stories and not to be carried along by group think. Most of all she urges us to spend time with people who are very different from ourselves, listening and sharing our stories.

The Springfield Project has grown out of a remarkably mixed group of people in a parish church in Sparkhill which itself recognises that it is serving a neighbourhood that has a population from backgrounds very different from their own. Through excellent Early Years provision, through health services commissioned by the City Council and through a host of other activities described in this report the project is in every sense "a place of welcome".

In a world of division and increasing potential for conflict and despair it is an absolute privilege to be part of this project as it brings so many different people together with care and practical help. In all the different activities undertaken wherever staff, volunteers and project users build lasting relationships we are doing much more than delivering a local service, we are potentially doing what our world needs most!



WHO WE ARE

Borne out of St Christopher's Parish Church, The Springfield Project seeks to share God's love in the community. The mission of the Project is inspired by the example of Jesus who welcomed everyone and served others. We share Jesus' desire for the community to experience life in all its fullness.

"I have come that they might have life, and have it to the full" John 10:10.

Embracing the richness and diversity of the Springfield community, we seek to meet people at their point of need and work with them to identify a pathway that will empower, enable and enrich their lives.

Our values define how we deliver our services. Our values are rooted in our Christian heritage whilst reflecting our inclusive approach to working with and for those of all faiths and none.

WELCOMING AND INCLUSIVE: We seek to provide a safe space for our community where all are welcome. We embrace diversity, celebrating the way in which people of different faiths or no faith can work together to bring about positive change in the lives of individuals and the community. We treat all who come to the Project with respect and warmth and recognise each person as an individual.

LISTENING: We recognise and value the unique insights and experiences of members of our community. We seek to ensure that the views of all those who have an interest in the Project inform the continuous development of our services.

SERVING: We seek to contribute to the transformation of the lives of individuals, families and the wider community. We show compassion in our work, and strive to meet people at their point of need. We seek to get alongside people to share their stories, and offer support.

PROFESSIONAL: Our community deserves the best we can give them; therefore we recruit professionally qualified staff on the basis of their skills, knowledge and experience. We welcome and value the contribution of our trained volunteers who greatly enhance our services. We have policies and procedures in place to help us achieve our aims and objectives.

GROWING: We look for the best in people and seek to empower them to use their strengths to take charge of their own lives and to support others. We are all on a journey of life-long learning. We learn through our daily life and work, as well as through discussion, reflection, practice and education. We accept mistakes and apologies, and encourage others by showing change and growth in ourselves.

The image of the tree is very important to us:

There is the example in the Bible of a well rooted tree bearing fruit in good and bad times. "They will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit."
(Jeremiah 17:8)

Using our symbol of a tree we understand our service delivery and the impact as the branches and fruit. The infrastructure, governance, assets and people we understand as the trunk. All rooted in the prayer and support of our local church who planted the original seed, the goodwill of our volunteers, the commitment of our staff, and our values.

"THE FRUIT"

Our vision - Every child, adult and family in our community will have the opportunity to live life in all its fullness.

"THE BRANCHES"

Our mission and model of change - Meeting people at their point of need and work with them to identify a pathway which will enable, empower or enrich them.

- Mini Springers Nursery
- Park Rd Nursery
- Delivery of Children Centre Services

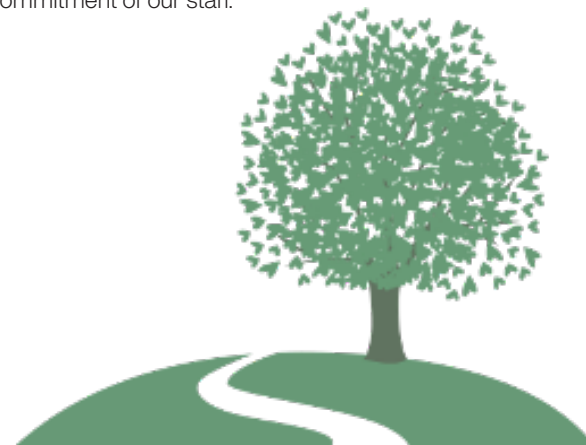
- Delivery of Community Services
- Delivery of Volunteering
- Community events
- Develop new services and partnerships

"THE TRUNK"

- Develop building and grounds to support our aims
- Developing our governance, people and finances to support our aims

"THE ROOTS"

- St Christopher's Church as founder, prayer and support, the Springfield Project as a mission partner
- Our values, and goodwill of our volunteers, and commitment of our staff.



THE YEAR AT A GLANCE

73

staff

and

88

volunteers



7,000

individuals were supported

with a range of support services and activities.

9,424

attendances



14

languages spoken by
our service users



**Park
Road
Nursery**



**Mini
Springers**

PARK ROAD NURSERY



**Park
Road
Nursery**

Park Road Nursery is an Ofsted registered nursery provision that offers sessional places, mornings, or afternoons, for children in receipt of the Early Educational Entitlement grants. This includes all 3- and 4-year-olds and eligible two-year-olds. We aim to be an inclusive nursery and provide places for children with special educational needs, wherever possible. The nursery offers sessional day care of 3-hour sessions, mornings from 8.45am till 11.45am and afternoons from 12.45-3.45pm, Monday to Friday, term time only, for 2- to 4-year-olds. The majority of children are grant funded and receive 15 hours in total each week. There is capacity for 44 morning and 32 afternoon places, therefore catering for approximately 76 children in total.

This year 64 children have attended Park Road nursery. All the children attending have English as an additional language. Park Road have an experienced staff team that are bilingual in Urdu, Arabic, Bengali, and Pashto, that can support children with their home language when settling into the Nursery environment.

The pandemic affected Park Road with many of our families choosing not to send their children to Nursery due to many reasons; vulnerable family members, shielding, worried about catching the

virus, and many decided not to because their siblings were not attending school, therefore keeping everyone together at home. However, we remained open, and staff worked between nursery and home. Due to lower numbers some were furloughed. We operated a morning session only and as the weeks went on more and more children slowly returned.

Staff working from home remained engaged with the children and their families offering learning activities and fun engagement to help to make sure children's development remained on track. The virus affected children, their families and the staff alike with a lot of anxiety amongst the team. The staff remained very professional and positive. The use of social media increased, and staff and families learned how to use Zoom.

The outside area has been transformed with allotments built, and more equipment purchased to support the children's physical activity.

empower—enable—enrich

MINI SPRINGERS



Mini Springers Nursery is an Ofsted registered nursery provision that offers sessional places, mornings or afternoons, for children in receipt of the Early Educational Entitlement grants. This includes all 3 and 4 year olds and eligible two year olds. We aim to be an inclusive Nursery and provide places for Children with special educational needs, wherever possible. The nursery offers sessional day care of 3-hour sessions, mornings from 8.45am till 11.45am and afternoons from 12.45-3.45pm, Monday to Friday, term time only, for 2 to 4 year olds. The majority of children are grant funded and receive 15 hours in total each week. There is capacity for 48 morning and 44 afternoon places, therefore catering for approximately 92 children in total.

This year 84 children have attended Mini Springers nursery. All the children attending have English as an additional language. This year there were 12 languages: - Mirpuri, Urdu, Gujarati, Punjabi, Pushto, French, Hindko, Bengali, Kurdish, Somali, Romanian and Arabic. This shows the diversity within the local community! Staff have learnt new key words in home languages and used visual timetables within each key group; this made it easier for children to settle, supported their understanding and enable staff to connect with the children.

The pandemic hit Mini-Springers hard, and many families chose not to send their children into Nursery due to many reasons; vulnerable family members, shielding, worried about catching the virus, and many decided not to because their siblings were not attending school, therefore keeping everyone together at home. However, we remained open, and staff worked between nursery and home. Due to lower numbers some were furloughed. We operated a morning

session only and as the weeks went on more and more children slowly returned.

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A mud kitchen has also been introduced to nursery which has proven to be a lot of fun!



BIRMINGHAM FORWARD STEPS

As one of the strategic partners for Birmingham Forward Steps, the Early Years Health and Wellbeing service for Birmingham, we continue to work closely with our partners at Birmingham Community HealthCare NHS Foundation Trust, St Paul's Community Development Trust, Barnardos and Spurgeons to help shape Early Years services across the city.

As part of our strategic role within Birmingham Forward Steps, The Springfield Project supports a number of city-wide partners who enhance and support the core offer. It has been a pleasure to support the work of Home-Start, KIDS, Early Years Alliance and Thrive Together Birmingham as part of our wider work.

SOUNDS OF PLAY

The Springfield Project has continued to chair the Birmingham Early Years Music Consortium and to lead the Youth Music funded programme Sounds of Play – a comprehensive workforce development programme bringing together Early Years Professionals and professional musicians across Birmingham.

The training offer successfully moved online and a total of 24 courses took place with a total of 319 attendances. In addition 10 delegates were funded to take part in the level 4 Certificate for Music Educators course. A set of video resources were created for children and families to access from home.

BFS CITY-WIDE PARTNERS

It has been a pleasure to support the work of Home-Start, KIDS, Early Years Alliance, Birmingham and Solihull Women's Aid and Thrive Together Birmingham as part of our wider work.





SPRINGFIELD CHILDREN'S CENTRE



13,603

support contacts to parents and children were made between April 2020 - March 2021*

* Hall Green Children's Centres

7,062

of these support contacts were made by The Springfield Project sharing proportionately in the activities below



329

referrals for Family Support Intervention received by the Children's Centre



62

women accessed the virtual 'Freedom programme' for domestic abuse awareness

383

Mother's received received 1-to-1 breastfeeding support and advice



192

Mother's attended the breastfeeding lounge.

96%

of the parents (165) who had initiated breastfeeding were tracked at 8 weeks, and confirmed sustained breastfeeding and advised they planned to continue

267

pregnant women attended and benefitted from our antenatal support classes.



10

Domestic Abuse Survivor packs were given to women fleeing Domestic Abuse with children



540 

Parents received emotional wellbeing and Mental Health support

50 

Wellbeing packs given to women feeling low in mood and isolated

52 

Parents attended evidence-based Parenting Programmes.

299

Resilient Fund applications to the Local Early Help Team to support families in Poverty due to Covid-19



146 

parents and babies attended 8 Baby massage groups

200 

Foodbank Vouchers were given to families in crisis

28

Parents attended and completed Basic Skills Courses or received Employment & Training Support



363

Phone calls & Doorstep Visits were completed to encourage families to take up their 15 hours Early Education Entitlement.



61

parents and children benefitted from Holiday Kitchen session



152

Children had their 2-year-old development check in the last 2 months of the financial year 20/21.

535

parents and children benefitted from virtual Stay and Play sessions on School Readiness, Baby Group, Startwell, Talking Together and Can Do



136

parents and children benefitted from speech and language development activities and online Toddler talk programmes



115

parents were supported with Oral Health Advice for their children



119

parents attended and benefitted from HENRY (Healthy Eating & Nutrition) virtual sessions



188

Healthy Eating and meal planning advice, including support with weaning was given to families

125

creative bags delivered to families for them to continue learning at home



COMMUNITY SERVICES

Community Services provides a range of free activities for adults living in our community. The aim of these activities is to improve people's sense of worth and their overall sense of wellbeing. Many elderly people live alone so we strive to help people combat loneliness and depression by participating in activities they enjoy. It is a great way to make friends and talk to people. The impact of the pandemic on our community was severe with many services being suspended increasing isolation and loneliness. Although staff worked mainly from home and people were unable to come on site we managed to keep contact with our regular participants via use of a range of social media, the telephone and doorstep contact if needed with suitable PPE.

We continued to offer 14 different activities which reached 161 different individuals across 2162 meaningful contacts and visits and participation on site when possible. Walking Group was particularly successful with 20 individuals taking part and learning to meditate, experience nature and take photos while they walked.

Creative Wednesday saw the development of Letterbox Crafts. Our skilled Activities Coordinator produced suitable activities which fitted in boxes to go through letterboxes. Participants then did the craft and took photos to share in the WhatsApp group. Similarly Cooking Group saw our skilled Volunteer Coordinator and Place of Welcome Coordinator prepare ingredients and recipes and deliver boxes to doorsteps. People made the dish and shared the results on WhatsApp.

In addition, staff offered a listening ear, practical support and conversation when needed. We became a lifeline in a different way.





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“I have been able to join a Crafting group organised by Sarah Mann and its been such a wonderful, supportive, inspirational connection group during the Lockdown Period.”



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“I have learned new skills and gained confidence. I can use Zoom – had never heard of it before, gained crafting ideas and made new friends.”

IMPACT CASE STUDY



Zakia's Story

Brief life story/Background

My name is Zakia, I retired from working in 2017. I started getting bored after retirement as my children were married and moved away, my one daughter lives in London and the other in Canada.

How did you find out about the Springfield Project?

My grandson was at nursery at Springfield so my daughter used to get leaflets of events at the centre. This was in 2016, so when I retired in 2017 I started attending craft classes on Wednesdays and exercise classes on Mondays.

What were your first impressions?

A very welcoming and friendly atmosphere. The organisers were very friendly too.

How did you feel when you first came to the centre?

I was bored staying at home as I was always used to going out to work and my retirement made me feel lonely.

What activities do you attend and how often do you attend these activities/groups?

Before Covid I used to attend exercise classes every Monday without fail and craft every Wednesday. I wish they had extra days of these activities for us.

How do you feel now?

I have made quite a few friends and have been very happy. I introduced quite a few friends to the classes as well.

How have the groups you attend supported you to develop as a person?

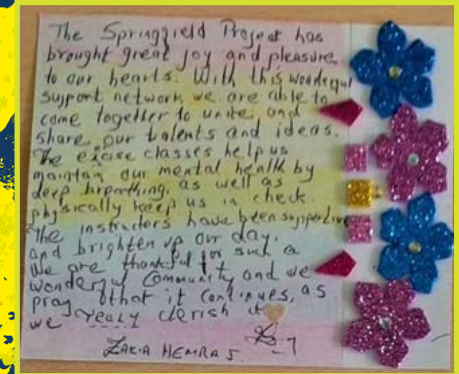
I learnt a lot in the craft classes, making flowers, plant hangers, masks, decorating plates and much more. It has given me so much confidence.

Outcome

I feel much more confident. Able to make friends. I would have been lost without their support and hope it will continue for generations to come.

The centre is indispensable. If I have been motivated so much, then others must have been also. No doubt with all honesty and sincerity I have benefitted and enjoyed a lot and I only hope we will be able to continue with more activities once we are over the Covid situation. And again I need to thank the organisers for their hard work and care towards us all.

Long live Springfield Centre!



“
“Long live
Springfield Centre!”

PLAYSCHEME

PLAYSCHEME 1

During the Summer of 2020 we provided a holiday playscheme for local children identified as children in need. Due to COVID restrictions we engaged with Springfield Primary Academy children only and worked with the school to identify eligible children.

Due to the need for a COVID secure environment and for children and leaders to be in 'bubbles' we engaged with less children overall, but the children that did engage were able to attend on more dates and therefore experienced greater individual benefit. Staffing was restructured to manage the bubble approach. 17 sessions took place over 6 weeks, each lasting 3 hours. 34 children took part, with 349 attendances overall (each child attended 10 sessions on average).

PLAYSCHEME 2

During the Summer of 2020 we are also able to pilot a Summer playscheme at Park Road Nursery.

Due to COVID restrictions we engaged specifically with children from St John's Primary School and worked with the school to identify eligible children. The pilot was very well received by children and parents.

6 sessions took place over 2 weeks, each lasting 3 hours. 19 children took part, with 60 attendances in total (each child attended 3 times on average).



IMPACT CASE STUDY

Child H is an 11 year old boy who is new to the country. He has very limited English and comes across as shy. He never shares anything with any of his peers. He is not used to listening to instructions as he does anything he likes. Gradually, he has started to listen more to instructions, he has made new friends and has learned to share and care for others. His spoken English has improved a lot and he has started to make his own sentences in English.

He is very proud of himself for doing this. He has been worried about going back to school and spoke to a member of staff about it, and she was able to support him with this. He became much calmer and developed confidence that the return to school would be OK. Child H loved art, playing football and cricket, and he learned a new skill at play scheme which was skipping. Child H experienced his proudest moment when, with support and encouragement, he conquered his shyness and took part in our talent show. His performance was perfect!



VOLUNTEERING

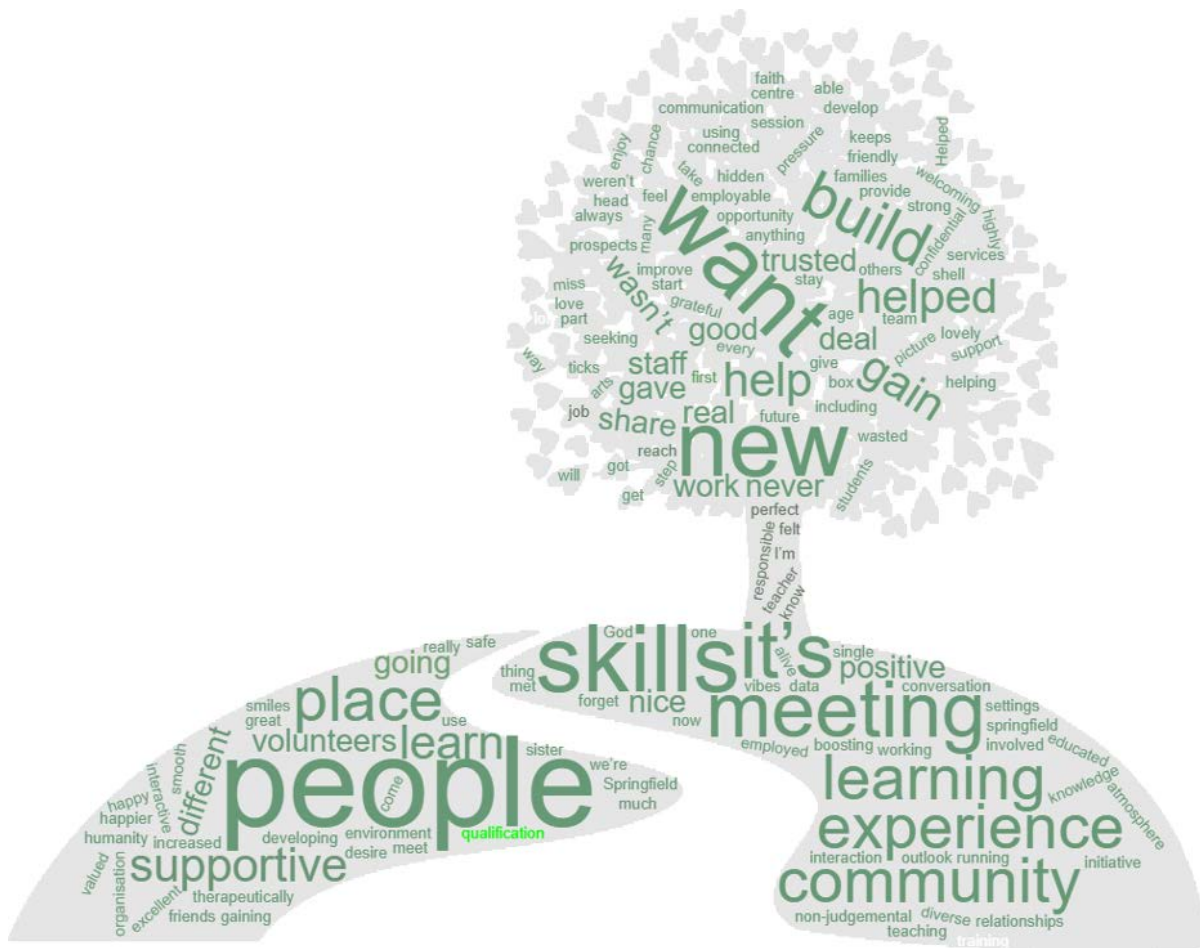
We feel the impact of our 88 volunteers in so many ways. Volunteers come to us at various stages of life and for many reasons. We have found that our volunteers grow in confidence and feel an increased sense of purpose and wellbeing. They benefit from increased access to free training, increased skills in working with others as well as new friendships, contacts, and networks to aid them in their personal development. We love to see volunteers of different cultural and faith backgrounds building relationships and learning from one another.

The Springfield Project benefits from the experience and skills that volunteers bring with them from their previous career or volunteering experience. Including volunteers allows us to do more without having to hire more staff. We benefit from greater joined-up working between Church, Children's Centre, Nursery and Community Services when our volunteers work within more than one service. We are proud that we see a trend of volunteers referring their teenage and young adult children to us for volunteering and student placements. Our services are more reflective of the cultural diversity in the community because our volunteers are also our neighbours.

Our service users benefit from our volunteers because it gives them an opportunity for more services and a smaller ratio of leaders to participants. This equals better interactions and support for our attendees. When they see volunteers, who look and sound like them and who live in the same community with them, they get a greater sense of belonging and a freedom to be their whole selves, culture and beliefs included.

Even though volunteers have not been able to be so willing and productive this year due to COVID restrictions volunteers still gave us 1,500 hours which made such a difference to what we could offer and how we could keep in touch in a challenging year. Across the city there were many volunteering opportunities to help with food distribution and cooking. 7 volunteers were recruited to support other organisations which helps with economic activity in the area.

During lockdown volunteers enabled us to launch virtual breastfeeding support groups with plans to launch a Breastfeeding Lounge when restrictions lift. All of our volunteer interpreters attending volunteer training.



IMPACT CASE STUDY

Services: Volunteering/Early Years

Raafiah's Story

Raafiah was 21 years old and unemployed when she started to volunteer.

The Need

- The Birmingham unemployment claimant rate was 14.5%, compared to a rate of 9% in the West Midlands and a national rate of 7.8%. (Figures for June 2020, ONS)
- On the supply side comparatively high unemployment and low employment rates in the city are linked to the skills gap that exists locally with residents having lower skills and qualification levels than the national average.
- Birmingham (12.9%) has a greater proportion of working age residents with no qualifications compared to the UK (7.9%)

Before Volunteering

"Before I started volunteering for the Springfield Project, I was unemployed and spending a lot of my time at home. I had just completed my level 3 teaching assistant course and was unable to find work after repeated unsuccessful job applications. I felt unhappy about my situation. I came across an advertisement online regarding a volunteering position in Early Years at the Springfield Centre and decided to go for it."

Volunteering with Early Years

"Volunteering at the Stay and Play and creche helped me to build my confidence. I attended volunteering training that was led by Tina and Rosalyn, which focused on starting conversations. I implemented what I learnt at the training into the stay and play sessions to help me build on my communication skills. I enjoyed coming to the sessions because the staff were friendly and welcoming. They made me feel part of the team and more than just a volunteer."

Aalia involved Raafiah in the planning and in all the activities that were carried out during the session every week. Raafiah engaged very well with the children and parents and used her home language skills to help parents fill the forms and also explain any other information related to their children's learning and development. Raafiah helped out and understood how to set up the Hall following the planning according to the 7 areas of learning in E.Y.F.S.

"I learnt a lot during my time with Aalia (the stay and play leader). Aalia always made me feel like an important and equal member of the team by always reminding me that this was my session too and allowing me to undertake important tasks such as completing the risk assessments and helping new families to fill

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“My situation has improved greatly since I started volunteering for the Springfield Project as now I have both a job and clear career path.”

in their forms. Aalia always praised the work I did and pushed me to apply for similar job roles. This enhanced my self esteem and under her guidance I was able to acquire new skills. Throughout my time with her, Aalia displayed great passion for her role and was really committed to helping others and so she has become a role model for me when working with children and families.

I also got involved in other activities at the Springfield Centre, which were sewing, craft group and the cooking group at the Place of Welcome. I felt getting involved in these activities had a good effect on my mental wellbeing as I started meeting new people, socialising and keeping myself busy throughout the week.

Along the way, Rosalyn had always been supporting me in finding work by sending me local job adverts and encouraging me to pursue higher education. I received support from her on completing job applications, where she went through in detail how I could write my application to fit the person specification. I really benefited from her support because I was able to gain a position as a Sessional Play worker after a successful job application and interview.”



Now

“I have also now applied for an Access to Higher Education Science course so I can get into university afterwards to gain an undergraduate degree in primary teaching. My situation has improved greatly since I started volunteering for the Springfield Project as now I have both a job and clear career path.

I am now a much more confident person and have been getting involved in other different things at the centre such as toy library, food pantry and going for a weekly walk with the walking group. I would recommend other people to volunteer here because of how much volunteers are valued and the significant amount of support they are given.”

IMPACT CASE STUDY

Services: Volunteering/Antenatal and Infant Feeding

Anjali's Story

Anjali is a mother of two teenage children who relocated to Birmingham in 2017.

The Need

- The Birmingham unemployment claimant rate is 14.5%, compared to a national rate of 7.8%. (Figures for June 2020, ONS)
- Comparatively high unemployment and low employment rates in the city are linked to the skills gap that exists locally with residents having lower skills and qualification levels than the national average. Birmingham (12.9%) has a greater proportion of working age residents with no qualifications compared to the UK (7.9%).
- Most babies and children in England are healthy and well but there are significant variations and inequalities in health, education and social outcomes across the country with children from poorer backgrounds more likely to have poorer outcomes. Too many children do not have the start in life they need, leading to inequalities in later life, high costs for society, multi-generational cycles of disadvantage and too many affected lives." National Maternity Review [www.rcm.org.uk/national-review-for-england; February 2016]

Brief Life Story

"I felt I had nothing and not having held a steady job for many years for various reasons, I had lost my self-confidence. Two years later, I felt more settled but was still desperately trying to look for a job. I didn't think I could lose any more confidence!"

Support or Intervention

Anjali applied to be a volunteer. Rosalyn described volunteer roles, none of which appealed until she mentioned breastfeeding support. Anjali "perked up" and agreed to that role. In March 2019 Anjali started to volunteer at the Springfield Project.

"Initially, I went to the centre once a week to assist Hasmita with the antenatal sessions. I was able to draw on my own personal experiences and felt at ease helping with the sessions. Hasmita immediately put mums at ease and makes them confide in her very quickly about their pregnancy worries. I learnt a lot just observing this and every week, I would leave the centre with a growing level of confidence and a sense of satisfaction. I was delighted when Springfield put me forward for the breastfeeding support training. This boosted my confidence no end. Just when things were going well, Covid-19 hit. Supporting mums during this time and seeing what a difference a little support can make, even virtually, I knew that I had found my calling as a breastfeeding support worker."



Anjali applied for a maternity cover position for an Antenatal and Infant Feeding Worker at Barnardos and was offered an interview and then offered the post.

"I was able to answer the questions fairly confidently, and for that I have the centre, and Hasmita in particular to thank for all that I learnt volunteering for the antenatal and breastfeeding sessions."

Anjali's husband Rajeev also gave us his comments on Anjali's volunteering:

"Every time Anjali would come back from a volunteering session when the centre was open, she would talk so passionately about it,

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"I knew that I had found my calling as a breastfeeding support worker."

it was clearly something she really enjoyed volunteering. I only realised just how much it meant to her, when the sessions went online and I could see and hear first-hand in the house, how much she loved to be part of those discussions and helping the mums. Since she was offered the job, she has a spring in her step and a smile on her face that I haven't seen in a while."

SEEDLINGS

Lockdown impacted on the way we were able to engage with our Seedlings families. Seedlings stay and play is aimed for children from 0-4 years old and their parents or carers. Seedlings is normally held in St Christopher's Church and is open to everyone and is very much led by our wonderful volunteers. We have one salaried co-ordinator and one volunteer co-ordinator otherwise volunteers lead each of the groups and are skilled at parent engagement and encouraging parents to play with their children.

Staff and volunteers have a good understanding of children's development and are able to draw on the expertise of Children's Centre staff if necessary. Seedlings is blessed with plenty of toys and resources and offers a Toy Library during its sessions for parents who want to borrow toys to take home.

Many of our parents who attend seedlings have felt isolated and alone and at Seedlings they come into a safe space where

they are welcomed and supported, they meet other parents and form friendships and spend time with their children. This posed a particular challenge this year, but staff worked hard to keep volunteers and families safe and introduced ways of using social media and Zoom to engage with parents and children and were able to deliver resources to use at home. The WhatsApp group thrived, and parents learned a new skill.

Over the years, many of our parents have become volunteers themselves as they want to give something back, this has affected their lives and they have grown in confidence and developed new skills. Several of these volunteers and have gone on to gain employment or enrol for further education. We welcome families who have been referred to us by family support or recommended by health visitors, we support these families alongside other services.

57

families engaged with



254

Zoom and Whatsapp sessions

ORGANISATIONAL DEVELOPMENT

DEFINITION:

Organisational Development is a planned, value centred, and systematic approach to enabling sustained organisational performance. It happens through the development of robust leadership proficient at managing change and developing professional teams. This allows a continuous re examination of the organisation's processes and procedures, and fosters a culture of self improvement while maintaining a positive working environment.

FUNDAMENTAL PRINCIPLES:

- **Culture and values** - Putting The Springfield Project's values at the core of the organisational development, creating an inclusive and listening environment for all employees while ensuring their professional growth to better serve the needs of the community.
- **Leadership development** - Developing current and future leaders, identifying talent within the organisation, improving recruitment practices and ensuring identification of training needs within teams.
- **Change management** - Change needs to be managed to achieve organisational objectives, maintain the commitment of staff, both during and after implementation.
- **Employee wellbeing** - Ensuring that both staff and management have necessary tools to maintain wellbeing of staff, maintaining a culture of positive working environment and maximising staff retention.
- **Continuous improvement** - Constantly re examining and improving processes, as well as staff's own professional development.

WHY DO WE NEED IT?

We operate in a constantly changing environment. Often the practices used historically that used to perform well, no longer work as well as they did. Risk: without constant review of the organisation's goals, there is a risk of drifting into complacency and decline.



ACKNOWLEDGEMENTS

We are incredibly grateful to the following for the generous support they gave us...

Birmingham Community Health Care
Birmingham City Council – EEE funding
NHS Smartcare Federation
Birmingham and Solihull CCG
Birmingham and Solihull Women's Aid
Yardley Great Trust
Awards for All (Lottery)
Morrison's Supermarket
Eveson Trust
Groundwork – Tesco Bags of Help
Persimmon Charitable Trust
NNS
GH Collins
Grantham York
Grimmit Trust
Norton
William Cadbury
Roger and Douglas Turner
Youth Music
Members of the congregation of St Christopher's Church
Local community who attended our community events

Key Partners



As the mission partner for St Christopher from whom the Project was born, we reach out to “Share God's Love in the Community” through active service and care. The church continues to support the Project through prayer and volunteer support, and a number of the congregation serve as trustees. They offer their worship space for delivery of activities during the week.

Thank you



SENIOR STAFF

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