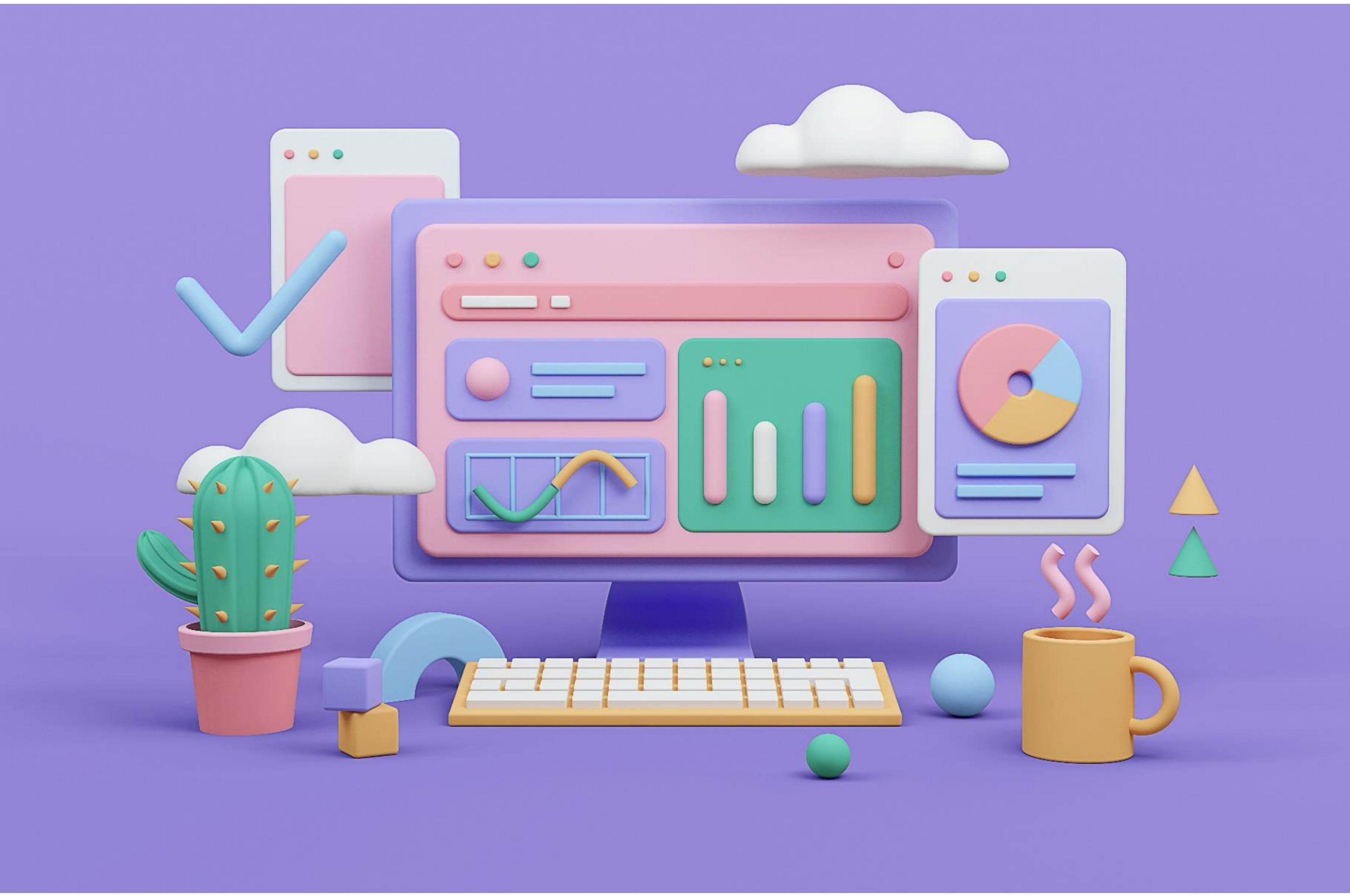
Children and Young People Improvement Collaborative

# 2 Year Old Uptake Quality Improvement Support Pack

**Version 2 – January 2024**



# Introduction

**The Scottish Government's vision is that, through access to rich and nurturing early learning and school age childcare experiences, children, families, and their communities are enabled to reach their full potential and the poverty-related outcomes gap narrows.**

To realise this vision we have developed **three outcomes** based on the best available evidence to describe the way in which we expect all of our early learning and school age childcare policies to make a difference for children, parents, carers and families in Scotland. The diagram below summarises these, and how our outcomes will contribute to the relevant National Outcomes set out in the Scottish Government's National Performance Framework.


From August 2021 all local authorities have made the expanded entitlement of 1140 hours of high quality funded early learning and childcare (ELC) available to all three and four year olds, and eligible two year olds. We estimate that around a quarter of families with a two year old are eligible for early access to funded ELC. This targeted component includes children in households that receive low or no income benefits, children with care experience, and children whose parents or carers have care experience themselves.

Our annual data collection on the number of registrations for funded ELC tells us that almost all three and four year olds take up their ELC entitlement[1]. However, registrations for eligible two year olds is still lower than for the universal offer. For a variety of reasons, some families will opt not to make use of the funded hours of ELC when their children turn two. However, we are committed to ensuring that all eligible families know the benefits of the offer and are able to access it if they wish to do so. Ensuring the children who stand to benefit the most from high quality funded ELC benefit first will be key to realising the benefits of our investment in funded ELC.

[1] Early Learning and Childcare (ELC) - Summary Statistics for Schools in Scotland (www.gov.scot)

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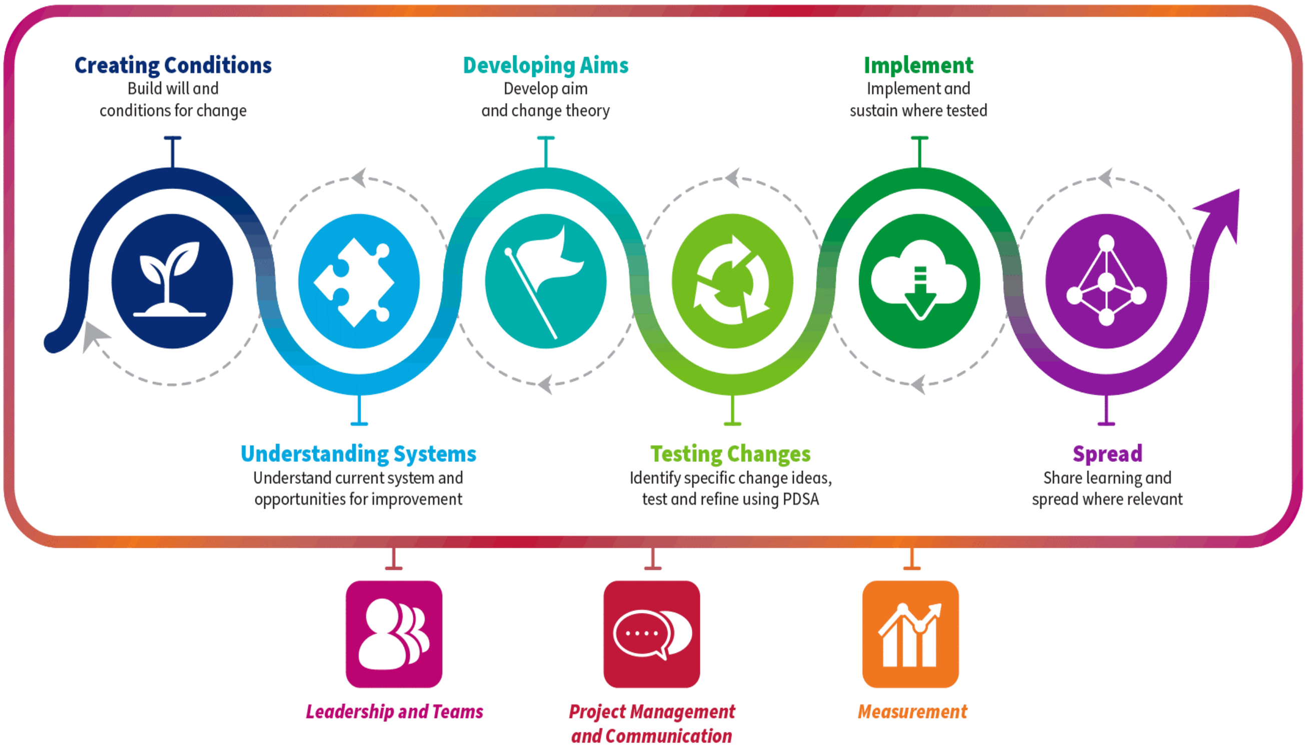
# Improvement Journey




The Improvement Journey above shows the stages of an improvement initiative or project. In reality, your journey is unlikely to be linear.  You will move back as well as forward and will likely need to work on different aspects at the same time and throughout your project.

There are a large amount of resources to support you on your Improvement Journey and we highly recommend popping over to [NES QI Zone] there are short videos, templates, and descriptors that take you through each of the stages in the journey. There are also some really helpful E Learning Modules You will need to register for a [TURAS Account] before completing these.

In this support pack we work through aspects of the Improvement Journey and give it some context for the work we are doing around 2 year old uptake.

## Creating Conditions


This should be done at the beginning of an improvement project and involve as many core stakeholders as possible (staff and service users are key). This early collaboration will help to optimise **ownership and engagement** of the improvement. It will also help to **establish a sense of shared purpose and values**.

Key to creating the conditions are:

Increase the sense of Urgency

Establish A Guiding Coalition

Create and Communicate a Clear Vision

Establish The Improvement Team

The work on Leading Change by John Kotter forms the basis of the above and you can find more about the book and his work John Kotter - Leading Change.

In CYPIC we have used a number of readiness questionnaires to help think about this stage too, especially thinking about Team Readiness and Creating the conditions for effective collaboration.

Once you have established a core improvement team it may be good to answer the questions on the next couple of pages.

## Readiness for Change

A team's 'readiness' is central to the success of collaborative improvement work. Research and experience demonstrate that unless a team are ready to engage in a particular improvement cycle then they are unlikely to affect change. Readiness has been shown to be a combination of 'importance' and 'confidence'.

**Please answer the following questions to measure your QI team's readiness.**

**1 a. Please indicate how highly your organisation and Local Authority currently prioritises 2 year old uptake**
**Within a team different people may answer this differently depending on which team and organisation they sit within.**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Low Priority | | | | | | | | | High Priority |

**1 b. What evidence do you have to support the above rating ?**

**2 a. How confident are you as a team in using Quality Improvement as an approach**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| No Confidence | | | | | | | | | High Confidence |

**2 b. What evidence do you have to support the above rating ?**

## Collaboration

There are commonly identified success factors for effective 'collaboration'.

Please read through the table below "Key Factors for Success in regards to collaboration."

As a team:

Rate yourself against the Red/Amber/Green status. Please respond for the team identified to carry out the improvement work **BOTH** those that will be in the Core Group and the Wider Team locally

| Key Factors for Success | Not yet established | In progress | Established |
|---|---|---|---|
| **Planning and membership** | | | |
| The improvement team will ensure there is regular time set aside to **plan** with all relevant colleagues | | | |
| A stable team environment with consistent members is in place this will allow this improvement work the best chance of success | | | |
| There are people in the improvement team who have deep knowledge of how the system works | | | |
| The improvement team members have diverse professional backgrounds and experiences that influence the system they want to change | | | |
| **Support** | | | |
| Team members are aware of where to access support for this work both within the authority and at national level | | | |
| **Understanding Systems** | | | |
| The improvement team has a collective and shared understanding of the system, current interventions being used and current approaches | | | |
| **Resources** | | | |
| The improvement team has adequate financial support, resources and time to meet the goals and requirements of this QI work | | | |
| **Communication** | | | |
| The improvement team will have opportunities to monitor and evaluate progress of their improvement effort on a regular basis | | | |
| The improvement team promotes a culture of open and honest feedback | | | |

| Key Factors for Success | Not yet established | In progress | Established |
|---|---|---|---|
| **Leadership** | | | |
| The project priorities are written into authority and organisation improvement plans as appropriate | | | |
| The improvement team commit to clear, two-way communication at every level to ensure the learning from the improvement work is communicated | | | |
| The vision of this improvement work is articulated to wider stakeholders as appropriate | | | |
| The improvement team has leadership support to develop the improvements | | | |
| **A Team Way of Working** | | | |
| The improvement team is comprised of members who are willing to engage in this approach collectively | | | |
| The team appreciate and build on individual differences | | | |
| The contribution of every group member is listened to and considered | | | |

# Understanding Systems

If you want different outcomes you need to understand how your system is currently working. You can use this knowledge to help identify the right areas to focus your effort on. Where do you need to improve and how do you know?

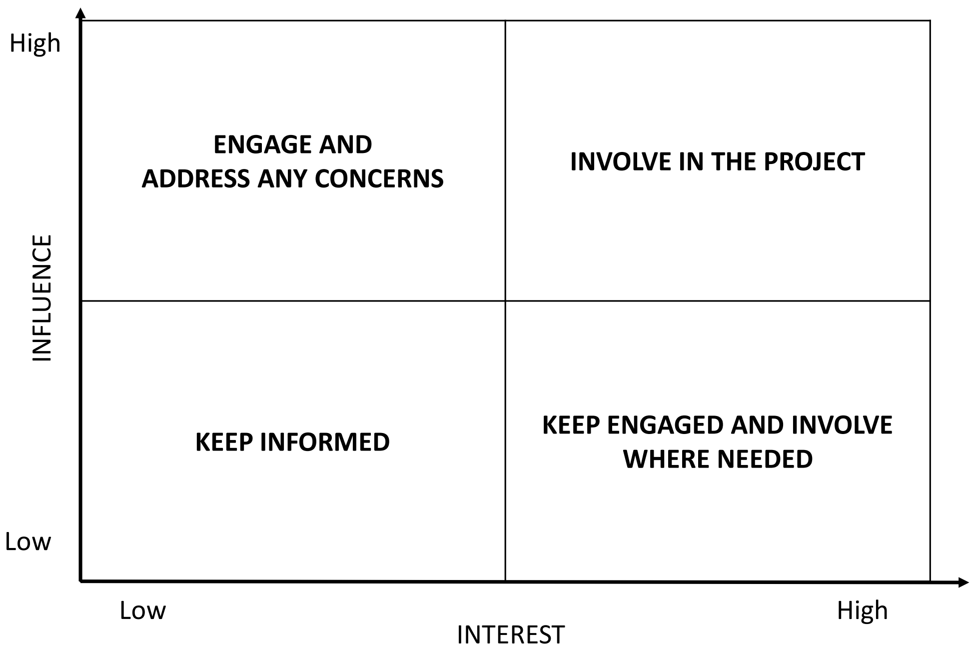
There are lots of tools to help at this stage of the Improvement Journey, you need to choose the ones that will help you.

We have included an overview and example of some to get you started. The section on systems in the [NES QI Zone Understanding your system]() will give you more examples and templates etc.

## Tools to help you understand your system

### Stakeholder Analysis

Used to identify, prioritise and understand your stakeholders.




This GRID is one tool for helping you to 'Identify Your Stakeholders' which will help you **to think about who is involved in your system and how you might involve them in the project.**

We start by categorising our stakeholders into one of the four quadrants. It might be helpful to do this both as a team and individually to help you understand the stakeholder's role within your own system as well as the project. There is an example below . It is often useful to re-visit this tool at various stages across your project.

**Involve - high interest & high influence**

Stakeholders in this quadrant will be actively involved in your project and be able to exert a significant influence on how it progresses. A lot of effort should be put into making sure they are engaged. An example would be teams you are working with to develop and test changes.

## Engage - high influence & low interest

These stakeholders will not want detailed communication, but because they can influence your project, enough work should be done to keep them satisfied. An example would be a senior sponsor who receives regular progress updates. Increasing their level of interest in the work could also be important for example if they can unlock resources or champion your work.

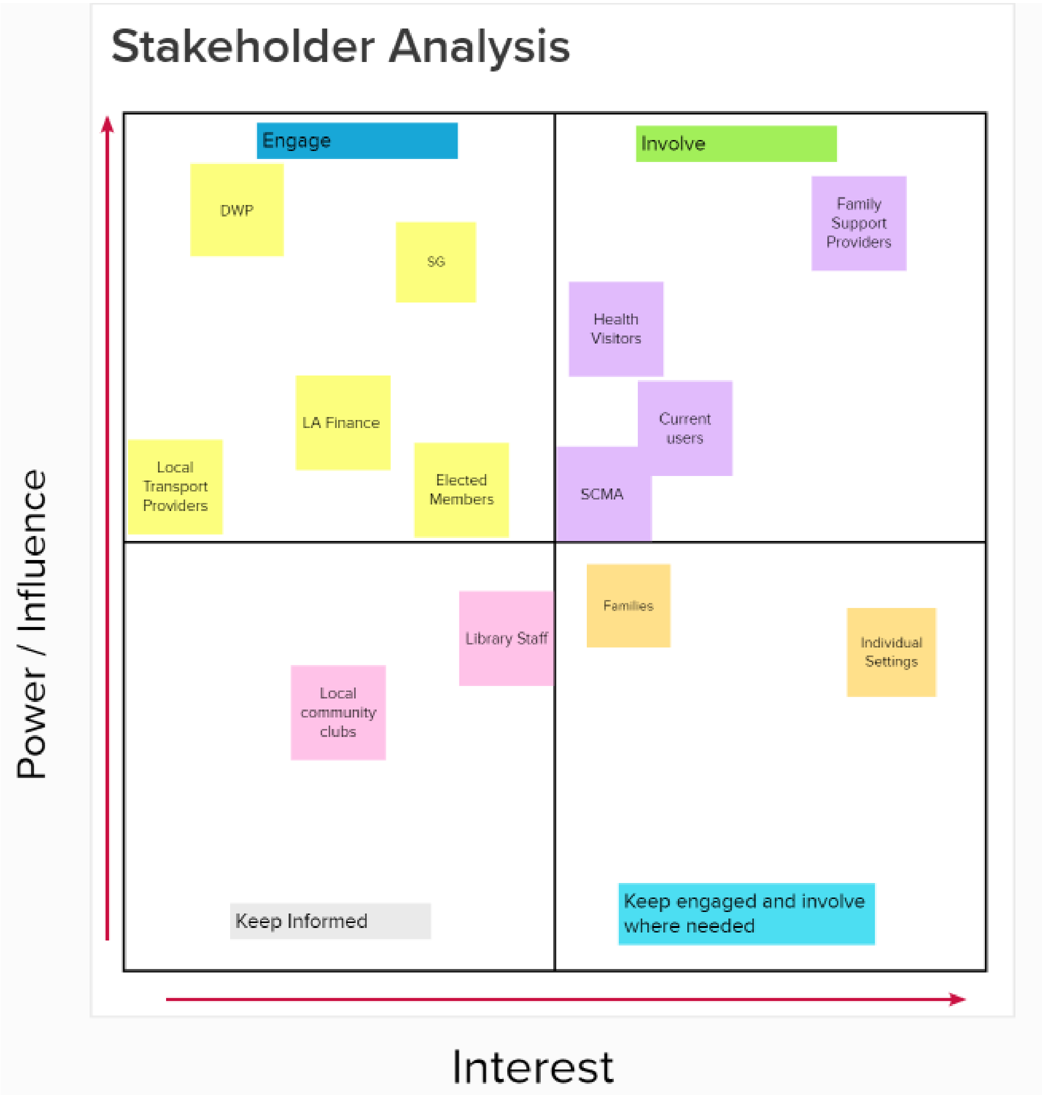
## Keep engaged and involve where needed - high interest & low influence

Stakeholders in this quadrant will not be actively involved throughout your project but do want to hear about progress and may be able to provide input. They need to receive regular updates, but not so much that they are overwhelmed or lose interest. An example would be teams who may be involved in the future but who are not yet actively involved who receive newsletters or social media updates. Service users may also be interested, and should be involved to make sure improvements are of benefit to them, so you may be working to increase their influence in the system.

## Keep informed - low influence and low interest

These stakeholders will be part of your system and there may be the potential for your work to involve or concern them, so they should know what's going on however do not bore them with excessive communication. An example could be other services whose work is linked to your improvement project but has no impact on them. If service users are in this category at the start you will likely need to make efforts to increase their interest and involve them in the work.

**Example Stakeholder Analysis:**



## Process Mapping

We can use this tool to outline the sequential steps in a process.

**Overview**

Understanding Systems

Process mapping is used to develop a 'map' of a process within a system. It will help you to map the whole sequence of activities with a range of people who represent the different roles involved. Process mapping can be used to help a team understand where the problems are and identify areas for improvement.

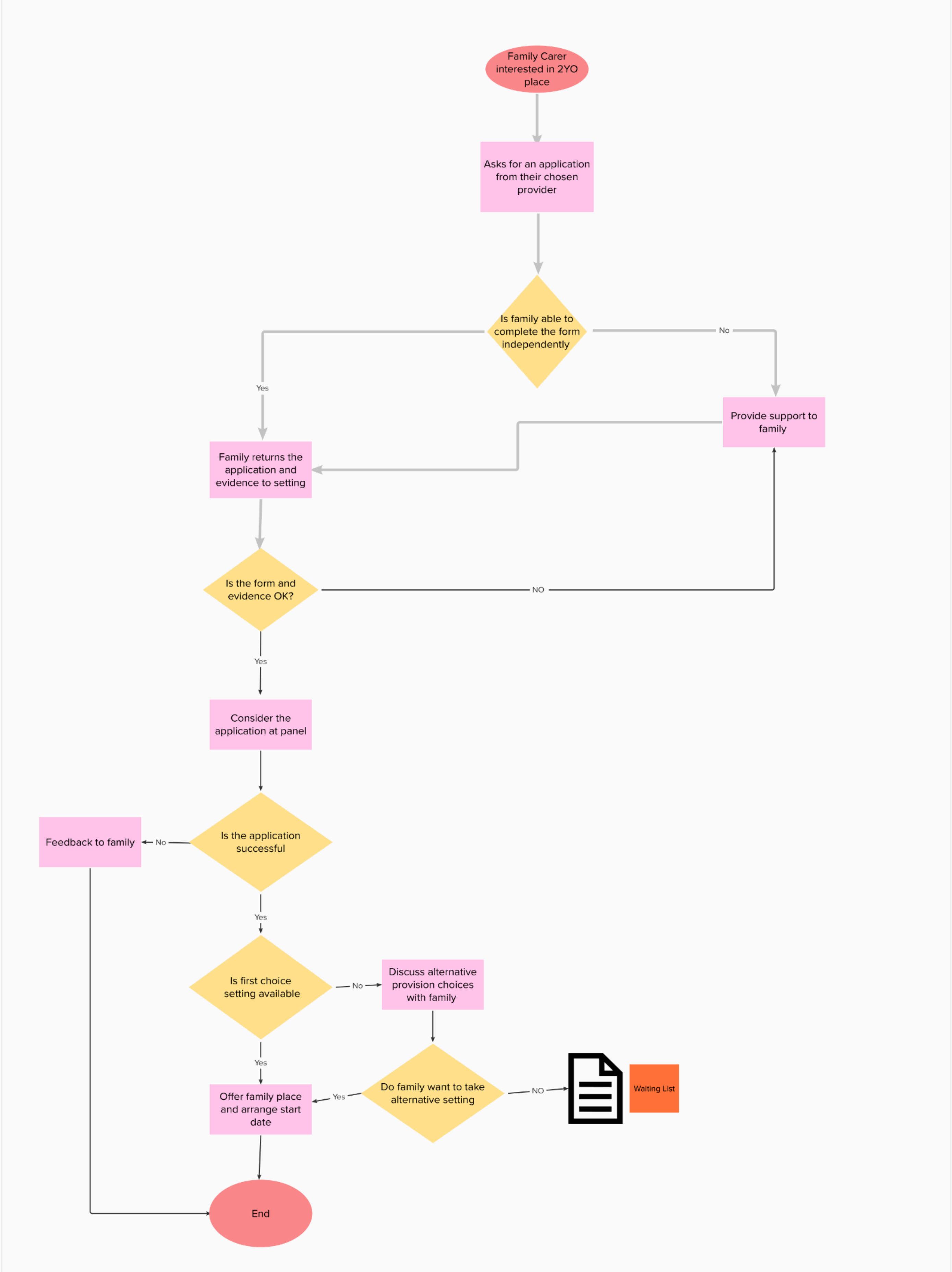
To find out more pop over to the QI Zone [Process Mapping]

**How to use it**

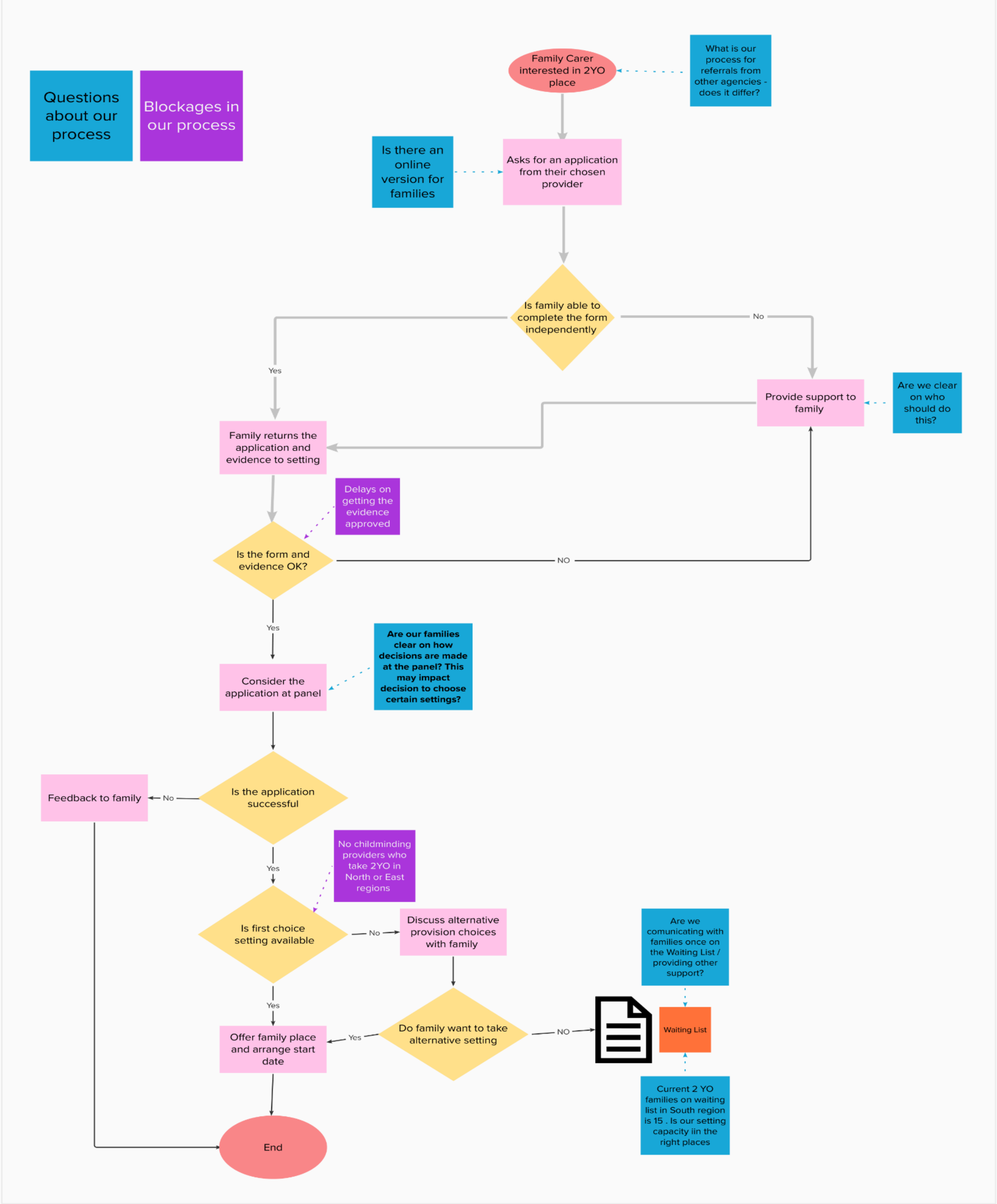
The aim of process mapping is to make things clear and to provide insight. The best map is often the simplest map. There are different approaches to process mapping. Which one you select will depend upon what you need to know; what level you are working at (whole pathway or a small part of it), resources available and timescales. Start with a high-level process map of say 5 – 10 steps which you set a time limit to achieve (e.g., 20 minutes). This helps to establish the scope of the process and identify significant issues. Here is a simple example of a high-level process map in relation to applying for a 2 year old place (yours is likely to be different to this).

Once you have your process map you will begin to understand how the process works and where there are problems, drilling down into these with more detailed process maps. Further work may be required to analyse the problem areas identified (e.g. seek stakeholder feedback or further data collection).

## Example High Level Process Map



## Example High Level Process Map With Team Questions And Observations



## Cause and Effect Analysis

### Can be used to explore and record likely causes of problems

Understanding Systems

Overview - The tool quickly helps you to fully understand an issue and to identify all the possible causes – not just the obvious. If you know the cause you are then better placed to make the right changes and ultimately make improvements.

**How to use it**

You can find details of how to develop a cause and effect (or fishbone) diagram here with some great examples [How to - Cause and Effect]

Put really simply we:

1. Clearly identify the problem (the head)

2. Agree on the main (4/5) areas that are causing the problem (the spines)

3. Brainstorm the possible causes under each of these main areas

4. Use the [how to - 5 whys] technique to help dig as deep as you can into each cause

5. Identify next steps which may include prioritising the causes on impact and frequency, and sometime we can start to identify change ideas to test.

The next page shows you these steps in relation to looking at the area of 2YO Uptake.

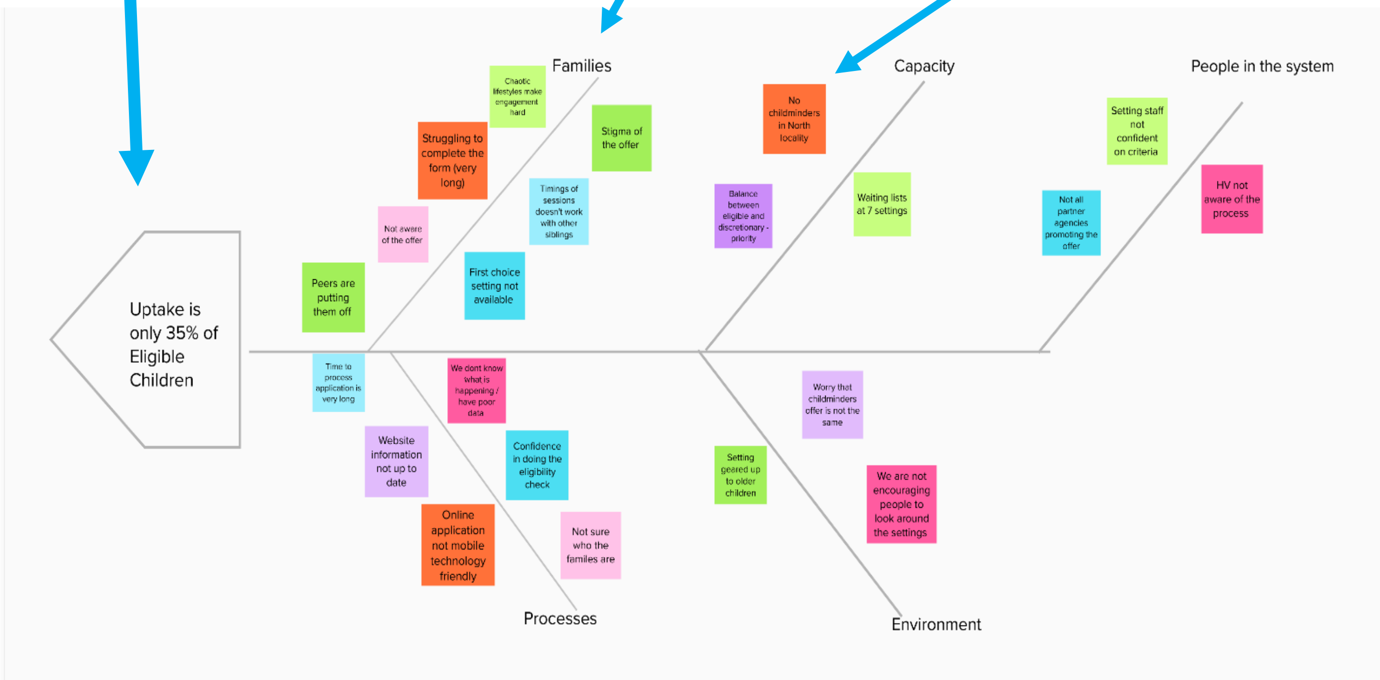
**Example Local Authority Cause and Effect**

Clearer diagram added on next page for consideration

Step One – Identify the problem

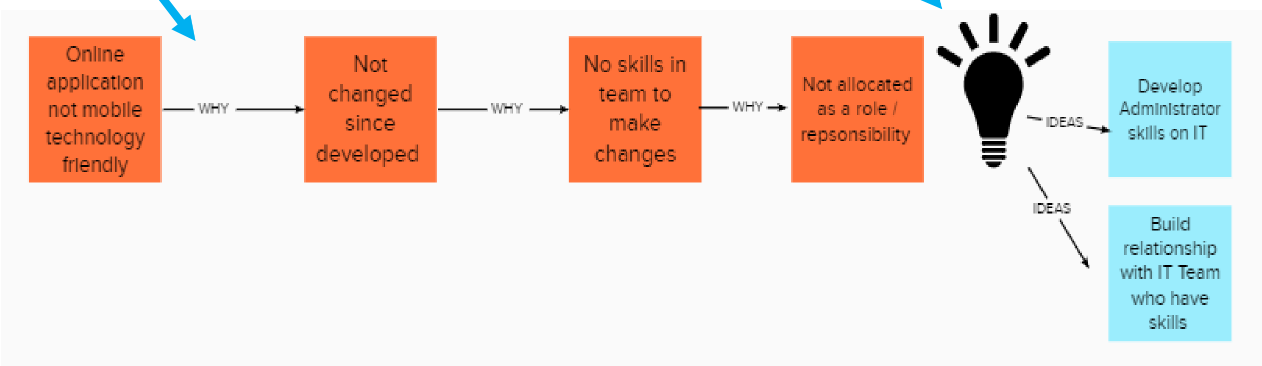
Step Two – Identify the 4/5 main cause areas

Step Three – Identify the causes under each

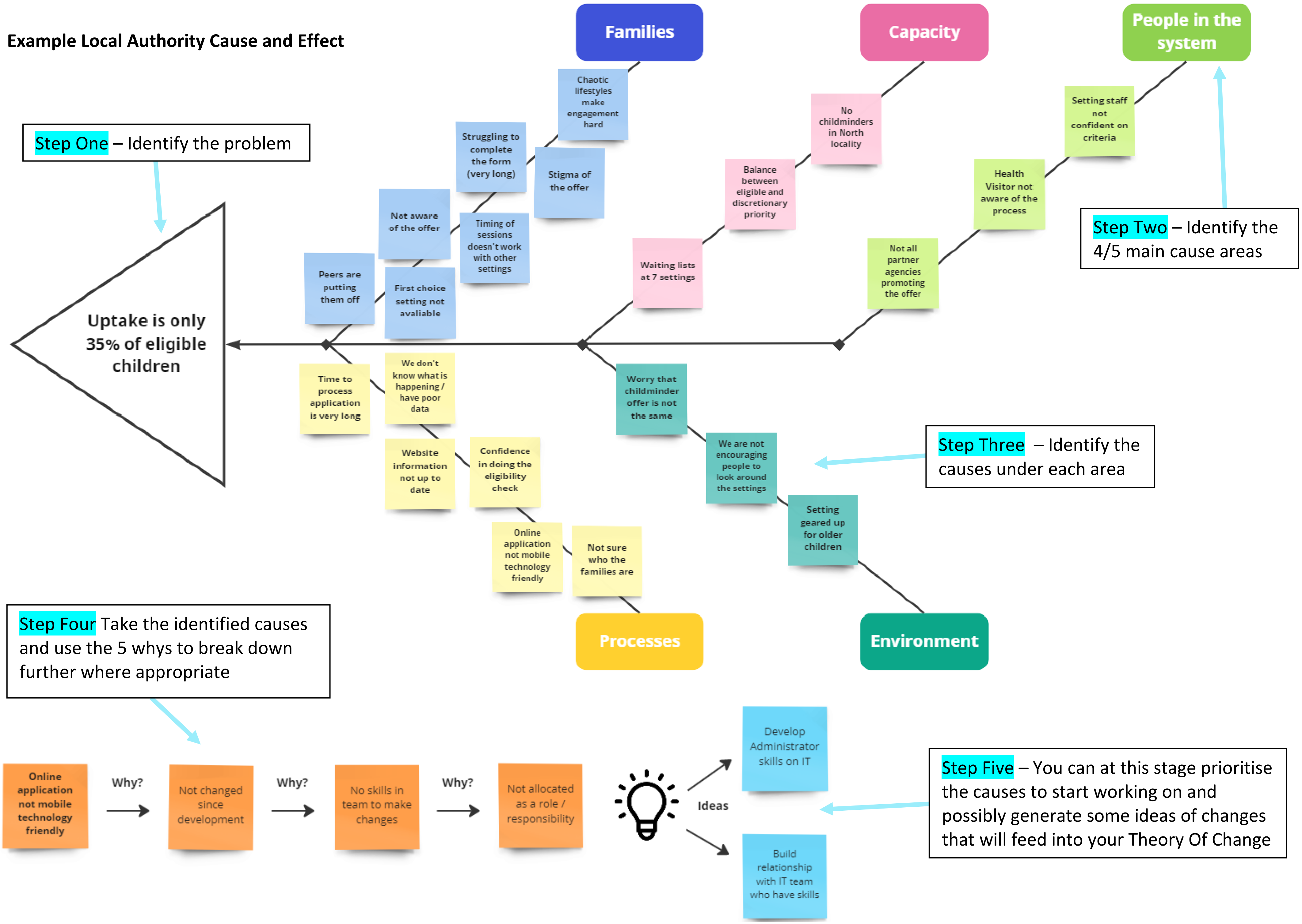



Step Four Take the identified causes and use the 5 whys to break down further where appropriate

Step Five – You can at this stage prioritise the causes to start working on and possibly generate some ideas of changes. These will feed into your Theory Of Change



## Example Local Authority Cause and Effect



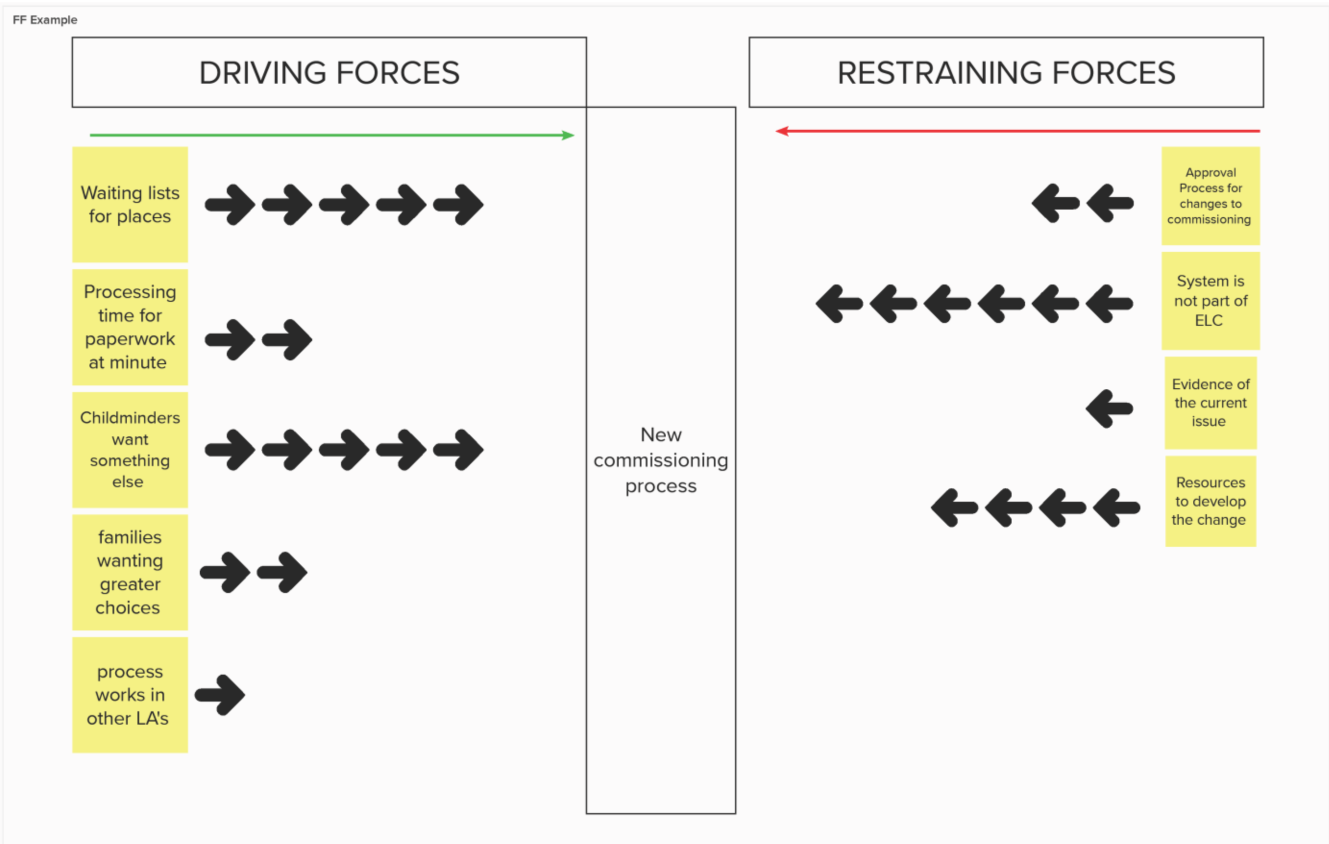
## Force Field Analysis

Helps teams identify, discuss and assess the forces for and against a proposed change or a goal we have.

Understanding Systems

In the early stages we might think about something in what we believe to be our current system and explore the reasons why it may or may not be happening consistently or reliably. An example from one Local Authority is that they believe that all families are given information on the 2yo offer as part of their 12-15 month Universal Health Visiting Contact. When they start to talk to families and colleagues about this it appears to be only happening some times and with some staff. A forcefield can help identify the forces that are driving it to happen and those that are stopping it.

The forcefield is also really helpful to think about changes we are thinking of testing and what in our current system will enable or restrain us from having success. For example an authority has an aim to increase the number of childminders who are delivering places as part of the offer and they want to test using a different commissioning process and paperwork as they believe their current one size fits all process is a barrier. The arrows show the strength of the force.




You can find out more about [Forcefield analysis  from this link as well as templates]

## Current Data

One of the most important things we need to understand is the current data. What do we know about our population and how our system is performing.

Understanding Systems

In relation to uptake there are two areas that you may want to get in and about they are:

**Identifying the population that are eligible.** This has been very tricky for many authorities with access to this data being complex and reliant on local relationships and processes. There are two main pupulations of eligible children – those whose parents are in receipt of a 'qualifying benefit' and those who have care experience themselves and those whose parent have experience of care. We estimate around 90% of children are eligible due to a 'qualifying benefit'. Scottish Government are working to provide access to data on this eligible population to local authorities by the Spring 2023. Information on care experienced children may be available within the local authority. Information on care experienced parents may not be as easily accessible. Local authorities will be more reliant on parents presenting themselves to apply for a place.

**Understanding our current performance** We currently publish National Data in relation to uptake in the annual publication 'Summary Statistics for School in Scotland' (Early learning and childcare statistics - gov.scot (www.gov.scot). This is pulled together from local returns so within every Authority there will be a team or individual collating the data. The process for collecting, analysing and taking action on this data will be different for each area. In the section on measurement (page 27) we touch more on what might be useful to know to help us improve, this may be additional to what we collect for reporting purposes. Take time to think about your local data and ensure it is giving you the information you need.

## User Experience

Looking at the services we provide through the eyes of service users can be one of the most valuable things we do and often generates previously unknown insights to help us understand what adds value and what doesn't, what's working well and what could be improved.

Understanding Systems

There is lots of information at this link and it will guide you towards information on Service Design which compliments Quality Improvement. User Experience

Many of you will already be using surveys and this forms part of understanding User Experience and User Views. We might want to think about the views of people that have used, are using and are going to use our services and want we want to find out about from each group.

## Pareto Charts

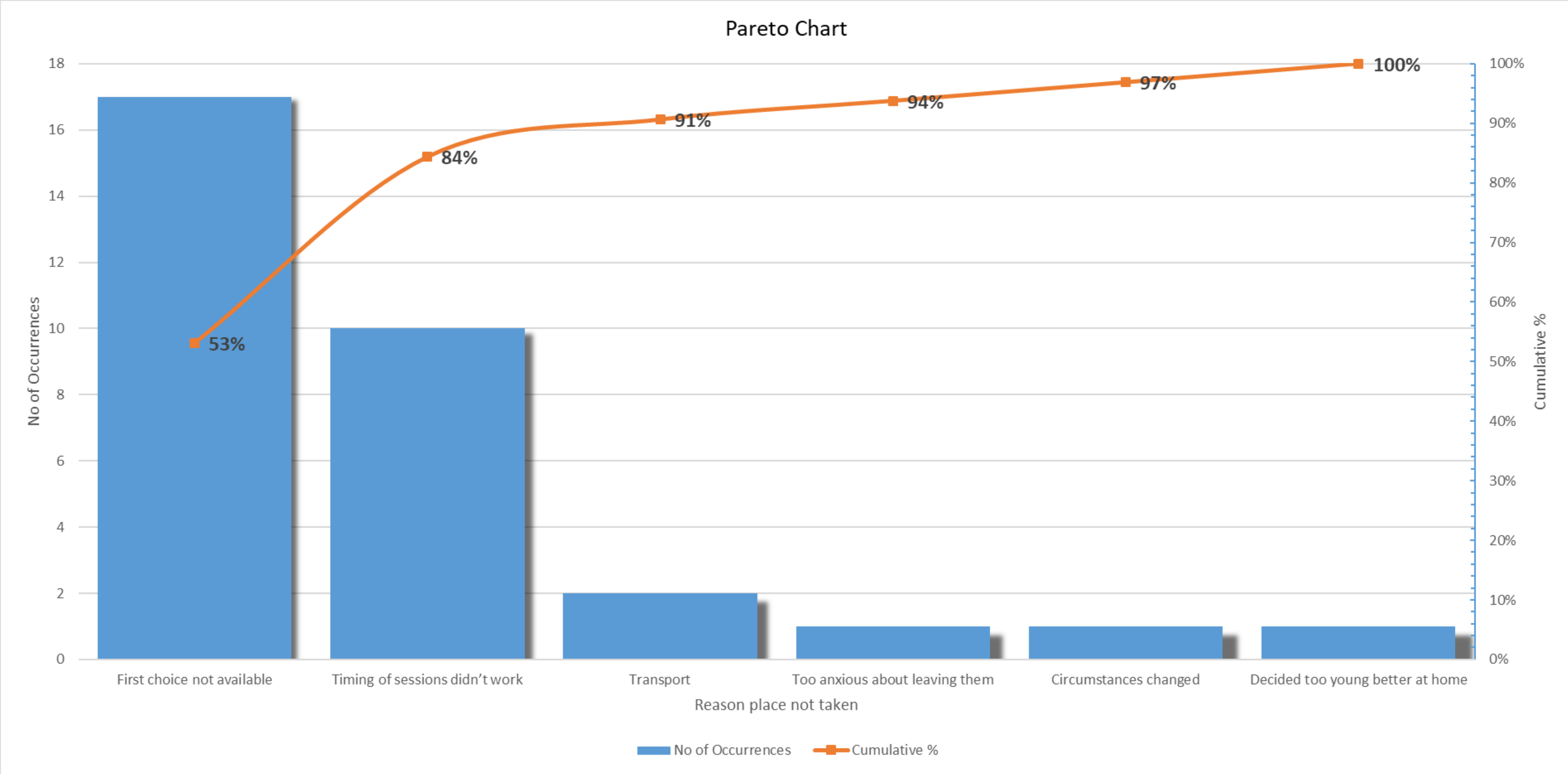
Understanding Systems

When we are trying to make improvements in our service and performance it is sometimes hard to know where to start or focus our efforts and we can become overwhelmed or spread our time over too many things. One QI Tool that can help us is a Pareto Chart. **These help us understand the factors that contribute to a certain event happening. Examples in relation to this work might be:**

- The reason an application for a place was rejected
- Reason that people called the 2 year old helpline
- Why families did not take up the 2 year old place offered

According to the 'Pareto Principal' there are a 'vital' few things that lead to the majority of the effect. So if we understand the vital few this is where we can focus our improvement effort. An example of what this might look like is on the next page.

An authority wanted to understand why so many people did not take up the place they had been offered. They asked people to categorise the reason and analysed the data. This allowed them to focus on the vital few in this case first choices not being available and transport. You can see how this would then support the Improvement Work and prioritising change ideas and testing.



Pareto Chart
No of Occurrences
Cumulative %
18
16
14
12
10
8
6
4
2
0
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
53%
84%
91%
94%
97%
100%
First choice not available
Timing of sessions didn't work
Transport
Too anxious about leaving them
Circumstances changed
Decided too young better at home
Reason place not taken
No of Occurrences
Cumulative %

# Developing Aim Statements

An aim statement is a clear, explicit summary of what your team hopes to achieve over a specific amount of time including the magnitude of change you will achieve. The aim statement guides your work by establishing what success looks like.

A good aim statement provides alignment of multiple stakeholders, helps keep the team focused on the tasks at hand, creates the urgency to accomplish the goal and provides a vision of what success looks like.

| ELEMENTS OF AN IMPROVEMENT AIM | THINK ABOUT | AVOID |
|---|---|---|
| **WHAT** | Be specific on what you are improving. This should be based on your understanding of the system and current performance | Writing aims based on change ideas. Focus on outcomes not how…. |
| **FOR WHO** | Who do we want to benefit from the improvement. What is your data telling you about who should be included in the population | Settings aims that will widen inequalities for populations. |
| **HOW MUCH** | Where are we trying to get to and from what starting point. Think stretching but realistic… | Using vague words like most or some |
| **BY WHEN** | When will you achieve your aim by. This will help your planning and be important to keep energy levels up. | Making it too soon as it's overwhelming,<br>Making it too far away and you may not get started |

**Examples relating to 2 Year Old Uptake from 2018/19 Uptake Practicum**

- Increase the uptake from 24% to 36% of eligible 2 year old children , living in the North West Area of Kilmarnock accessing their full entitlement of 600 hours of funded Early Learning and Childcare by August 2019

| | |
|---|---|
| What | Increase the uptake of the full entitlement of 600 hours ELC |
| Who | Eligible 2 year old children living in North West Kilmarnock |
| How much | Increase from 24% to 36 % |
| By When | August 2019 |

- To increase uptake of eligible 2 year old places within the Garnock Valley area of North Ayrshire by 75% by August 2019.

| | |
|---|---|
| What | Increase the uptake of the eligible 2 yo places in Garnock Valley |
| Who | Eligible 2 year old children |
| How much | Increase by 75% |
| By When | August 2019 |

# Developing Our Theory of Change

Once we have clearly articulated our aim we then need to think about how are we going to achieve it, we call this our 'Theory Of Change' . One of the best ways of visually displaying and describing our theory is using a tool called a Driver Diagram.

Developing Aims

**The main elements of a Driver Diagram are:**

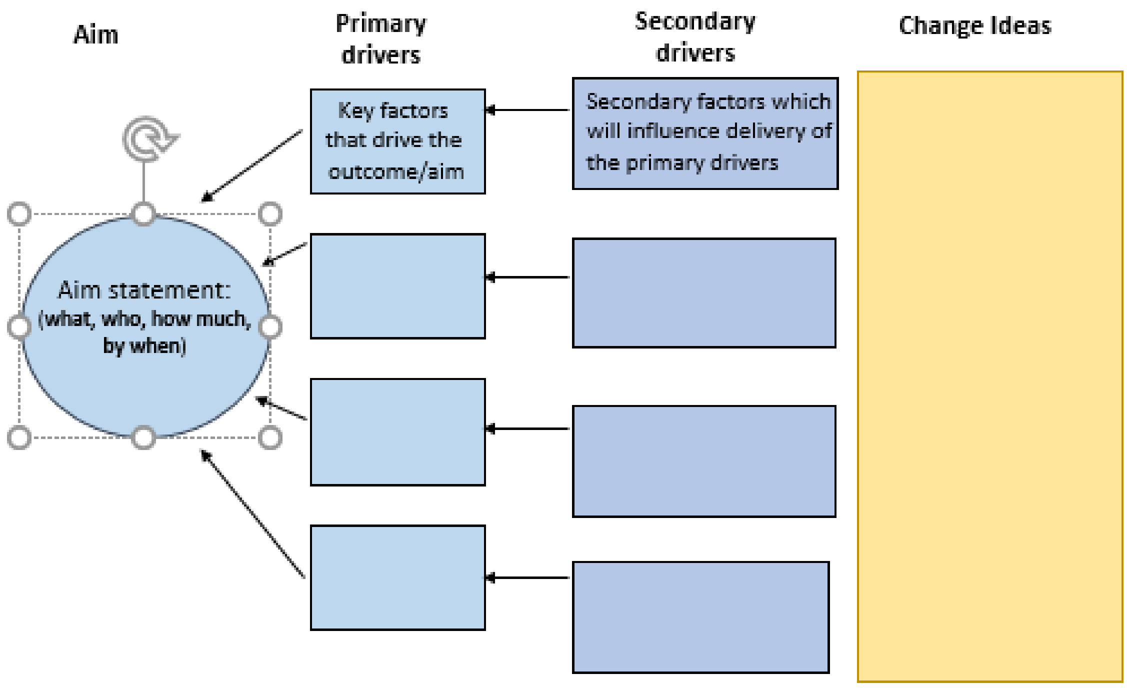
The Aim **– As described previously** quantifies what better will look like, for who and by when

The Primary Drivers **-** are high-level factors that you need to influence in order to achieve the aim. They are improvement areas that must be addressed to achieve the desired outcome.

The Secondary Drivers - these break primary drivers down in to natural subsections or processes. They provide more detail on where interventions to positively influence the primary drivers are required. They are the things we focus our change ideas on

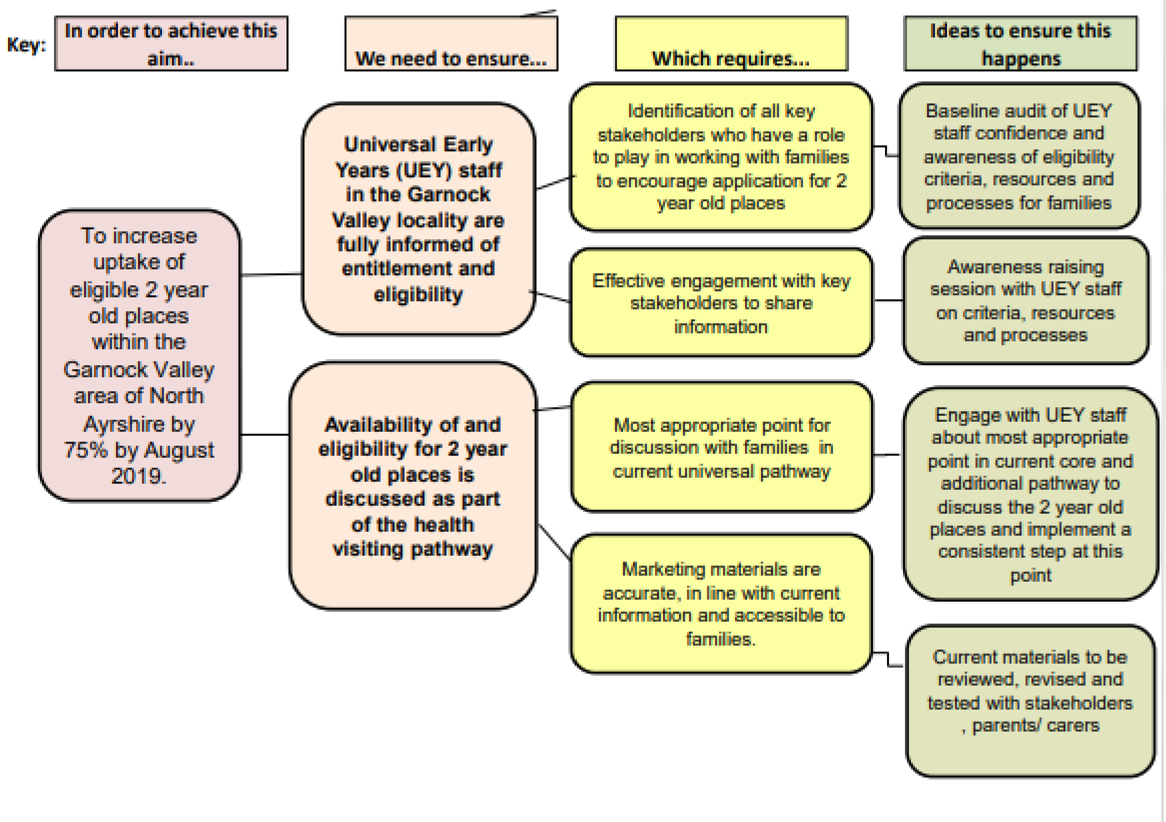
Change Ideas -These are the specific ideas that teams can test to see if they influence the secondary drivers and ultimately the aim

To find out more and get a blank template click here Driver Diagrams



For the work we previously carried out on 2 year old uptake we developed a National Theory of Change that combined the learning. This follows a similar format but does not have a 'specific' aim and does not identify change ideas. It gives an overall theory and allows people to think where they are in relation the drivers. It is possible to tailor the aim to local data  or focus in on one area of this overall theory and produce a sub aim or specific aim based on local priorities and knowledge. The most important thing is that it is relevant and visible to your improvement efforts and reflects your theory.

This example is a very local Driver Diagram developed by one of the teams involved in the previous improvement work. As you can see this brings in the specific aim and some ideas that they wanted to test.




Driver Diagrams evolve during the improvement journey and get refined based on what we learn. There are examples of Driver Diagrams for different projects (not all ELC related) on the CYPIC Website and in SCIL posters.

# Measurement


Measurement for improvement involves tracking a few measures over time. Understanding what you are measuring and why is vital as it will determine how you approach the measurement process.

Measurement can show a number of pieces of information:

- How well our current processes are performing
- Whether we have reached an aim
- How much variation is in our data/.processes
- Whether the tests of change have resulted in improvement
- Whether change has been sustained

**Types of Measures**

1. Outcome – shows impact on the area of concerns and the ultimate impact of the improvement work
2. Process – reflects the way the systems and processes are working to achieve the outcome
3. Balancing – reflects what may be happening elsewhere in the system as a result of the change. This may be positive or negative

Collecting, tracking and analysing data is an important part of any improvement project and there are some tools and templates that can help including Measurement Plans and Run Charts.

In the context of two year old uptake there are a variety of measures that have been used by localities, below are a sample of these and it is by no means exhaustive, **you would definitely need to identify measures that are useful in your context and relating to your aim**.

| **What are we going to measure?** | **Why measure this?** | **What exactly is this measure, and how will we measure it? (include definitions to make sure it's measured consistently)** | **When / how often will we measure it?** |
|---|---|---|---|
| Outcome<br>% Uptake of eligible 2's places | To see if we are making progress on achieving our aim | We want to know what proportion of our eligible population have taken up a place. We would have the number of places being taken up as the numerator and the total number of eligible children as the denominator. x 100 to give the % uptake | Monthly – each setting will complete a data collection return via Google Docs |
| Process<br>% of applications rejected per month due to not meeting criteria | To see if we are getting the right information and advice to people | We want to know what proportion of the applications are rejected due to not meeting eligibility criteria. The number of applications rejected based on eligibility is our numerator and the total number of applications is our denominator x 100 to give the rejection % | Monthly – this is collated by our central admin team |
| Process<br>The number of places offered that are not accepted by families per month | We want to know if the spaces and availability meet the needs of families | We will keep a count of how many families each quarter decline the place offered ( we will collate a reason why too).<br>We will use a run chart to collate the numbers and use pareto if sufficient data to analyse reasons | Our central admin team will collate this |

| | | | |
|---|---|---|---|
| Process<br>The number of childminders registered in our locality that are commissioned to deliver the 2 yo offer | We want to increase the choice of places within the locality and childminders are an important part of this | We will monitor how many childminders are commissioned to deliver the offer. We will keep the following data:<br>Number of childminders registered in the locality<br>Number of commissioned childminders in the locality<br>We want to see how many are part of the offer and if there is anything happening with our overall childminding numbers (national trend childminders leaving the profession) | Our childminding development officer will gather this information monthly |
| Balancing<br>The time taken to process applications | We want to know if increasing the number of applications impacts the time it takes to process | We will monitor the number of days each application takes to process Day One = Arrival in the inbox. Day x is the day that the family receive an offer or rejection of application | Our central admin team will collate this and we will count every application as an item |

# Identifying, Exploring & Prioritising Changes

Testing Changes

“All improvement requires change but not every change results in improvement“

When we reach this part of the Improvement journey we are thinking about how we can reach our aim by identifying changes that we can test. These changes are things we predict will impact on our Secondary Drivers and this in turn impacts the ‘primaries’ and our aim.

There are lots of ways of generating Change Ideas. These include:

- Benchmarking
- Looking at the latest research and evidence
- Creative Thinking
- Change Concepts
- Using Technology
- Using Behaviour Change Frameworks and Insights

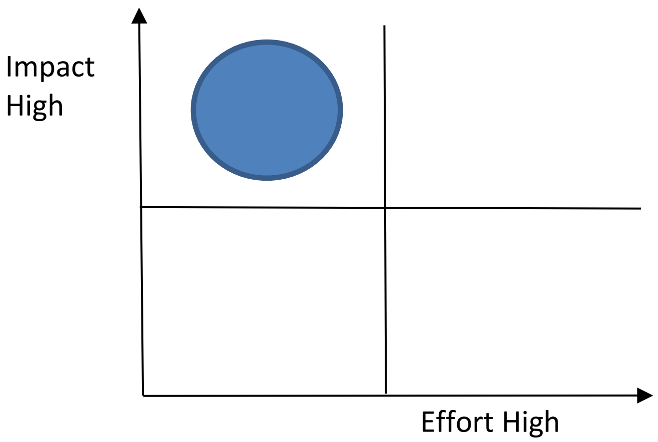
The Improvement Guide is a fantastic resource for identifying change concepts and details of how to access this are in the Further Reading section of this guide.

Once you have identified a change idea (particularly more complex ones) you can pull in tools such as Forcefield (described earlier in the guide) and De Bonos Six Thinking Hats to explore in more depth before you start testing.

It is not uncommon for there to be many change ideas generated and then to wonder where to start. **Prioritisation tools** can be really helpful to think about which drivers we might want to start with and therefore where to generate change ideas or can help us think about which of our many change ideas might lead to quick wins and help gain momentum.

## Impact vs Effort Matrix

This looks at the impact a driver or change may have in relation to the effort required to do it. If we focus our effort in the highest impact from the lowest effort it is a good start point (marked with circle on our grid below). These give the maximum return on our investment. We score each driver and change in relation to impact and effort and plot them in the corresponding boxes (Template).




**Example of a completed Impact / Effort Matrix for 2YO Uptake**

| | | |
|---|---|---|
| IMPACT → | Health Visitor – Checklist for at 13-15 month review<br><br>Coffee, biscuit & chat groups in settings for parents with under 2's | Moving to an automated application process |
| | Posters in libraries and other public buildings | Open Days in all our '2 year old' settings on a Saturday |
| | EFFORT → | |

## Definition vs Impact Matrix

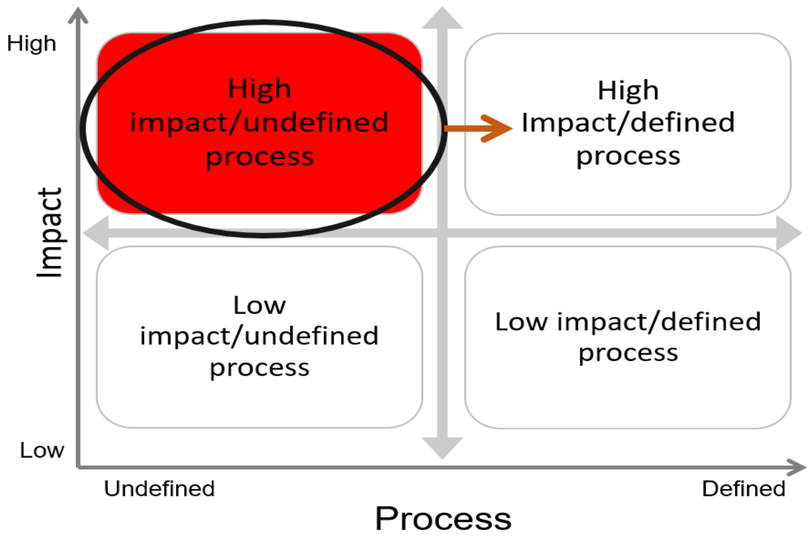
Another helpful matrix looks at the impact of the driver in relation to the status of the driver (how much it already exists and is effective) in our system. Similar to the above method we assess our drivers against each scale and then plot into the grid. The top left quadrant is the one to focus on initially.

### Prioritisation

| Level | Driver Status |
|---|---|
| 0 | Driver not defined or status unknown |
| 1 | Informal understanding by some people. No formal description |
| 2 | Driver documented and understood by all (including 'customers' where appropriate) |
| 3 | Driver defined and carried out reliably. Measures to track the quality of the driver defined |
| 4 | Regular monitoring of driver with stakeholders acting on data for further improvement |
| 5 | Driver outcomes predictable and embedded in the system. Driver consistently meets the needs of all requiring it |

| Level | Predicted impact |
|---|---|
| 0 | Driver has no impact / irrelevant to our 'customers' or staff |
| 1 | Driver has minimal impact on outcomes |
| 2 | Driver will improve services for our 'customer' but others are more important |
| 3 | Driver has impact on outcomes |
| 4 | This driver is necessary for delivering services. It has a direct and significant impact on outcomes for the 'customer' |
| 5 | Driver essential for achieving results. Improvement in this driver alone would have a direct, immediate impact on outcomes |

### Prioritising Projects: What is your priority?



# Testing our Changes

We are now ready to start and test our changes in a real life context.

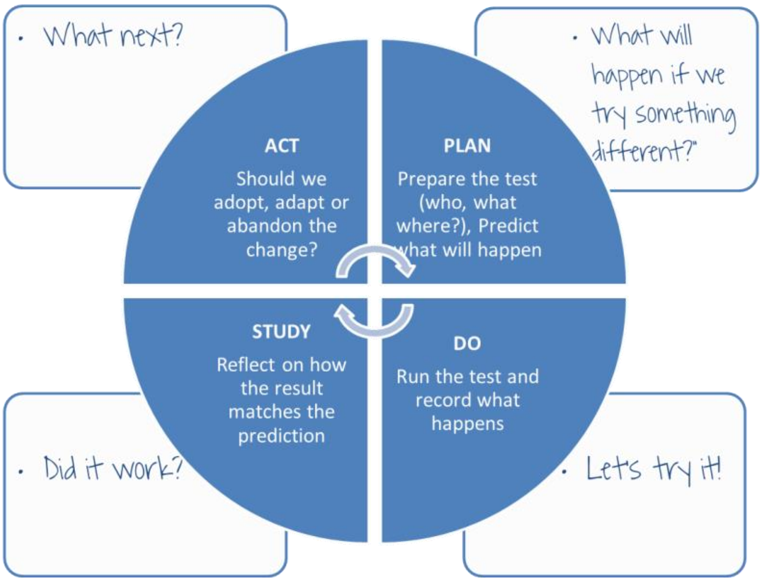
The Plan-Do-Study-Act (PDSA) cycle is shorthand for testing a change - by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method, used for action-oriented learning.

Using the PDSA cycle involves testing new change ideas on a small scale. You may not get the results you expect when making changes to your processes, so it is safer, and more effective to test out improvements on a small scale before implementing them across the board.

Using PDSA cycles enables you to test out changes before wholesale implementation and gives stakeholders the opportunity to see if the proposed change will work.

By building on the learning from these test cycles in a structured way, you can put a new idea in place with greater chances of success.

This diagram show the various stages of the PDSA cycle:




<u>Step 1: Plan</u>

- Plan the test or observation, including a plan for collecting data
- State the objective of the test
- Make predictions about what will happen and why – this is important – without this there will be no learning!
- Develop a plan to test the change. (Who? What? When? Where? What data need to be collected?)

<u>Step 2: Do</u>

- Try out the test on a small scale
- Carry out the test
- Document problems and unexpected observations
- Begin analysis of the data

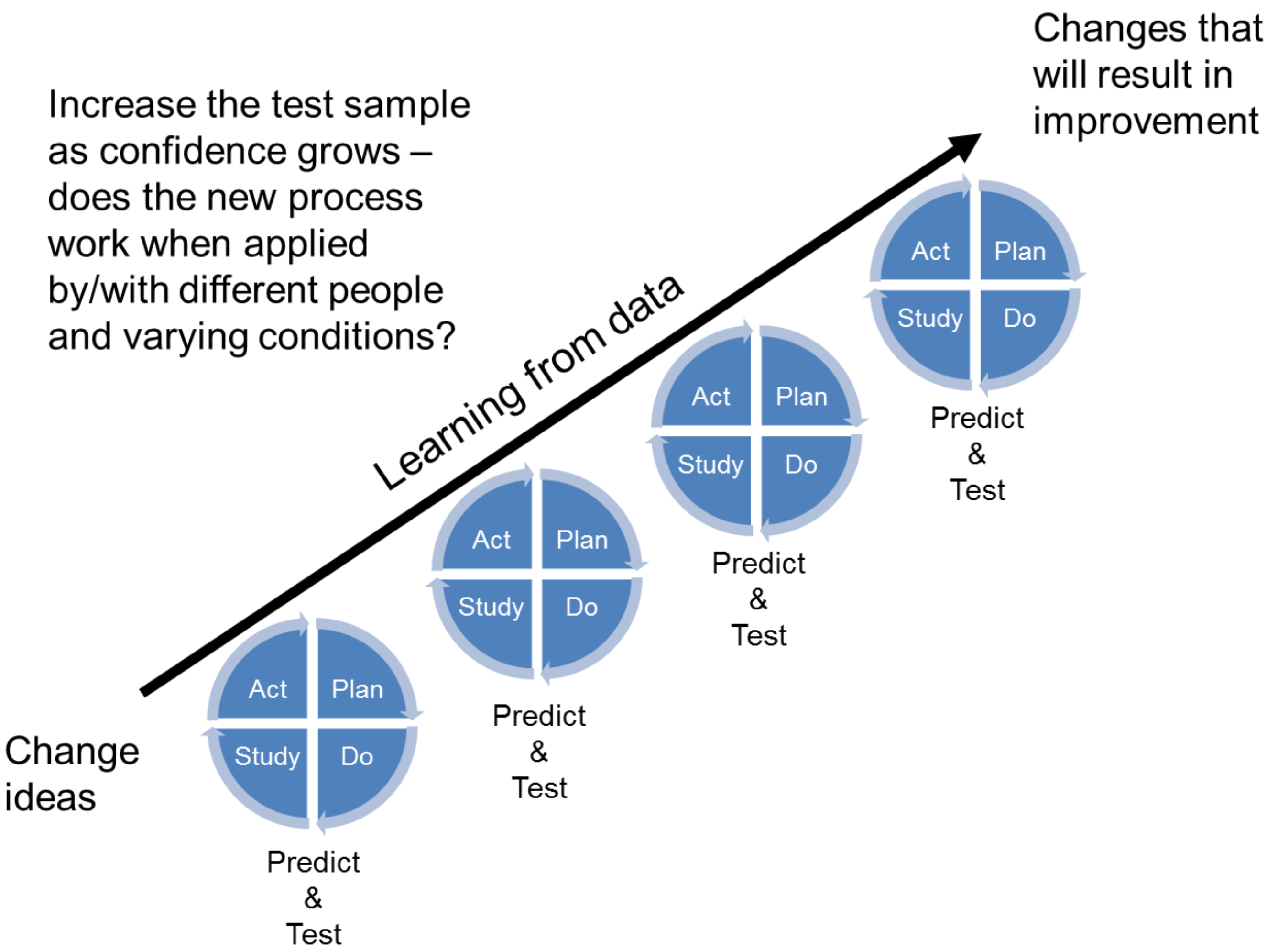
Step 3: Study

- Set aside time to analyse the data and study the results
- Complete the analysis of the data
- Compare the data to your predictions
- Summarize and reflect on what was learned.

Step 4: Act

- Refine the change, based on what was learned from the test
- Determine what modifications should be made
- Prepare a plan for the next test

We repeat this process as shown below and it is possible to test multiple change ideas at the same time.



When testing changes it is important for us to document what happens and there are a number of templates that can support this depending on your preference.

**PDSA Recording Templates**

An example of a filled in PDSA template for one change idea relating to 2YO uptake is shown below

<table>
<tr><td>Aim</td><td colspan="3">To increaase the number of childminders as part of the 2 year old delivery in xxx Local Authority by 10 by December 2021</td></tr>
<tr><td>Change Idea</td><td colspan="3">Dedicated childminder support and advice line within the Local Authority</td></tr>
<tr><td>PDSA Objective: Describe the objective for this PDSA cycle</td><td>Cycle No.</td><td colspan="2">What questions do you want answered for this test of</td></tr>
<tr><td>To have a mannned hour each day where it will be staff that answer not an answerphone</td><td>2</td><td colspan="2">Are people accessing the line?<br>Is having a manned hour each day more helpful than a callback service?</td></tr>
<tr><td colspan="4">PLAN</td></tr>
<tr><td>Predict what will happen when the test is carried out</td><td colspan="3">Measures to determine if prediction succeeds</td></tr>
<tr><td>We may get a busy line and people will not get through<br>More people will use the line</td><td colspan="3">Number of calls during the manned times<br>Number of calls during the rest of the week<br>Satisfaction with the service</td></tr>
<tr><td>List the tasks needed to set up this test of change</td><td>Person Responsible</td><td>When to be done</td><td>Where to be done</td></tr>
<tr><td>1.Agree on times<br>2.Establish rota to man the line<br>3.Advertise the line<br>4. Ensure staff know how to complete the satisfaction survey with callers</td><td>Jane<br>Susan<br>Susan<br>Kate</td><td>End Feb<br>March 14th<br>March Newsletter and email<br>March 21st</td><td></td></tr>
<tr><td>DO</td><td colspan="3">Describe what happened when you ran the test</td></tr>
<tr><td colspan="4">We got calls particularly during the early evening hour. Staff manning the line were able to continue with their normal job whilst 'holding the line' .<br>There were no times that anyone had to sit in a queue</td></tr>
<tr><td>STUDY</td><td colspan="3">Describe the measured results and how they compared to the predictions</td></tr>
<tr><td colspan="4">3 x calls Monday (5.30 - 6.30) 1 x call Wednesday (12.00- 13.00) 2 x calls Thursday (5.30 - 6.30)<br>1 x call out side manned hours at weekend<br>Feedback wasthat speaking to someone immediately made a difference as calls being returned during the day are hard to answer as with children</td></tr>
<tr><td>Act</td><td colspan="3">Describe what modifications in the plan will be made for the next cycle from what you learned</td></tr>
<tr><td colspan="4">Continue with the change idea but remove the morning slot so it is 4 times a week.<br>Advertise again as not sure everyone is getting the message but use a 'letter' tp home address not just email</td></tr>
</table>

## ATTRACTING PEOPLE TO ADOPT OUR CHANGE IDEAS

Testing Changes

When we have started small and gained confidence that our change is leading to an improvement we are going to want to ramp up the testing, move to implementation and spread the change to everyone who will benefit from it. To do this we need more people to be 'on board' with the change and there is a great checklist we can use that builds on the Rogers Adoption Theory It helps us reflect on where does our change idea measure up to the five 'attributes' Below is an example of this completed for one change idea relating to uptake.

**Change Idea – Promoting the offer leaflet to be handed out by Community staff in Libraries and Leisure Centres**

Adoptions Attributes Worksheet

| | Weak | | OK | | Strong | Comments |
|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | |
| Evidence to show that the approach leads to positive outcomes | | X | | | | Anecdotal – need to include a how did you hear question to application form |
| Compatibility with peoples beliefs, values and experiences | | | X | | | Currently testing an info session so that the leaflets don't just arrive at the setting |
| Simplicity of the idea and how it can be explained and understood | | | | X | | Straightforward to give out and no further involvement required, but staff need knowledge to do more than just give |
| How easily it can be tried out by people in a limited way before adopting | | | | | X | |
| Possibility for people to observe the results for themselves | | | X | | | Libraries champion role who will be working with us to disseminate info locally |

# Implementation


We are thinking a long way ahead now but we should be thinking about implementation, scale and spread right at the start of our project.

We want to have a good idea of who ultimately will benefit as a result of the changes and improvement we are making. In implementation we are thinking about how we make the changes business as usual where they are working. Holding the gains and not slipping back into old ways of doing things. An Implementation Checklist is a great tool to use to think about the things that should be in place that will help you such as Documentation, Standard Processes, continued Measurement and Data Collection, sufficient resource and supported and knowledgeable staff.

# Spread


Spread describes the process by which we take change ideas beyond the initial area of testing to new areas or teams.  Spread normally takes place once a change idea has been successfully tested, implemented and sustained under a variety of conditions. If you know the change project and ideas are likely to be spreadable this should be planned for from the beginning of an improvement project.

There are five key questions that can help us with our thinking at this stage:

- What are you spreading?
- What is your system?
- Sensitivity to context?
- What is your scalable unit?
- What is your compelling story?

**You can find out about these and some tools to support spread All about spread Tools and concepts that we have already introduced come back in to help us here – Creating the Conditions, Adoption Attributes for example. Storytelling is also very powerful and a good reason that you should be collecting and collating data of all types as you work through your journey.**

**Remember that we may be spreading within a setting, within an authority, across authorities or even beyond.**

There are some aspects of the Quality Improvement Journey that are threaded through it like words in a stick of rock.


we have robust and explicit project
ommunication and pay close attention to how
rform as a team. As with other parts of the
ome great tools to help us.


The ‘Further Reading’ Section has some information and links that are worth exploring. It is worth highlighting two of our favourite supports during the entire QI Journey.

Project Charter – In improvement projects these are used to provide direction and a sense of purpose they

- Communicate what is to be achieved and why this is important, providing the team with a shared vision.
- Aid leaders to see the organisational value of a project, including how it aligns to strategic objectives, to help secure their buy-in to the work and the resources required.
- Provide a definition of how success will be measured so that there are shared expectations.
- Empower the team to undertake the work.
- Set out the scope of the work to be undertaken to keep the project on track.
- Provide clarity on who will be involved and the activities to be undertaken.

We recommend starting this very early in forming as a team and keeping it live throughout the journey

7 Step Meeting Process  This helps us to improve the efficiency and effectiveness of our meetings and our experience is that meetings and how we work together can make or break and improvement effort!

# Other Sources of Help and Support

We recognise the power of being able to collaborate and connect in relation to this journey and we want to be able to support people to both use Quality Improvement as a method and work on the specific area of 'Uptake' . The following may help with some of this.

## Collaboration

**ELC Quality Improvement Learning Exchange**: a community of improvers hosted on GLOW, more information can be found on the CYPIC website (cypic.co.uk).

**Knowledge Hub:**
A free to access global public service community where you can connect digitally with colleagues and experts, share knowledge, insight and best practice, learn from experiences and inspire innovation and new ways of working. You can sign up for free here: https://www.khub.net/sign-up. Once you have an account, you can request to join the ELC Local Authorities Group.

**Care Inspectorate ELC Improvement Programme:** Early learning and childcare improvement programme

## Further Reading and Resources

CYPIC Website – you will find lots of information here including posters from the previous 2 Year Old Uptake Practicum.

**Three step improvement framework:**
The 3-Step Improvement Framework for Scotland's Public Services (www.gov.scot)

**Knowledge Network**
All public sector staff, NHS Scotland staff, social services staff in all sectors, students whose courses include placements in health and social care, and partners in the voluntary sector are eligible to register for the Knowledge Network at https://www.athensregistration.scot.nhs.uk/

**The Improvement Guide** is a really useful reference book – but perhaps not one to read in one go! The link below gives you access to read it online through an account with The Knowledge Network. in eBook format can be accessed via the Knowledge Network (you may be restricted to 100 pages to download): https://ebookcentral.proquest.com/lib/nhsscotland-ebooks/detail.action?docID=468716.

**John Kotter: 8 Steps accelerate:** https://www.kotterinc.com/research-and-perspectives/8-steps-accelerating-change-ebook/

## Getting more Help

In each locality there will be people skilled in using Quality Improvement and in some areas there is an active QI Network where people can support each other. QI Coaches may be available to support you and if you would like making local links and connections do email us at cypic@gov.scot and we will help

Remember that Quality Improvement is a journey and that all the tools and templates are here to support you on the way. It takes time to get used to them all and not all of them are used n every improvement project / effort. The main thing is to have go and be curious.

As you undertake your journey do share your progress with us via email cypic@gov.scot , social media @scotgovCYPIC or The QI Learning Exchange. We will be updating the resource with further and different examples as we get them so really value your contribution.