

Appreciative Inquiry into Community Nursing for Children and Young People

Summative Event
September 2015

Aims of today's session

- To **recap** on the purpose of the inquiry
- To enable us to **feedback** what we've done so far and what we've heard back
- To clarify **next steps**
- To give you the opportunity to **shape how you'd like to be involved in the next steps.**

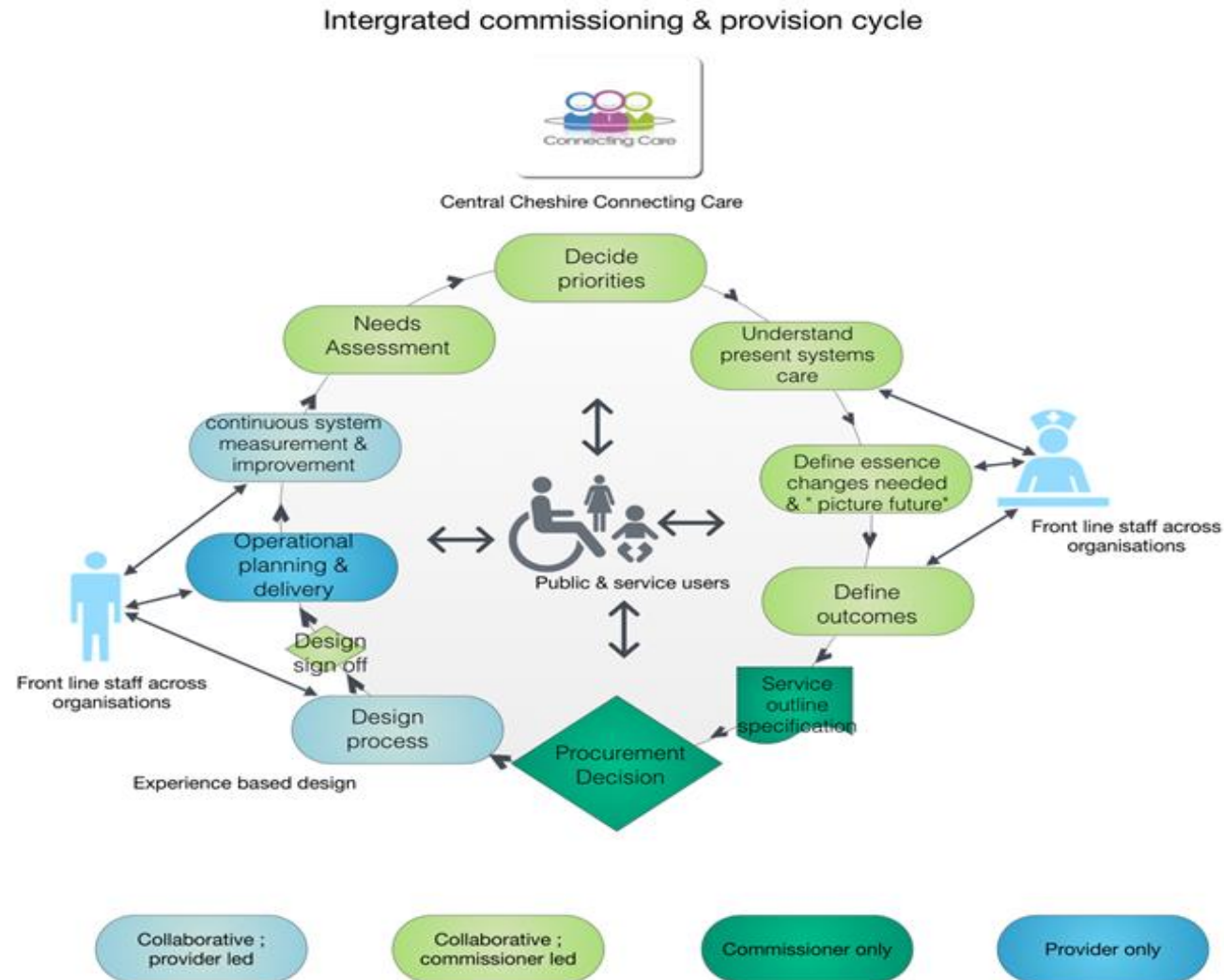
A brief recap...

putting the inquiry into context

- Changes to commissioning responsibilities for children and young people – see infographic
- 5-year strategic vision for the central Cheshire health and social care system:
 - Care centred around the needs of individuals ,
 - Care that is joined-up and coordinated,
 - That focuses on improving outcomes; and
 - Tackling health inequalities



Require a new form of commissioning – based on co-production with our public and our workforce



Appreciative Inquiry – a positive approach to change

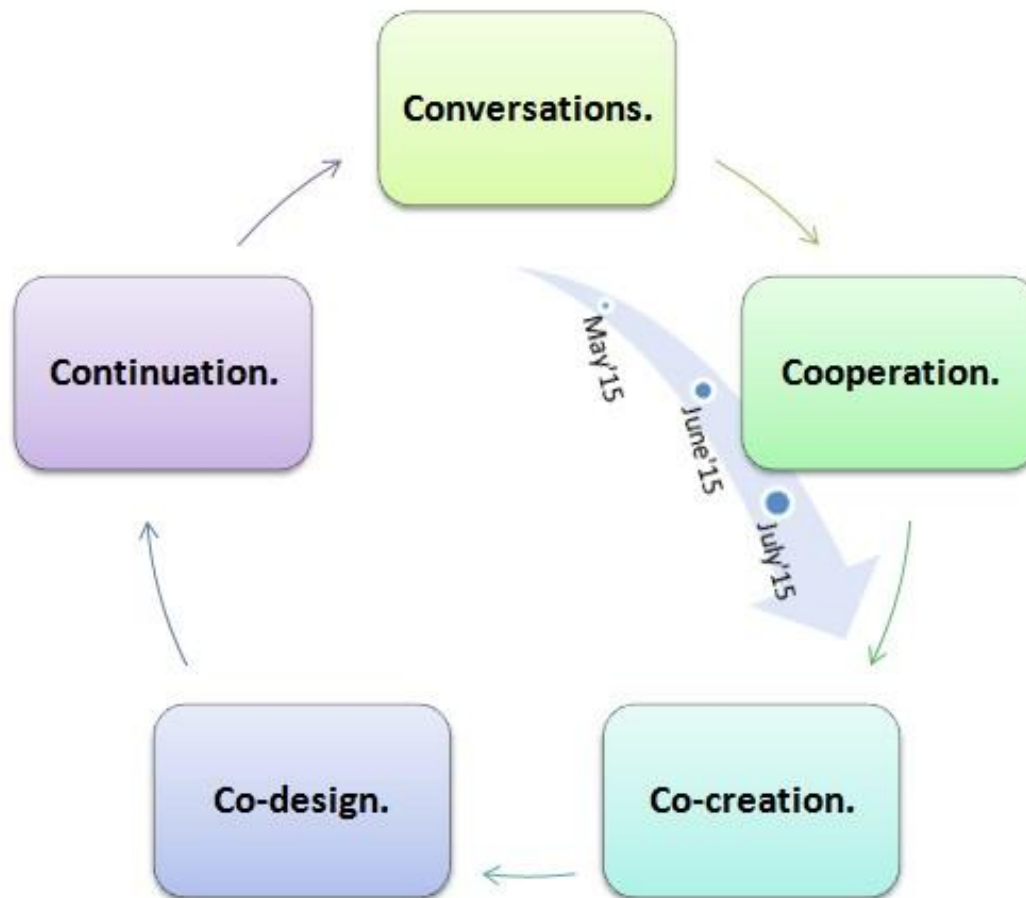
Involves working with and listening to service users, staff, other stakeholders

Ensures good practice is retained and built on as change takes place

Focuses first on what is working well



Appreciative inquiry: a positive approach to change



Progress to-date

May 2015 - we started the conversation

June/July 2015 - we continued the conversation and nurtured cooperation

Parents / carers

- *Group sessions (x3)*
- *Telephone*



Wider 'stakeholders'

- *One-to-ones*
- *Questionnaire (online)*



Nurses

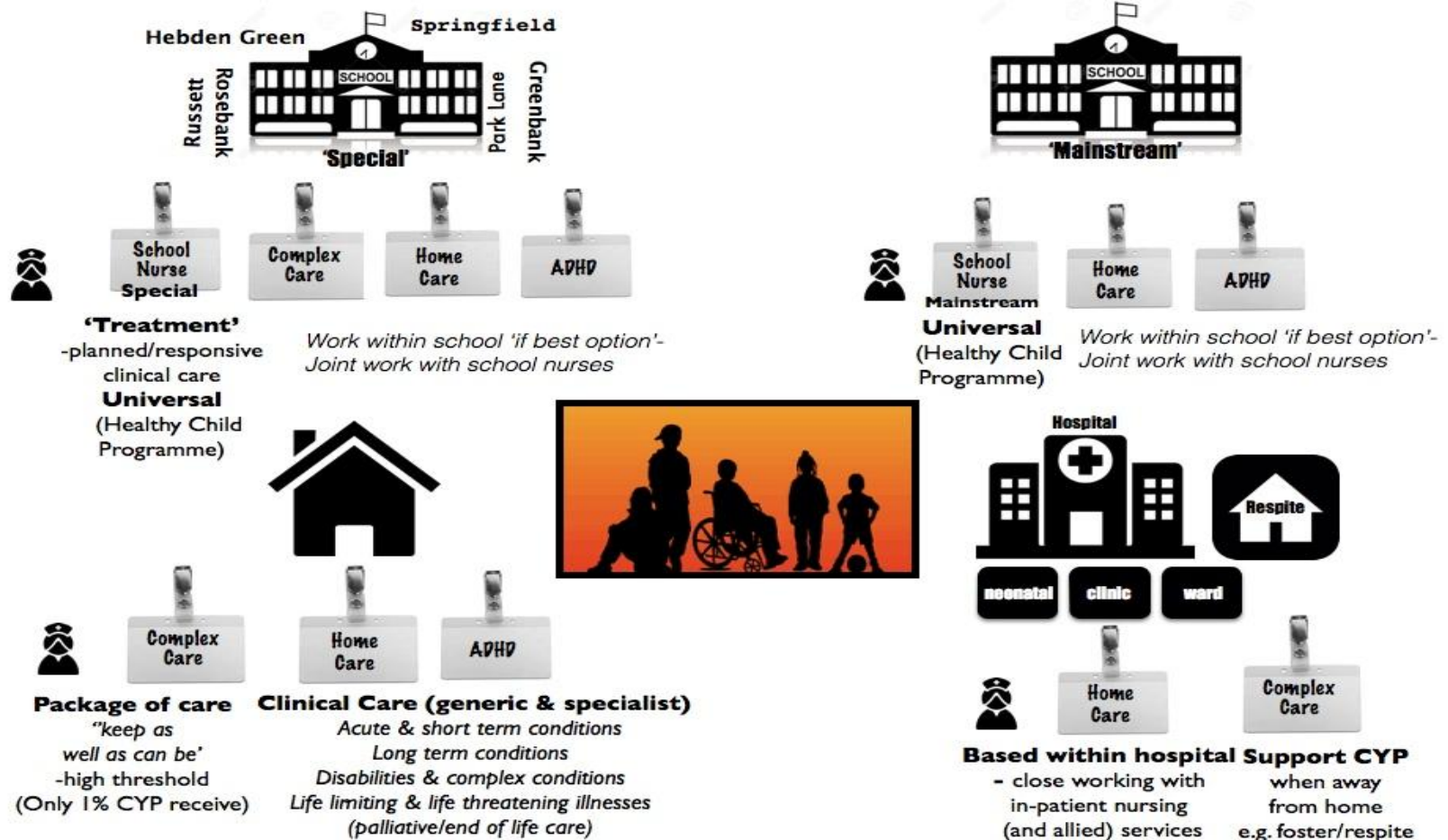
- *Group sessions*
- *Visits to schools*



Aug 2015 – we wrote up what we've heard. This comprised a 28 page report and 47 page Appendices of supporting information.

Understanding how the present system of care works

Overview of Community Nursing Service (within and out of school)



What we've heard so far...

cont'd

"Last week, the Nurse phoned us and said 'I think something's going on with her', so we rang the GP and got her in, on antibiotics and out of hospital...it's fantastic!" *Parent*

"The contribution of nursing care was singled out as an aspect of outstanding practice in an Ofsted Inspection and also highlighted on a wider CQC inspection." *Head Teacher (Special School)*



"We've had training from Reps on a new intervention to help control seizures. We're cascading that across education staff, family and foster carers." *School Nurse*

What we've heard so far...

Impact and Value Key themes identified across stakeholder groups

**Safety and
security**

**Quality of life
child/wider
family**

**Key pupil
outcomes/
success criteria
(education)**

**Positive
contribution to
health targets**

Integrated care

**Cost
effectiveness**

**Capacity
building**

**Clinical
expertise**

**Participation/
Inclusion**

Personalisation

**Models,
monitoring,
'measuring'**

**Partnership
working**

What we've heard so far... cont'd

Questions asked - '*what's working well?*' and '*what positive practice means for you?*'



Parents/carers: a service that promotes trust & joined up communication, a positive relationship with the child & a level of parental involvement that works for them. In relation to the care itself the key areas were continuity, flexibility & reliability with access to innovative up to date clinical practice.



Nurses: the quality of care, professional integrity, involvement in a professional network and sense of belonging to the school in which they are based.



Headteachers: the ability to provide a positive learning experience, to include all children, ability to plan and manage their teams and to be involved in strategic planning.

Does that sound about right?



Reflect



What we're yet to hear



Children and
Young People



All
stakeholders

All parents,
carers and
families



A key priority!

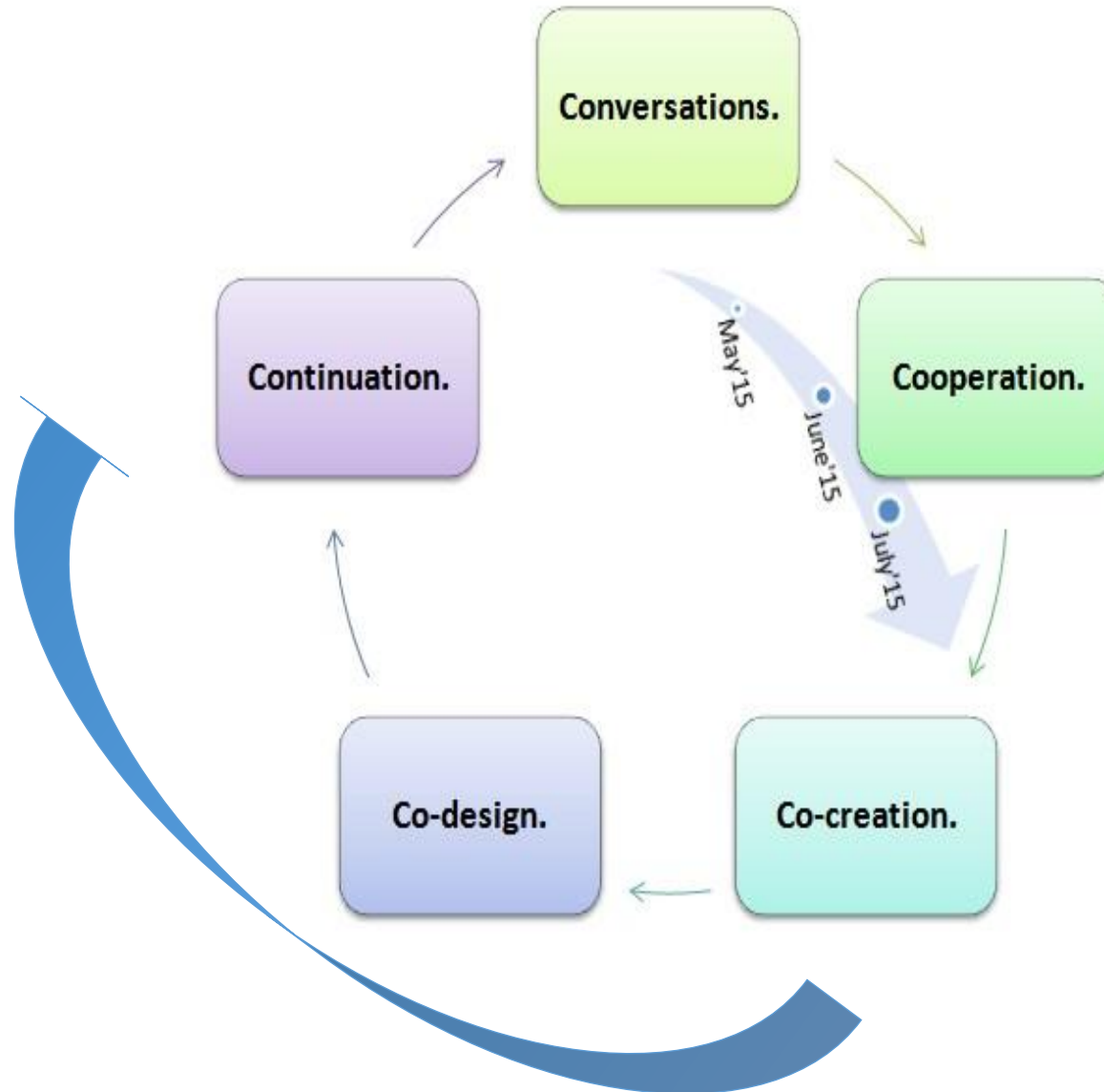
How can we get the most out of this?

How can we make this happen together?

What practical support/tips can you provide?



Moving forward





<https://youtu.be/vugLEaEcBR0>



**Define and share assets –
what can be built on?**

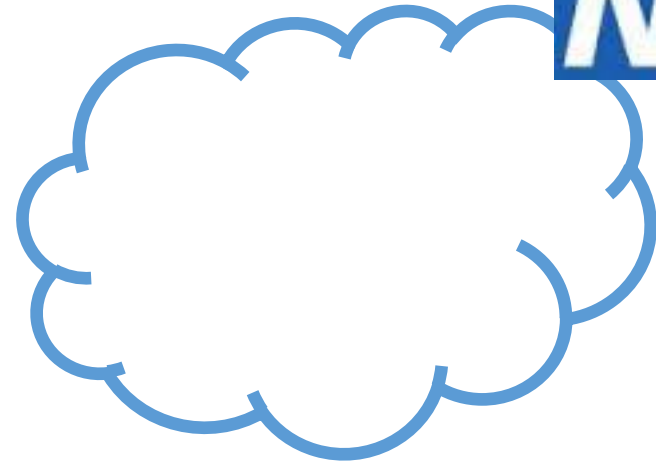
**Co-create the vision –
develop the will!**

**Co-design the solution
build ideas!**

**Share knowledge, Have conversations
Build ideas, Build partnerships**

Shining a light.....

Our Assets



Knowledge

**Lived
Experience**

**Skills &
abilities**

Influence

Connections

Resources

Creativity

Passion

Trust

?



Reflect



Moving forward

- Envisage key work streams around:
 - Defining what the future looks like – the essence of change needed
 - Defining what matters to children, young people and their families
 - Defining how services need to be delivered to achieve change and deliver what matters to children and young people (i.e. the model for future service delivery)
 - Defining how best to enable delivery of this model i.e. funding and contracting mechanisms

Moving Forward

Your involvement



time, skills, preferences, information
'provider', decision maker, consultee?

Next steps

Sept 2015:

- Engagement with young people begins, via Young Advisors

Oct 2015 onwards:

- Report findings circulated
- Continue to scope your involvement (starting today).
- Convene again to start to co-create and co-design decisions and services (based on today's feedback)



Keeping in touch



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