

How a collective impact initiative contributed to the outcomes of 2.5-year-olds in Lambeth:



Programme-wide analysis of Lambeth Early Action Partnership using linked population datasets

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Introduction

LEAP is a 'collective impact initiative', which means that all our services and activities link together and work towards shared goals to improve outcomes for very young children. These goals are outlined in LEAP's theory of change (ToC).

Our ToC prioritises the changes we want to achieve with children directly. The evidence suggests that children's development in the areas LEAP focuses on can have a significant impact on their long-term life chances and outcomes and are crucial to reducing health inequalities. Two of these areas are communication and language (CLD) and social and emotional development (SED).

During the lifetime of the programme, LEAP has engaged an estimated two thirds of children under 5-years-old living in the LEAP area. Families who engaged with LEAP services are broadly representative of the overall LEAP population.¹

The ASQ-3, administered by Lambeth's health visitors, age-appropriately assesses child development of 2.5 year olds across five domains, including CLD and SED. These assessments can help us understand if and how engagement with LEAP is associated with child development outcomes in the early years.

Methods

Design and aims: A cross-sectional secondary analysis that aimed to test whether ASQ-3 developmental assessment scores of children aged 2.5-years from the LEAP area differ between those whose families engaged with relevant LEAP services and those with no relevant LEAP engagement.

Dataset: LEAP service data was linked to Lambeth health visiting data via LEAP's Data Integration Platform. The final linked dataset included 1,853 children aged ~2.5 years with an ASQ-3 assessment between January 2019 – September 2023 and who lived in the LEAP area; 668 children from the LEAP area had family engagement recorded with a relevant LEAP service. 57% of the cohort from the LEAP area were not White ethnicity, and 71.5% lived in areas of greatest deprivation affecting children.

Outcomes: ASQ-3 assessment scores in the communication and language and personal, social and emotional development domains, as well as overall, converted to binary outcome categories.

Exposure: Engagement with LEAP services relevant to ASQ-3 outcomes at 2.5 years, at least 3 months prior to their ASQ-3 assessment.

Model: Multivariate logistic regression of outcomes against LEAP engagement, controlling for

- + Ethnicity
- + Local child specific area deprivation (IDACI)
- + Sex
- + Healthy child partnership (HCP) level of support.

Findings

Primary analysis

Of children from the LEAP area with relevant family engagement:

- + 84.4% reached expected levels of development overall, compared with 81% of their peers,
- + 93% reached expected levels of communication and language development, compared with 89.1% of their peers,

- + 90.4% reached expected levels of personal-social development compared with 88.3% of their peers.

Logistic regression models adjusting for all covariates found:

- + Children with relevant LEAP family engagement were 40% more likely to be assessed as developing well overall, compared with children who had no family engagement recorded with a relevant LEAP service ($p < 0.05$).

- + Children with relevant LEAP family engagement were 70% more likely to be assessed as developing well in communication and language, compared with children who had no family engagement recorded with a relevant LEAP service ($p < 0.05$).
- + Children with relevant LEAP family engagement were 50% more likely to be assessed as developing well in personal, social and emotional skills, compared with children who had no family engagement recorded with a relevant LEAP service ($p < 0.05$).

Secondary analysis – multiple service use

When looking in more detail at the number of LEAP services families engaged with, children who had family engagement recorded for two or more relevant services were most likely to reach expected levels of development overall compared with one service or no engagement ($p < 0.05$).

Percentage differences in 2.5-year-old children reaching at least expected development between children whose families engaged with relevant LEAP services and those families that did not

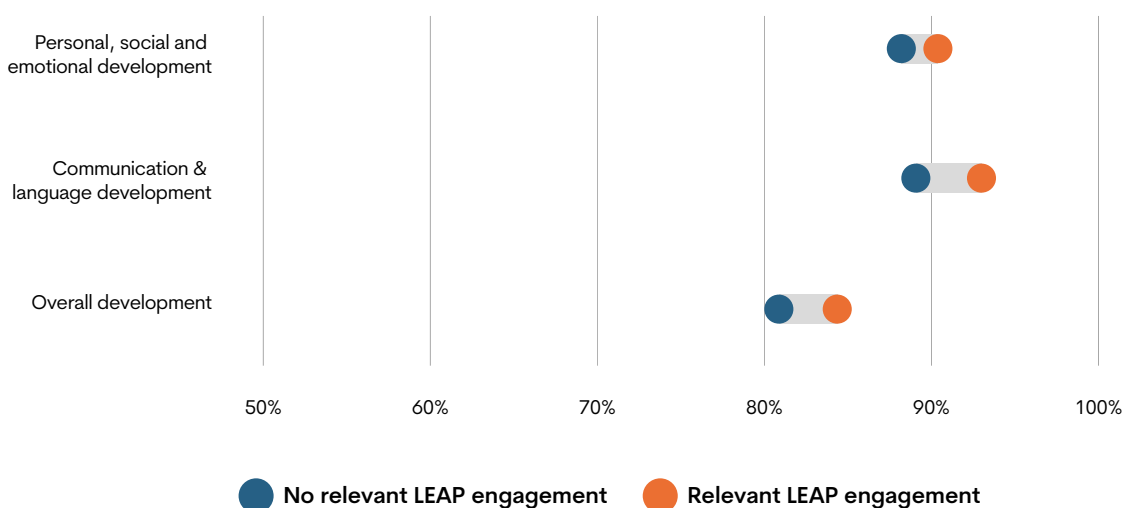


Table presenting adjusted odd ratios for each outcome domain by family engagement status, adjusted for ethnicity, area deprivation, sex and HCP level of support:

	Overall development	Communication and language development	Personal-social development
Children with relevant LEAP family engagement	1.4*	1.7*	1.5*

* $P < 0.05$

Conclusion

Children from the LEAP area were significantly more likely to reach expected levels of development overall, in communication and language and in personal-social development at 2.5 years old if their family engaged with relevant LEAP services than if they had not. The more services a child's family engaged with, the greater the odds of reaching at least expected levels of development overall.

The LEAP programme has been delivered against the background of declining uptake of early years offers, the challenges of COVID-19 and the cost-of-living crisis as well as evidence that groups like LEAP's priority population are least likely to access early years services. The findings that very young children of families engaged with LEAP

services are more likely to reach expected levels of development across key LEAP outcomes at 2.5 years is promising.

Qualitative research with parents who engaged with the LEAP programme by Dartington Service Design Lab (DSDL) has found that LEAP helped to improve parents' and carers' lives, which helped to build responsive relationships between caregivers and children, nurture children's capabilities and reduce their exposure to stress. This suggests that LEAP's positive impact on the lives of parents and carers is a contributing factor to improving child development outcomes for their young children.