



Strategy Document 2024-2027



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1. Context

Ready Generations is a national charity. It runs the Nursery in Belong which provides places for 25 children up to the age of 5 situated within the Belong Village in Chester. The Nursery opened in July 2022 and operates Monday to Friday.

Belong Chester is one of eight Belong villages currently operating across the North West and is the newest Village, opening in July 2022. Belong Limited, is a not for profit organisation.

Belong Chester provides accommodation for up to 72 residents within six small households of 12 people, along with 23 apartments situated within the building for older people who are self-supporting but may benefit from the additional services and activities that are available within the village.

Ready Generations and Belong initiated their partnership over five years ago after realising the potential benefits for both children and older people of regular, sustained contact with each other.

This collaborative approach has since been recognised through many awards and most recently extensive media interest and publications both nationally and internationally.

2. Shared vision

To create a vibrant, intergenerational community where children, residents, tenants and families thrive together, sharing experiences, learning, and joy. We aim to be at the forefront of integrated care and education, setting standards for excellence and innovation in nurturing environments where every individual feels valued, supported, and connected.

3. Commitment

We are committed to working together in the interests of our community of stakeholders to provide:

Children - a safe, effective and high quality learning environment that additionally provides interaction with older people on a daily basis to extend children's social, emotional development, executive functioning skills and overall learning experiences.

Older people - a safe and vibrant community that supports older people to flourish, maintain independence and feel empowered to exercise choice in relation to daily opportunities and which additionally invites older people to support children's learning and development through a range of opportunities and experiences.

Workforce - opportunities to develop best intergenerational practices together by building

shared knowledge, shaping attitudes and behaviours and working together.

Families and carers - support for parents, families and carers to enable them to feel part of an active community that understands their needs and has their best interests at heart.

To achieve this we commit to:

- work together towards our shared vision, being clear about our goals and shared expectations and actively supporting our teams to understand these.
- ensure an inclusive approach that recognises that everyone has a valuable contribution to make, regardless of age or ability. We will use facilitation and coaching skills to develop a 'failure free' environment.
- ensure we model dignity, recognising and respecting the rights of each person. We will always put people first.
- promote autonomy, choice and self-determination through an ethos of positive risk management.
- encourage lifelong teaching and learning and adopt a two-way process whereby the child may teach the older person or the older person may teach the child.
- evaluate progress and be honest and open when things don't go to plan and by doing so, promote a culture of continuous improvement.
- always strive to ensure that everyone is safe. Safeguarding protocols and practices will maximise safety and minimise the likelihood of physical, psychological, sociological or spiritual harm.
- celebrate our unique community, promoting and sharing stories and successes that demonstrate the efficacy, potential and additionality the model brings.

4. Priorities

Five overarching priorities will act as drivers for this commitment, innovation and development over the next three years, helping us to deliver our shared vision. Later in the document detail is given about how priorities will be implemented and measured over the next three years.

1. Connect and Belong

Promoting relational approaches, inclusion + wellbeing through integrated experiences that bring generations together.

2. Listen and Respond

Keeping the needs and views of children, families and older people at the centre of everything we do.

3. Pioneer and Lead

Pioneering new approaches to lifelong health, learning, cognitive fitness and wellbeing to inform multi-generational policy and thinking.

4. Effective and Efficient

Ensuring the nursery is well led and governed and is centered around our shared vision.

5. Stronger Community

Supporting solutions that work locally where everyone feels safe, valued and able to make their unique contribution.

5. The Mirrored Care and Learning Framework

Ready Generations uses its bespoke Mirrored Curriculum Framework to guide its broader intergenerational work. Following our initial two years of partnership working, we have adapted this to meet our specific integrated setting and renamed it to the Mirrored Care and Learning Framework.

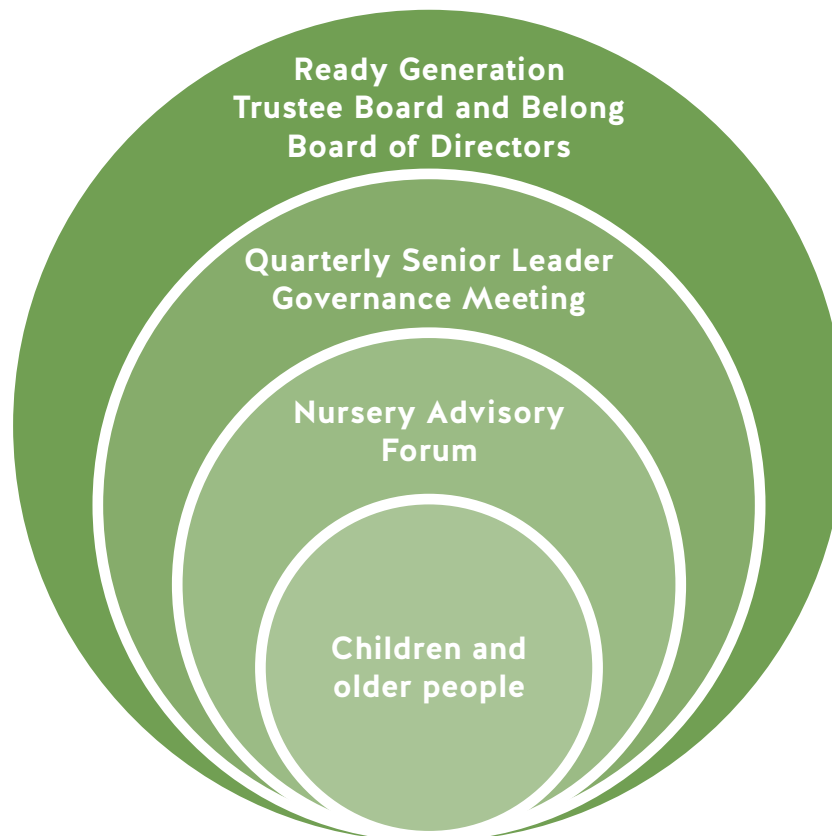
The Mirrored Care and Learning Framework is the key tool used to support our collaborative planning and drive improvement to ensure all stakeholders, particularly, children and older people benefit from their intergenerational interactions. The six domains are shared by both organisations with target outcomes described differently for children and older people (see *Appendix One*).

The Mirrored Care and Learning Framework has six domains:



6. Governance

As part of our shared vision, we will establish a new quarterly governance meeting of senior leaders and trustees from both organisations. This will drive the strategy and receive feedback from the established Nursery Advisory Forum which consists of parents and older people. It will also report to Trustees and Directors from both organisations.



The agenda will include standing items:

- Safeguarding and health and safety
- Outcomes for children and older people
- Feedback from Nursery Forum
- Safe systems and processes
- Progress against priorities and KPIs
- Research developments and outcomes
- Future scoping and improvement focus

7. Impact

Our intention is to always offer intergenerational experiences with planned outcomes and impact. We consider outcomes from four distinct views:

- Children
- Older people
- Workforce and professional development
- Parents, carers and families

Impact to date

Impact for children

Over the period 2022-24 the nursery has grown from only three children to being full with a waiting list to September 2025. The nursery currently has over 60 families on roll. This growth reflects a growing local reputation for high quality care and education. All children experience a rich, play based curriculum planned to meet all Early Years Foundation Stage Framework requirements. Children are regularly assessed against developmental milestones using a range of assessment tools e.g. Welcomm Language Screening. The additionality that intergenerational experiences bring include improved communication, speech and language development alongside enhanced social and emotional skills. Ongoing refinement of assessment processes over the Strategy period will enable precise improvement data to be reported against robust measures.

Impact for older people

Over 2022-24, it has proved quite difficult to capture substantive quantitative data as the Village was (and still is) moving new people into households. Residents are therefore joining experiences and participating at different starting points and for differing lengths of time, making accurate measurement challenging. However, the following charts, taken from the most recent resident survey demonstrate engagement with the nursery children and associated intergenerational experiences.

I join in intergenerational experiences with the nursery children in the village.

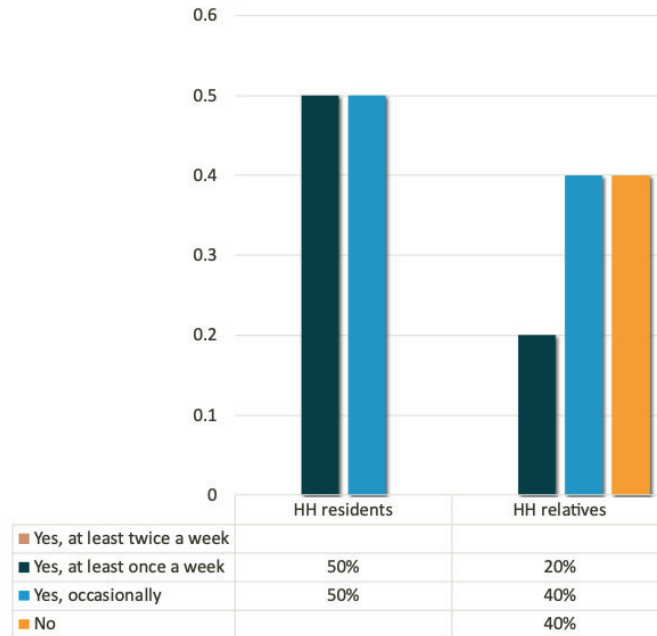
50% of Belong Chester residents say they join in with intergenerational experiences with the nursery children in the village 'at least once a week' and

50% join in occasionally.

20% of **relatives** report that they join in once a week,

40% occasionally, and **40%** say they do not join in.

There was no equivalent question in 2021/22 or 2020.

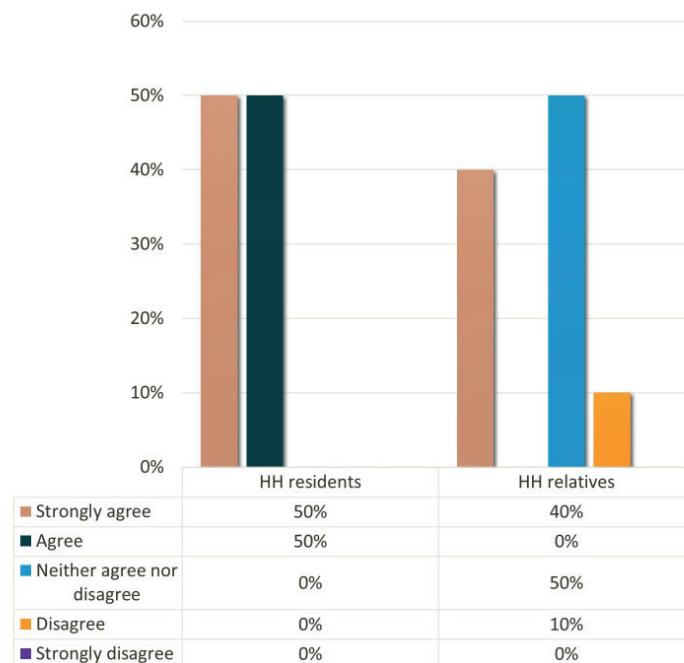


Joining in experiences with the children improves my/ my relative's quality of life.

50% of **Belong Chester residents** 'strongly agree', rising to **100%** if 'agree' responses are included.

40% of relatives 'strongly agree'.

There was no equivalent question in 2021/22 or 2020.



Impact for workforce

Our work to date has focussed on establishing secure planning and implementation of our intergenerational approaches. This has involved shared staff development and training, awareness raising, encouragement and support for different ways of doing things. We believe that by sharing the same ethos we will strengthen our vision around what is normal and desirable and leads to the best outcomes for children and older people.

Impact for parents, carers and families

Verbal and survey feedback from parents, carers and families has consistently demonstrated high levels of satisfaction with the developing intergenerational approaches. Parents and family members of residents, in particular, report that they value being actively involved alongside their child or loved one. They value the sense of belonging and connection to a growing community.

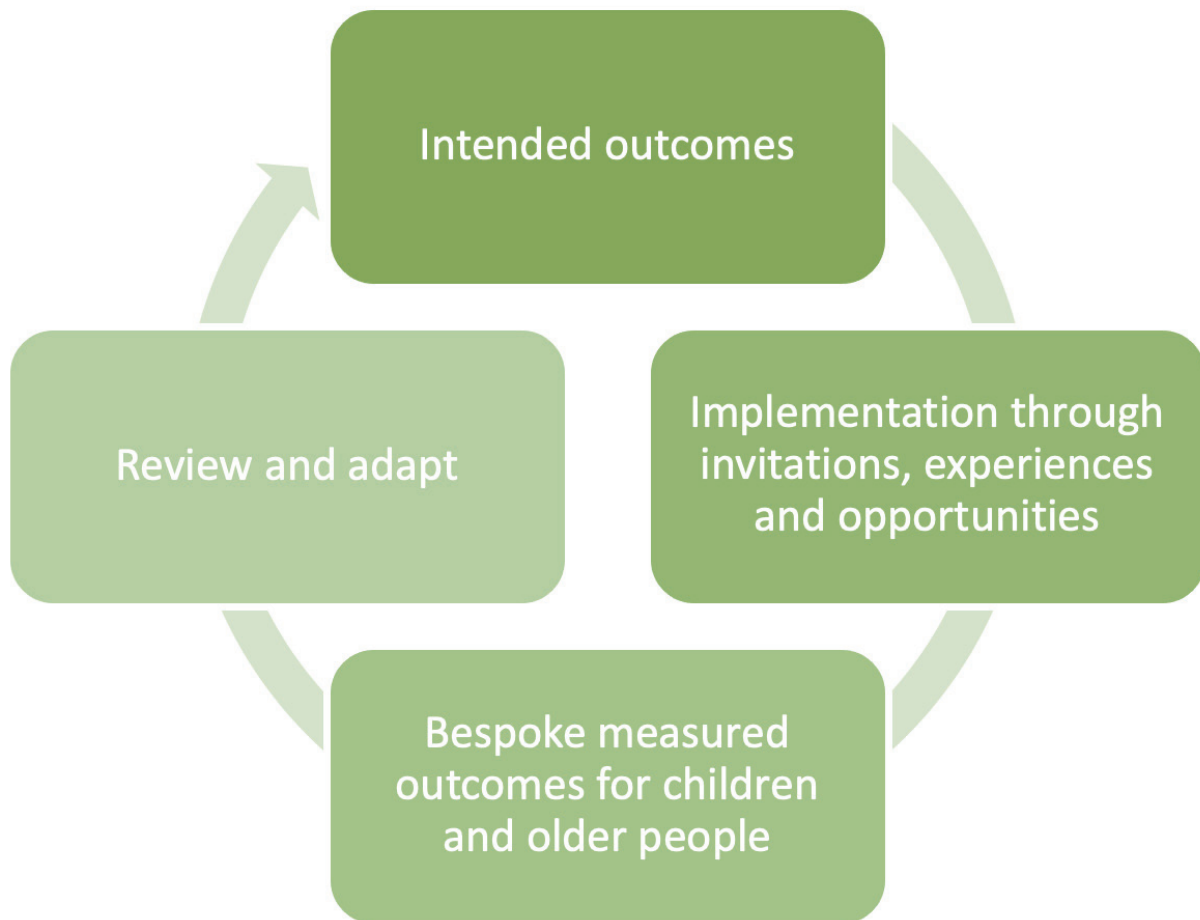
Measuring impact going forwards

Over the period of this Strategy, we aim to identify and fill gaps in our knowledge to build a compelling evidence base drawn from both quantitative and qualitative data and information, which assesses both the immediate and longer term benefits of intergenerational practices.

How we evidence and evaluate our model and approaches matters. What is measured reflects what is valued, supported and funded through our partnership. We must be able to ask and answer:

- what outcomes are we seeking and how effective are we in achieving these?
- what works best and least for different children and older people?
- what impact does our integrated environment have on outcomes for both groups?
- how effectively are teams working together towards our shared vision?

We aim to work together to develop a clearer assessment approaches that support children and older people, including those living with frailty and dementia. This will include a plan-do-review cycle that is regularly monitored through the quarterly governance meetings.



8. Research – breaking new ground

Since opening in 2022, there has been growing interest from universities with regard to research opportunities specifically around our integrated intergenerational model.

Completed Research study	Timeframe	Key learning
Evaluation of Ready Generation's Harmony Wheels - Living Lives Together creative health programme. (UCLAN)	2023-24 Report completed May 2024	<ul style="list-style-type: none"> • children and older people construct their own meanings, beginning with individual beliefs, understandings and the cultural awareness individuals bring to each experience. • improved sound processing, language development, social communication skills and emotional regulation. • supported improvements in self-confidence, motivation, participation and autonomy for older people, particularly those living with dementia. • promoted emotional awareness and empathy, improving social cohesion and well-being for both groups. • enhanced aspects of pleasure (hedonia), flourishing (eudemonia) and quality of life. • allowed older people to act as generative educators sharing their knowledge, skills and expertise at a range of levels. • supported the development and use of memory, cognition and executive function through progressive challenge and expectation for both groups • broadened children's experience of the diversity within their own community

Ongoing research	Timeframe	Summary
Chester University PhD student dissertation study	Completion July 24	Study of the impact on children's outcomes of sustained relationships and opportunities to spend time with older people through planned and spontaneous interactions.
Harmony Wheels – Living Lives Together – Phase 2 Liverpool University	Commenced November 2023	Research question: how can the field of intergenerational arts in health make an effective contribution to preventative health and wellbeing outcomes for children, families and older people?
Liverpool University (Centre for ageing across the life course)	Commenced March 2024	Small scale study with focus on attitudes to falling and how these may differ across the life course. Collation of evidence from both children and independent older people

Research pending funding approval	Timeframe	Summary
Universities of Northumbria, Liverpool and Stirling	Pending funding outcome November 2024	Observational study of an integrated intergenerational setting to understand how sustained and regular behavioural and relational dynamics between children and older people lead to improved outcomes for both groups (socially, emotionally and cognitively)
Leeds Beckett University Centre for Dementia Research	Pending funding outcome October 2024	Ethnographic study of intergenerational communication and impact for people living with dementia living in integrated and/or co-located intergenerational settings.

Moving forwards to 2027, we will proactively seek research opportunities that are aligned with our shared vision and priorities. We will jointly review by evaluating opportunities using the following criteria:

- Alignment with vision and key priorities
- Impact on children, older people and workforce
- Resource requirements for implementation and evaluation
- Assessment of research ethics.
- Suitability of timescales
- Expected impact of research outcomes.
- Potential for wider dissemination and impact to sector

9. Priorities and measures

Priority 1 – Connect and Belong

Belong priorities

- To maximise opportunities for tenants, residents and children to join in with intergenerational opportunities should they wish to.
- To enhance well-being for tenants and residents through attendance at intergenerational experiences or taking on the mantle of expert educator utilising their unique knowledge, skills and experiences to teach and/or lead experiences for nursery children.
- To facilitate opportunities for tenants and residents to form valued and sustained connections and relationships with children and their families.

Belong key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	Weekly outline of all intergenerational opportunities provided to tenants and households	Planner Produced	Weekly
2	Well-Being scores improve from baseline scores for participants	Well-Being Tool	Monthly
3	Established connections between Residents and Children	Photographic Care Notes Feedback	Ongoing

Ready Generations priorities

- To ensure the intergenerational environment offers challenging, extending learning experiences that build from what the children know, understand and can do
- To ground opportunities on the social and relational nature of learning
- To promote connectedness across areas of knowledge and skills, using multi-generational approaches that connect to community and the wider world.

Ready Generations key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	The learning environment is rich in challenge and opportunity, using high quality resources and highly skilled professionals.	Nursery Improvement Plan and Self Evaluation	Daily/Weekly
2	Older adults are respected for their knowledge, skills and wisdom and used appropriately to support and extend children's learning as wise experts and intergenerational champions.	More older people see themselves as educators and are supported to spend extended time with the children	Weekly
3	Implement the United Nations Sustainable Development Goals and Inner Development Goals to embed intergenerational practice within civic responsibilities and sustainable practices that help to create effective and interdependent human ecosystems	SDGs and IDGs underpin all assessment processes	Daily/Weekly

Shared priority

- To enhance invitations, opportunities and experiences that encourage the concept of human flourishing joy and life-long learning for both children and older people.

Priority 2 – Listen and Respond

Belong priorities

- To gather information from residents to help us to understand the level and type of participation/engagement they desire.
- To listen to residents and use their feedback to colleagues to adapt planning and experiences accordingly.

Belong key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	Intergenerational Life Plans in place for those wishing to be involved in intergenerational experiences	Life Plan in place	Monthly
2	Chester customer survey results show high levels of satisfaction with the range and frequency of intergenerational opportunities	Review of Customer Survey	Annually

Ready Generations priorities

- To respond to children's need for moral, reason-infused experiences that are meaningful to each individual child.
- To provide rich opportunities to experience awe, wonder and curious contemplation.
- To respond to children's need to be purposeful, helpful and responsible, seeing what needs to be done and setting about doing it.

Ready Generations key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	The diverse needs of all children are recognised, understood and responded to. Partnership with parents is prioritised.	Individual assessments and learning profiles	Ongoing
2	Learning experiences, resources and environments are organised to reflect the diverse needs of all children and to extend learning through play, choice and reflection.	Setting self-evaluation External quality improvement support and evaluation	Annually

3	Children are provided with regular opportunity to lead their own learning, particularly in relation to being helpful, kind and responsible.	Individual observations and target setting	Ongoing
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Shared priorities

- To ensure that we obtain feedback from both children and older people to optimise intergenerational experiences
- To ensure that we are responsive and make changes based on the feedback received from children and older people.

Priority 3 – Pioneer and Lead

Belong priorities

- To adopt the very latest evidence and research based practice.
- To seek opportunities for further research to help provide optimum intergenerational experiences and further understanding.

Belong key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	Review articles and journals in relation to intergenerational approaches at each quarterly governance meeting	Articles reviewed and shared for discussion	Quarterly
2	Proactively pursue research opportunities that align with our anticipated outcomes.	Number of contacts and research projects	Ongoing

Ready Generations priorities

- To identify specific assessable competencies that demonstrate the additionality intergenerational approaches bring to children's learning and social/emotional development.
- To lead out on the concept of human flourishing as set out by The Wisdom Task Force 2019.
- To continue the development and refinement of Ready Generation's Attuned Relationships Model of relational pedagogy and associated Mirrored Care and Learning Framework.
- To contribute to the development of international quality standards for intergenerational practices through pilot activity with key partners (see below)

No.	Key performance indicator	Measurement.	Frequency
1	To develop assessment resources that meet priorities in terms of innovation, additionality and scalability and build from best practice.	ECERS SSTEW	Ongoing
2	Work with Apples and Honey Nightingale CIC, Generations Working Together and the Beth Johnson Foundation to develop the international quality standards pilot toolkit for intergenerational practice funded by the National Lottery Community Fund.	Completion of pilot and adoption of quality standards	Ongoing with completion by July 2025
3	To create a set of evidence based leadership competencies for the effective leadership of intergenerational practice aligned to the quality standards outlined above.	Leadership Competencies Framework	Ongoing

Shared priority

- To ensure that both Chester Village and the Nursery in Belong are adopting the most recent evidence and research based practices to enhance the reach and impact of intergenerational invitations, opportunities and experiences.

Priority 4 – Be Effective and Efficient

Belong priorities

- To establish a combined Belong and Ready Generations Governance Committee to provide robust oversight and ensure intergenerational experiences are safe, caring, effective, responsive and well led.
- To ensure that honest and open communication takes place between the Village and the Nursery in Belong

Belong key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	Quarterly Intergenerational Governance Meetings with agreed agenda and standing items	Diarised and minuted	Quarterly

2	Meetings with Intergenerational Lead take place around KPI's	Diarised and minuted	Monthly
3	Evidence meets the CQC 5 regulatory key questions	Evidence held within the Positive Outcomes folder	Ongoing
4	Strong and effective communication between the Village and the Nursery regarding day to day operational working	Weekly Meeting	Weekly

Ready Generations priorities

- To ensure safeguarding and health and safety requirements are an overarching priority and seen as everyone's business
- To provide the highest quality education that represents good value for money and prioritises the needs of all children.
- To ensure staff development is a priority and all staff feel valued and important.
- To ensure intergenerational experiences operate with clarity of expectations and deploy effective assessment strategies consistent with these expectations.
- To actively involve parents, children, older people and families in decision making – *nothing about me without me.*

Ready Generations key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	Safeguarding, health and safety and risk management are prioritised at every level with clear systems and controls	Self-evaluation Risk register Safeguarding protocols and procedures Daily infection control monitoring	Ongoing
2	The nursery can evidence robust governance arrangements that exceed statutory requirements and demonstrate a focus on quality improvement.	Meeting minutes, improvement focus and associated actions	Quarterly

3	Parents express their satisfaction with the nursery and the care and education received by their children. They feel listened to with any concerns dealt with efficiently and promptly	Family App Complaints register Safeguarding Register Parental Survey	Ongoing
4	The Nursery is able to demonstrate its alignment with the charitable objectives of Ready Generations and meets all statutory and regulatory requirements. It also demonstrates sound value for money and financial viability	Self-evaluation Financial monitoring	Monthly

Shared priority

- To allow time for the sharing of cross-sector knowledge, skills and understanding in order to ensure teams understand each other, recognise service pressure points and build positive and impactful professional relationships.

Priority 5 – Stronger Communities

Belong priorities

- To ensure all of our customers, tenants, residents, staff, relatives and volunteers feel valued and an important part of shaping the intergenerational experience for all involved.
- To ensure everyone involved feels safe and secure in the knowledge that all steps have been taken to minimise any risks that may be present in intergenerational interactions.

Belong key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	All customers, tenants, residents, relatives, staff and volunteers feel safe, valued and involved	Customer Survey Relative Survey Staff Survey	Annually
2	Residents well-being is maintained or improved and there are no episodes of distress during intergenerational experiences There are no complaints from any source	Life Plan Reviews Complaints monitoring	Monthly Ongoing

3	There are new community links established within the local area which involve people from other generations	Number of links with other community groups	Quarterly
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Ready Generations priorities

- To continue to expand the reach and influence of the nursery to other settings through the active sharing of knowledge, expertise and learning.
- To engage local partners to co-create intergenerational experiences that reflect the community, provide choice and meet different needs.
- To use the resources and expertise of local partners to add value through innovative experiences that encourage diversity and experimentation to achieve improved outcomes for all.

Ready Generations key performance indicators

No.	Key performance indicator	Measurement.	Frequency
1	The Harmony Wheels – Living Lives Together Programme expands reach to more local primary schools and connected care settings	Increased number of primary schools and care settings involved	Quarterly network meetings
2	All new Belong and Ready Generations staff receive training around the intergenerational vision for Chester Village.	Induction programme Leadership programme	Ongoing
3	Co-creation of more creative health projects that engage multi-generations and represent the diversity of the community around the Chester Village and nursery	Increased partnership working with social prescribing team, other charities, businesses and creatives	Ongoing

Shared priority

- To provide the highest quality intergenerational experience for everyone and to disseminate learning to others to extend reach and potential and influence positive change.

Appendix One

MIRRORED CARE AND LEARNING FRAMEWORK

Mirrored Care and Learning Framework

The purpose of the *Mirrored Care and Learning Framework* is to recognise that at every age from birth onwards, humans are creative and adaptive and can consistently develop personal attributes and capabilities throughout life that support healthy and joyful living.

The Mirrored Care and Learning Framework aims to ensure that children and older people develop and expand the knowledge, skills and attributes they need to flourish in life and to make connections that bring purpose and fun to learning and life. Creating the urge to engage and learn has many aspects. The urge to see, touch, experience everything at first hand is not exclusive to the child. It applies to everyone, whatever their age. We are all driven by the urge to enjoy life with a purpose that is immediate, practical and within our scope to understand. This is fundamentally how we come to appreciate our contribution and place in the world.



For children	Domain	For Older People
Represents the conscious act of acknowledgement, reflecting a shared responsibility for each other. It also demonstrates the professional accountability of the educator and carer to see each child/older person as unique. It sets the tone for meaningful learning and trusting interactions that value individuals and place them at the centre of care and learning.	See Me, Hear Me, Know Me	This is the epitome of person centred care in that we truly listen to what the person wants (or does not want to do), that we see them as a unique individual and that we draw on elements of their Life Story to help them achieve elements of growth and fulfilment.
Introduces the concept of deliberate leadership, putting people first and focussing on human-centred design. This includes supporting children to understand their culture and heritage and learning from the wisdom of elders by supporting older people to see themselves as educators. By reaching back and gathering the best of what our past has to teach us we can reach our full potential as we develop and grow.	Sankofa Leadership	For older people, particularly those living with dementia this represents elements of facilitating reminiscence and drawing on longer term memories. These may provide elements of joy, along with the opportunity to recall former knowledge and skills (including social skills) which can be shared with the children.
Demonstrates the centrality of an effective curriculum to impactful learning and how this will be implemented. The Framework is compliant with the Early Years Foundation Stage (EYFS) Statutory Framework 2023 which sets out the standards that childcare providers must meet for the learning, development and care of children from birth to 5 years.	Care and Learning	This provides rich opportunities to support children's learning and extend learning opportunities for them. It draws effectively on an individual's current strengths as well as past knowledge, skills and experiences. The older person may also learn new skills or re-familiarise themselves with former skills when interacting with the children which promotes the joy of life-long learning

Demonstrates the centrality of an effective curriculum to impactful learning and how this will be implemented. The Framework is compliant with the Early Years Foundation Stage (EYFS) Statutory Framework 2023 which sets out the standards that childcare providers must meet for the learning, development and care of children from birth to 5 years.	Expert Nurturing Adults and Children	This draws on Life Story and the opportunity for the older person to see themselves as a respected and regarded expert through teaching life skills and/or elements of maturity and empathy. Being involved in nurturing children helps the older person to feel included, responsible and connected with their own emotions through meaningful interactions and purpose
For children	Domain	For Older People
Places oracy and storytelling as central components of intergenerational experiences. Effective talk and conversations that are given the time and support to extend thinking and challenge ideas are hugely beneficial to young children as they strive to make sense of the world. With the dynamic of rich stories from the older generation comes an additionality that inspires young children to use their imagination and intuitive creativity.	Story Matters	Sharing stories is such an important part of both Talking Therapy and Reminiscence Therapies. Through a focus on conversation, story and language, both adult and child can relate to each other's background, lifestyle, culture, experience and feelings.
Intentional environments are spaces designed specifically to provide the best possible learning and care experiences. This requires adaptive space that is sensitive to the changing needs of children and the intergenerational community. Intentional environments additionally reflect the culture and way of life of the community, such as, its habits, values and purpose whilst demonstrating a commitment to future thinking, creativity and innovation.	Intentional Environments	Specifically and sensitively designed shared spaces are dignified and respectful to the needs of both older people and children. High quality spatial design focuses on the flow of people between multiple areas of interior and exterior environments and delivers value and understanding in spaces across both the private and public realm.