



## Building relationships between the generations: the case of the co-located nursery

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This is a case study of the UK's first intergenerational nursery, Apples and Honey Nightingale CIC, developed in partnership between the Apples and Honey Nursery group and Nightingale Hammerson. It explores the project from the idea stage through to its first six months of operations, from Spring 2014 to January 2018.





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# 1 Introduction

This report explores the process of setting up the UK's first intergenerational nursery. It covers how the idea came about in 2014, and includes a summary of the main stages the project went through to build community support and open its doors to its first cohort of children.

The nursery is a partnership between the Apples and Honey Nursery group and the Jewish elderly care home charity Nightingale Hammerson. A weekly intergenerational baby and toddler group began at the care home Nightingale House based in Wandsworth, London, in January 2017. The day nursery opened within the grounds of the care home in September 2017, where intergenerational sessions between nursery children and care home residents take place every single day.

This report includes extensive feedback from the first year of the intergenerational programme, including the views of families who attend the baby and toddler group, residents of the care home, volunteers, physiotherapists, parents from the new nursery, and staff from both organisations. This case provides a lot of very useful and practical information, including the top three intergenerational baby and toddler activities to run, and examples of what weekly planning within the nursery for intergenerational sessions looks like while delivering the UK's Early Years Foundation Stage framework.

Nightingale Hammerson's Senior Physiotherapist provides insight into what early lessons are learned as a result of including nursery children into weekly exercise classes with residents. This content is provided alongside meaningful observations from early years teachers as to the impact of intergenerational play on the very young and those with dementia.

Our story is only the beginning of a conversation to be held about how to combat social isolation and loneliness, while grappling with the complexities of increasingly resource strapped elderly care and difficult to access childcare. As a group of professionals, we have been awe struck at the national and international attention our small initiative has generated. This case study is an attempt to share our hard won lessons learned with a community of like-minded practitioners, and to contribute to the growing evidence base that demonstrates bringing two and ninety-two year olds together is a wonderful idea.

## By Dr Ali Somers

Co-Founder & Director, Apples and Honey Nightingale CIC

**Stephen Burke**, Director of think tank United for All Ages, said: "Britain is one of the most age segregated countries in the world. Care-home nurseries like Apples and Honey Nightingale can bring older and younger people together, benefiting them and other generations. That's why we want to see 500 care-home nurseries developed over the next five years across the UK.

*For children, interaction with older people supports their learning as part of the early years curriculum. It boosts their confidence and their social development. Many children don't have older relatives living close by, so contact with residents helps their understanding of ageing and issues affecting older people.*

*For older residents, it can improve their mental and physical health and reduce loneliness and depression. Older people say how much they look forward to the activities with the children and talk about the joy of seeing them learn and grow.*

*The benefits go further to the families of children and residents, care staff and the local community, and the nursery and care home themselves. Parents can work assured that their children are well looked after with stimulating learning. Relatives of older people know that they are experiencing meaningful activities which are increasing their happiness and quality of care. Staff have more interesting and satisfying jobs as well as access to childcare where they work. And both the care home and the nursery have a USP to offer families choosing care as well as potential cost savings."*

## 2 About the project



The story of Apples and Honey Nightingale CIC nursery is one about community and relationships built over a long period of time within a local area, between two organisations; Apples and Honey Wimbledon Nursery and Nightingale Hammerson. Although we have just completed one year of a formal intergenerational programme, years of partnership working and exchanging ideas have brought us to our new co-located space – the launch of Apples and Honey Nightingale CIC.

### Nightingale Hammerson

Nightingale Hammerson is an independent charity that has been serving the Jewish community for over 175 years. Our mission is to provide holistic quality care, assistance and support to older people in a safe and stimulating environment. Nightingale House is a 200 bed capacity residential care home based in Wandsworth, London, on the grounds of a five-acre site. We are specialists in 'person-centred care'. By providing residential, nursing, respite, dementia and end-of-life care under one roof, we offer a home for life. At the heart of our approach to care is the warm, compassionate connection between our staff and every single resident. It's what we mean by 'person-centred care' – taking into account the individual wishes, characters and histories of everyone we look after.

At Nightingale House, we have over 200 volunteers who enrich our work by regularly giving their time to our residents. We have one of the largest teams of in-house physio and occupational therapists of any care home in the UK. We have an onsite synagogue, activities centre, community café, aviary, concert hall, and even a hairdressing salon. And now – we are the home of the UK's first intergenerational nursery.

*"We are always searching for ways to develop the care home to be 'homely, and that includes reflecting all the ages you would see in a whole family. With residents in their 90s, their children in their 60s and 70s, and their grandchildren in their 40s and 50s, this is challenging. The nursery has been a wonderful way to bridge the gap and to bring the life, the sounds, and the sights of those just starting out life- like a real home."*

**Helen Simmons**, CEO, Nightingale Hammerson.

## The light bulb moment!

The idea to set up a nursery within the grounds of an elderly care home was developed by early years educator Judith Ish-Horowicz, MBE. Judith established Apples and Honey nursery in Wimbledon in 1991. A faith-based Jewish setting, Apples and Honey is consistently rated 'Outstanding' by Ofsted<sup>1</sup>.

When Ms Ish-Horowicz began Apples and Honey Wimbledon, she felt instinctively that young children should be brought together with the elderly. Coming from a time when growing up without grandparents was a reality for many European Jewish families dismantled by the Holocaust, Judith herself felt the absence of grandparents killed at Auschwitz<sup>2</sup>. When she married, Judith remarks that she gained her partner's grandmother. She had never had a grandparent before. During a recent interview, Judith explained, "grandparents can provide an unconditional love for their grandchildren. Parents may have worries, judgements, but grandparents can just adore."

Ms Ish-Horowicz and her team began taking the children from Apples and Honey Wimbledon for regular visits to Nightingale House, the closest elderly care home<sup>3</sup>. Judith's mother-in-law was a resident at Nightingale, and Judith's partner served as one of the care home's GPs.

In the beginning, the Apples and Honey Wimbledon nursery children would come once a term. Then it was increased to two to three times a term. Working closely over the past several years with Nightingale Hammerson's Head of Activities, Alastair Addison, the two colleagues extended the range of activities between the nursery children and the care home residents.

In Spring 2014, Judith teamed up with the author to begin developing her idea into an official proposal. Ms Ish-Horowicz posed the question, "It is so lovely and magical when we bring the children to the care home – why do we ever have to leave? Why can't we build a new second nursery onsite at Nightingale House?" The rest of this case describes the journey that followed as a result of asking this very simple question. By developing the project in partnership with the Nightingale Hammerson trustees and senior management team, the nursery advisory board, and a host of volunteers who gave their time, money, and effort, this truly community-based nursery is now a thriving part of the Nightingale House campus.

## About Apples and Honey Wimbledon Nursery: interfaith and intergenerational ethos

Over its twenty-seven year history, the Apples and Honey Wimbledon teaching team became pioneers in creating an experiential learning environment based on play. They had determined the best way to deliver a Jewish faith based curriculum would be to embrace all main religions, and to uphold the concept of *L'dor Vador* – from generation to generation.

Judith and her team, Head Teacher Gila Godsi, and Deputy Head Teacher Anne de Foaird Brown, created a truly inclusive and welcoming space. Children from all backgrounds complete their early years education with a deep appreciation for a religion that comprises less than 1% of the British population, alleviating ignorance and promoting understanding<sup>4</sup>. Similarly, Jewish children learn and play with children who are Muslim, Sikh, Christian, and non-affiliated with any religion. Over the years, many non-Jewish families became the greatest advocates for the Apples and Honey community-based approach to early years education. The result is a nurturing and empowering environment, where in the spirit of exemplary early years practice, children are encouraged to in turn be their best selves, respect one another, and celebrate each other's cultural backgrounds and religious festivals.

The two organisations that developed the UK's first intergenerational nursery – Apples and Honey Wimbledon and Nightingale Hammerson, are institutions that themselves have a long tradition of community engagement. Nightingale Hammerson comprises one of the UK's largest residential care homes, with a long history of continuous service to its community, coupled with an equally established track record in innovation and problem solving when it comes to the complex challenges of end of life care.

Although significantly younger by comparison, Apples and Honey Wimbledon has also been a leading light at the opposite end of the spectrum – pioneering inclusive early years education and giving young children their best start in life. Working together to launch an intergenerational programme within the care home setting, both partners have been able to provide institutional and individual professional expertise to ensure the initiative is a success.

1 For the latest Ofsted inspection report for Apples and Honey Wimbledon go to <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/123134>

2 Ish-Horowicz, J. (20th January, 2018) Tedx Kingston talk. Available to download at [www.tedxkingstonuponthames.com](http://www.tedxkingstonuponthames.com).

3 Nightingale House is a care home operated by the charity Nightingale Hammerson

4 Go to <https://www.thejc.com/news/uk-news/census-2011-the-jewish-breakdown-1.39530> for the most recent census data on Jewish population of England and Wales (Accessed January 2018)

## Little by little, the nursery took shape

Creating a nursery in a care home took longer than originally anticipated. The conceptual hurdles were significant. Although knowing instinctively it was a good idea, the distance between that initial gut-feeling and creating the reality of a working nursery based in the grounds of a care home seemed immense.

The first step was to present the idea to the senior management team at Nightingale Hammerson, who was very open and receptive to the proposal. After initial encouragement, the Apples and Honey team then further developed the business plan. At the same time, a process of due diligence began. Significant questions were faced by the project's leadership from both organisations. Some of these start-up questions are included below;

### Key Questions:

- Where within the care home site would the nursery be located?
- How would its location potentially impact (positively or negatively) on the residents' experience of their own home?
- How would parents drop off and collect their children, and what impact might this have on life in the home?
- What sort of physical space would the children require, in relationship to the residents' needs?
- What additional security would be required to run a school whose access was through a care home? How could we implement additional security without making residents and their families feel cut off from accessing the nursery or playground spaces?
- How much time would children spend attending the nursery during the day, week, year?
- How many of the other communal spaces across the care home would the children use?
- How much would the project cost?
- Who would manage it, and how?
- Did we know what to do in the case of illness in the nursery and its potential impact on residents? Had we thoroughly considered all of the potential areas of risk to both vulnerable populations?

An open and robust discussion began, along with extensive brainstorming. Where to locate the nursery within the care home campus became in many ways the first significant hurdle the project had to overcome. The site needed to be secure for the children, without taking away from how



residents used their space. If we built something that felt too separate, it would potentially inhibit the very relationships between residents and the nursery we were trying to promote. It was quickly determined that housing the nursery within the main care home building itself would be too expensive an undertaking, and not as straightforward a solution.

Helen Simmons, CEO of Nightingale Hammerson, and Gary Brown, Director of Property Services, identified the location of the nursery and shaped the vision of what a co-located space would actually look like. Touring the care home as a joint project team in the autumn of 2015, their enthusiasm and idea of turning the existing maintenance bungalow into a nursery setting was the moment the project became real.

This required the care home to re-locate its maintenance department and had a knock on effect to where other services were then housed. However, locating the nursery in its own space with an adjoining playground based in the heart of where residents exercise independently meant both age demographics' needs could be taken into consideration. If residents could also see the children as they played in their playground, perhaps one day, conversations and relationships would also develop across the playground fence.

## Overview of project timeline

A timeline for the project is reflected in Figures 1 and 2 below. Included are the steps the project team went through to confront risk, plan for the unknown, and think through the implications of introducing a second age demographic into the Nightingale Hammerson care home environment.

**Figure 1: Project development timeline: idea phase**

The timeline below shows each stage of the project. We planned from the outset to develop support for the initiative from the local community long before the nursery's doors opened. Less by design, and more by troubleshooting at each stage, is the shape the project actually took.

After our joint feasibility study was complete, and both organisations looked extensively into a wide range of issues, a planning application was developed and submitted to Wandsworth Council. The refurbishment work on the bungalow went underway. Alongside this, the nursery team became clear that an Advisory Board needed to be established to champion what would eventually be a new legal entity. Seven people came together to work as volunteers to guide the development of the new intergenerational nursery<sup>5</sup>.

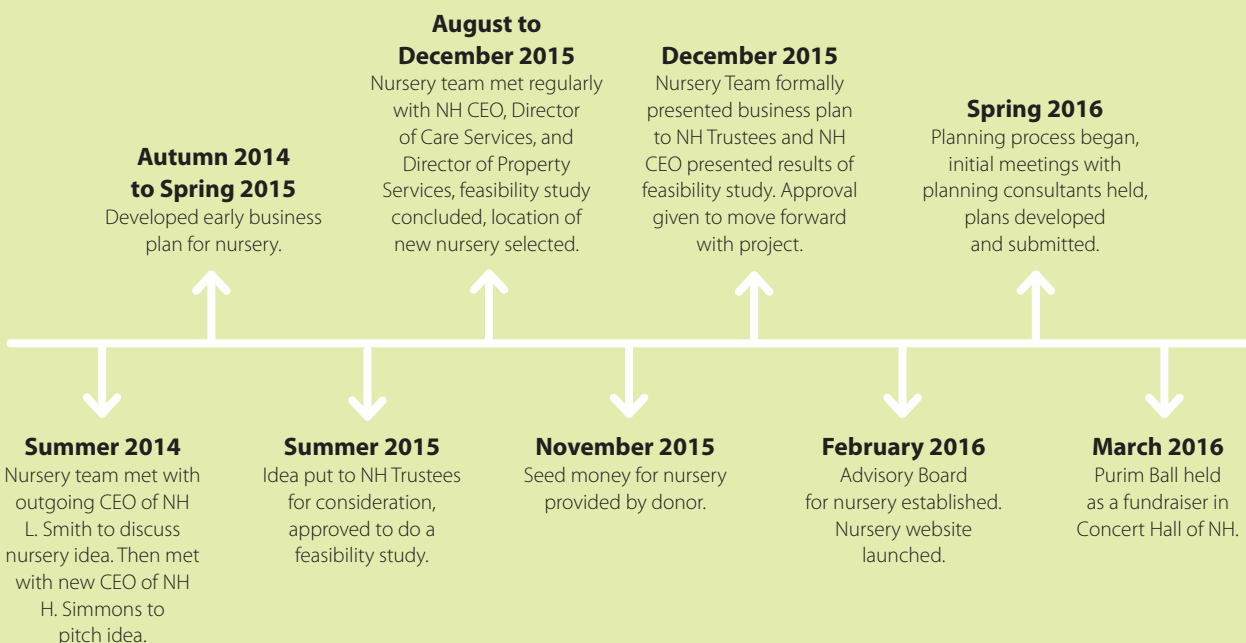
<sup>5</sup> The original advisory team stayed together throughout the project and are still functioning as an official Advisory Board for the Apples and Honey Nightingale Community Interest Company. The Board includes Judith Ish-Horowicz and Ali Somers as Co-Founders of the nursery and Directors of the social enterprise, alongside Edward Leek (current Chair), Nicola Bannerman, Kate Baum, Alison Goolnik, and Gaby Moss. Camilla McGill was an original Board member who stepped down in the Summer 2017, in order to apply to be an early years teaching assistant at the new nursery while completing her training.

Fundraising events were held, designed to increase awareness amongst the local community about the project and to build support. More than 200 people attended three main fundraising evening events; the Purim Ball in March 2016, the Casino Night in 2017, and a groundbreaking ceremony and intergenerational tea party took place in November 2016. All three events were held in the Concert Hall of Nightingale House in order to encourage people into the actual home who had not been before.

Needing to refurbish a building that was part of Nightingale House meant from the outset both organisations had to work closely together. The care home staff and residents got used to seeing nursery staff onsite regularly. Once construction began on the bungalow, residents would stop and ask questions. It was this way the nursery found its first champion, 88 year old (at the time), resident Fay Garcia. Fay, upon learning about the nursery initiative, immediately volunteered her services. She got people fundraising, attended all events, and brought other residents with her weekly to the baby and toddler group once it launched. In the summer of 2017, when the nursery building was complete but in the process of being filled with equipment, toys, and paperwork, Fay stuffed



### PROJECT DEVELOPMENT TIMELINE: IDEA PHASE





envelopes and visited daily. Now that the nursery is open, she still does!

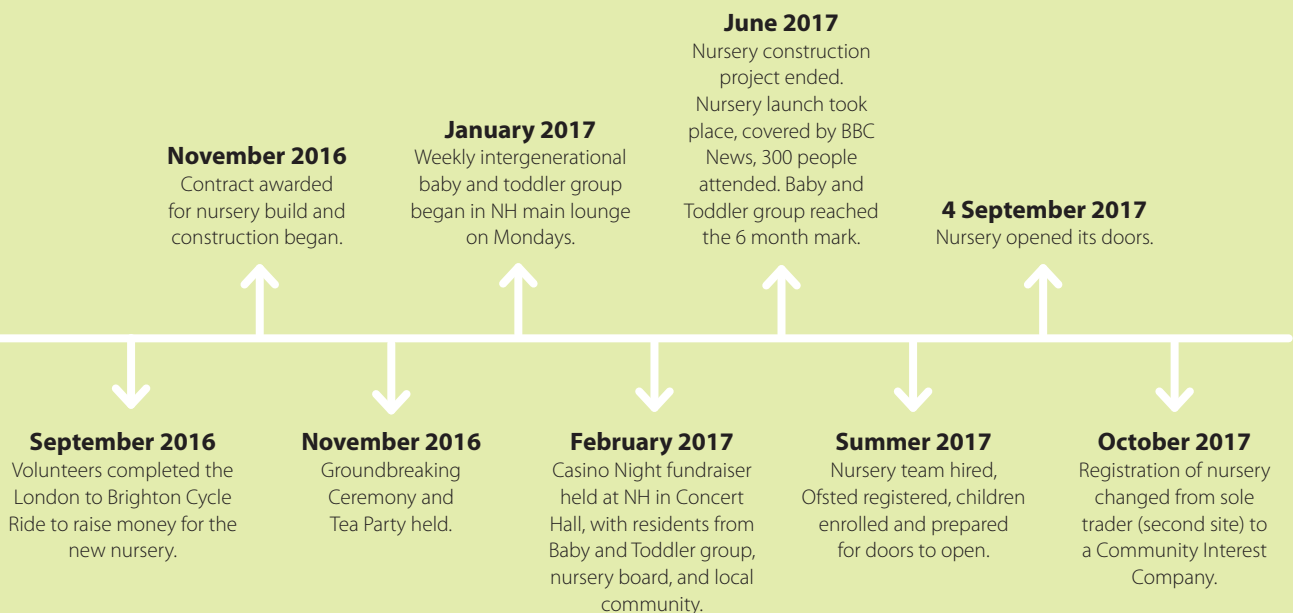
When the inevitable construction delays emerged, the project team re-grouped and proposed turning the delay into an opportunity. The idea was pitched in November 2016, at a meeting of managers from both organisations, that an intergenerational baby and toddler group would run weekly within the home itself from the next January. Work began in earnest to get the word out. On the 23rd January 2017, the main lounge of Nightingale House was filled with donated toys. The teaching team was prepared and sat waiting. Would anyone come?

Thankfully, people did come. By advertising on local parenting forums and getting the word out through volunteers who lived in the area, the baby and toddler group suddenly went from 7 children and 5 or 6 residents, to weeks later maintaining roughly 16 children per session and 9 residents (a further description of participation appears later in the case study when participant feedback is presented).

By the end of June 2017, the baby and toddler group had been running for six months, and the newly refurbished nursery building was ready for the team to move in to. In preparation for the launch, an email went out to all parents of the Nightingale Hammerson baby and toddler group and the Apples and Honey Wimbledon one. Several evening sessions were organized at the new Apples and Honey Nightingale nursery space for parents to drop off toys and play equipment in good condition. They were also often cajoled into building flat pack furniture and helping decorate the space with wall decals.



**CONSTRUCTION AND BUSINESS DEVELOPMENT PHASE**



A public launch of the nursery was held on 25th June 2017, with an official ribbon cutting ceremony. BBC Breakfast attended the launch and interviewed Nightingale Hammerson resident and nursery champion, Fay Garcia.

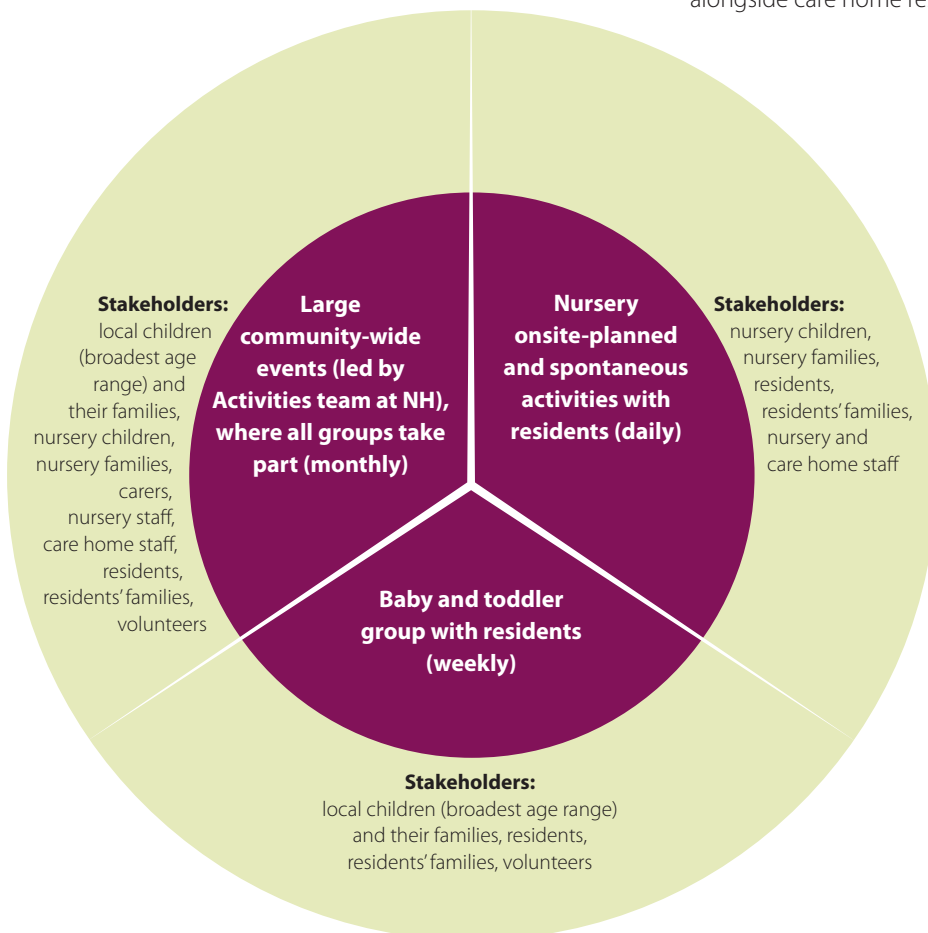
Over 300 people attended the family fun day, which doubled as the nursery's first Open Day. More than half of those who attended had either been to the baby and toddler group (or had a friend or neighbor who had) or had a child who previously attended Apples and Honey Wimbledon. This demonstrated to the team that the early intergenerational offer had appeal across faiths and cultural backgrounds, and that, most importantly, we were on to something.

*As Gary Brown, Director of Property Services for Nightingale Hammerson, reflects now looking back on the project he led, he observes "it was great to see the transformation of what was an old set of maintenance workshops into a vibrant facility, that has completely transformed the environment and gardens and made them come alive. To see the residents, children and parents interacting and enjoying their time here is wonderful."*

In the preceding sections of this case study, the multiple layers of our intergenerational work is presented. We hope to be able to demonstrate how working *intergenerationally* is an ethos that has moved across the care home and touched many different aspects of the life of the home.



The figure below illustrates our approach to extending the intergenerational programme, beyond just the nursery doors. At the moment, there are three aspects to this initiative, which have developed organically from the ground up within the care home environment itself. First, is the baby and toddler group, which is presented in detail in the next section. Next, is the day nursery and its daily programme of both planned and spontaneous intergenerational interaction. Third, is an emerging offer – where nursery children and baby and toddler families are often invited to join in to large community wide events planned almost monthly by the care home itself. These may be parties to celebrate festivals within the Jewish calendar year, or opportunities to expand the audience in the concert hall if a there is a visiting theatre company. Since the nursery opened in September, there has already been more than one of these large community events per month, where nursery children join in as participants or audience members alongside care home residents.



In this figure, the different stakeholder groups involved are identified. It is important to emphasize the extent to which working intergenerationally has become an approach the care home staff have embraced; whether it's from the care team, therapy team (as will be described in a later section within the physiotherapy service), or activities team.

## 3 Community engagement: Intergenerational baby and toddler group

Our intergenerational baby and toddler group runs weekly and launched on the 23rd January 2017. It takes place on Mondays in Nightingale House's large lounge, from 10:00-11:30 am. It is open to the public and free of charge. Parents and carers can bring children who are newborn upwards. It is led by Apples and Honey Nurseries Principal, Judith Ish-Horowicz, MBE, with support from volunteers and other nursery staff. Run as a semi-structured 90-minute weekly session, the group continues even during school holidays. This means that throughout the year, older siblings are able to join in the fun, and often serve as 'helpers' when they attend. The group is advertised on local parenting websites, and we request families to book in via an email so the numbers of participants can be managed safely on the day.

The baby and toddler group was established as a way to pilot intergenerational activity in the home before the nursery build was complete. We did not anticipate the extent to which a core group of 'regulars' would emerge from the residents' side. Nor did we envision such strong commitment and buy-in from local families. There was an aspiration the group would facilitate relationships between residents and local families, however, the breadth of relationships formed has far exceeded what was hoped for at the outset.

### Key facts 1:

- Average attendance since January 2017 is 16 children per week plus parents and carers, along with an average of 9 residents participating, for a total of 35-40 overall participants per week.
- At peak times, the group includes more than 25 children and more than 15 residents, with at least another 25 parents, carers and volunteers also taking part, for a maximum of 65 participants.
- Almost all of those who attend are from the local area; the majority is not Jewish (although roughly 5% are). This makes the interfaith element an important function of this particular interaction, and one we wish to further extend in the future.
- In most cases, the family of the child who attended had never previously visited Nightingale House.

We have begun research into the extent to which participants had visited other care homes at different stages of their life, to understand their own motivations for attending our sessions. Do people come to the group because they have past experiences from their personal lives that makes them

particularly interested, or is this group a bridge to a part of society they have not previously encountered?

### Key facts 2:

- From 23rd January 2017, to the 29th January 2018, we ran 44 sessions of the baby and toddler group, equivalent to 66 hours of intergenerational time between local families, pre-nursery aged children and care home residents.
- While children do attend who are three years of age and older, the majority of children are aged between 1 month and 30 months of age.
- Over 70 families have attended the baby and toddler group since it began, and many have become regulars.
- In the first nursery cohort, three of the starting nursery children were 'graduates' of the baby and toddler group.
- A local member of the community living at home with dementia began attending the sessions with her husband and carer.

We formed a core group of residents who attend. Some attend with their carers if they are on one to one support. Other residents are brought down by a group of volunteers, who along with nursery staff, are wheelchair trained, and support residents in the session. We regularly collect feedback from the residents to gauge their interest in sessions and to begin to map what benefits residents feel they receive from intergenerational interaction.

*John, resident, 92 years' old, shares "It is the highlight of my week. I never had children of my own and I enjoy watching the children play and playing with them. It is such a joyful experience. I forget everything else going on and I share in their joy with them. I also see the effect it has on the other residents. One gentleman who comes never speaks to anyone else at all when he is upstairs. He doesn't speak at all. He is silent. But when he comes down here, he lights up and he does speak. He becomes himself and it makes me very happy to watch this."*

In conducting this in-house research over the past year, one of the themes that has emerged is the extent to which the residents really look out for each other. While this affection can be seen in how residents engage with one another throughout the communal areas of the home, it is at moments like this when you hear how much they are observing each other that the depth of their connection comes out.

We have had specific residents champion our intergenerational work, and see it equally as their cause. It does seem by creating more multi-aged activities across the home, residents are less isolated, but also enjoying having others to look after and be concerned for as well. The existing community elements of the home are somehow brought to the forefront as a result of our intergenerational sessions. Everyone takes more responsibility for one another across all of the different age groups.

### A glimpse into a baby and toddler session:

When care home residents and children arrive with their families to the main lounge on a Monday morning, the room is set with toys, and an activity is waiting for them at various tables. After everyone has had a good chance to play and settle, usually one hour into the session, the teacher leading will announce singing time. At this stage, toys are cleared away, and everyone moves into a circle. Everyone is together, whether they are in a wheelchair, or sitting on the floor.

The song bag is the key element for our intergenerational interaction. A canvas bag is filled with toys. A bus can be linked to "The Wheels on the Bus" song, a car is linked to car songs, a dolly to "Miss Polly", and so on and so forth. The bag is the same each week, and holds the same items. This is

important so both the children and the residents learn what to expect is coming next once they see a particular item pulled from the bag. The lead teacher announces singing time and introduces the session with a welcome song. This is a Hebrew song called "Shir Shalom", and each person is welcomed by name.

Although the majority of the attendees of the baby and toddler group are not Jewish, and will know very little about the religion, it has been a wonderful surprise to see how much they join in and enjoy singing and learning about Hebrew. The interfaith elements of our group have been another wonderful surprise for us.

During the singing session, the lead teacher encourages a child to bring the song bag to a care home resident, from which the resident can choose a toy. The toy chosen determines the order in which the songs are sung. After one year of observation, it has become clear that the sessions work in part because they have a strong sense of routine. This familiarity puts both groups at ease and gives them a sense of ownership over the activity. While the toys may be set out differently each week, the activities change, and the song order changes- residents and children alike are familiar with the ebb and flow and have a real sense of security in knowing what is going to happen next.

### A SNAPSHOT OF OUR BABY AND TODDLER GROUP SESSIONS

One of the special characteristics of the baby and toddler group is the length of time over which it runs. At 90 minutes, the purpose is to maximise the opportunity for residents and children to form their own relationships and interact on their own terms. Activities are simple on purpose, and we design against 'passive play'. What this means is that we avoid activities with too much emphasis on performance, where it is either children performing for residents or vice versa. Rather, activities are put together where both age groups can equally participate. This **task equality** is how relationships are built, because young children play alongside care home residents and have a shared experience.

- A weekly baby and toddler group session includes:
- 30 minutes of singing and story-telling
- A craft or making activity
- Lots of time to socialise and make friends!



### OUR THREE TOP ACTIVITIES ARE:

- Making sandwiches together for one another, with a resident and child (with parent or carer) making them to give to each other to eat
- Being artists and 'drawing' each other's faces by using paper plates and chopped fruit and vegetables. Partners look at each other's faces and try copying them using the chopped fruit and vegetables on the table. The best part is that we can eat the result!
- Handprint painting- it's lovely and tactile and brings back lots of different kinds of memories for residents

## One early years teacher observes...

*One day, sitting on the floor in a circle, I began the singing session. One of our residents, Frances, has some memory loss. She really enjoys attending the group, and Frances developed a relationship with one little boy in particular. For the past several weeks, Frances has been humming along to our singing, sometimes really concentrating to try to remember the words. This day was different. Frances, suddenly came to life. Not only did she remember all of the words, she used her voice to sing them clearly and confidently. Rather than wait for a song to be chosen from the bag, Frances took over the session and began leading us all in the songs she wanted to sing. We were all delighted and enjoyed partaking in Frances' joy that day.*



One of our weekly baby and toddler group volunteers, Georgina McElwaine (pictured above), shares her motivations for supporting our work...

*"As a teenager, I volunteered weekly as part of my Duke of Edinburgh Award Scheme and I visited both my own grandmother and my husband's two grandmothers over the last decade when they resided in care homes. I was particularly close to my dad's mum as a teenager, who was a remarkable lady and lived independently with very good physical and mental health until she was 95.*

*I come each week to the intergenerational baby and toddler group because it makes me smile. I love seeing first-hand the joy that it brings, and witnessing the special bonds that are being made between some of the residents and the children. I marvel at the fact that even those residents with memory problems can join in so enthusiastically with the singing and arts and crafts. No one is self-conscious. That is probably what surprised me the most. Oh and the impeccable behaviour of the children when they attend. As the mother of an 18 month old boy, I know how volatile their wee moods can be, yet this interaction always seems to bring out the best in the children.*

*I am fascinated by the intergenerational concept and love being involved in a very small way in its success here in the UK. I find everyone at Nightingale and Apples Honey truly inspiring. If I could be involved in broadening the reach of this sort of initiative I would. When my husband's granny was still alive I did bring our son to her care home regularly and made sure that we interacted with as many residents as we could, leading sing songs and ball games.*

*Even though I myself am not Jewish, I love the fact that all the Jewish customs and traditions are so proudly recognised and celebrated by all. I love how inclusive everyone is. It's a fabulous experience for everyone."*

Andrew Leigh, Director of Operations for Nightingale Hammerson explains,

*"Relatives of our residents have commented that contact with the children brings their loved ones alive and interaction with the children is often fed back as being the highlight of their loved ones' week. For some residents who don't have grandchildren or great grandchildren, or whose family live further afield, even in some cases abroad, interaction with the children can bring them comfort."*

## Residents with dementia

Given what we know to date in terms of dementia research, it is not surprising that our residents with dementia blossom during our intergenerational sessions. However, the first-hand experience is always powerful for those in the room when they witness it.

## Feedback from baby and toddler participants:

One of our regular attendees at our intergenerational baby and toddler group is a local childminder, who brings both the children she looks after and her own children when she has the opportunity.

Doreen's experience:

*"Why do I come? I look after very young children, many do not see their grandparents or elderly people because their parents may not live local to them, or even live in this country. People often fear what they do now know or are not used to, and therefore it is possible children become uninterested in the elderly because they don't know them.*

*By bringing the two generations together, they share common physical challenges (eg manipulating tools such as scissors, hands and fingers are strengthened by playing with playdough, and other challenges are offered for hand and eye coordination). To see them working collaboratively to complete tasks is warming. There is mutual respect and enjoyment being in each other's company. Elderly get to have the joy of children visiting them with the laughter and quirky moods and behaviours. Children enjoy the patience from people who are not in a rush.*

*The children are able to sing in Hebrew or another language, and we learn a little about the Jewish festivals and celebrations (although we are not Jewish). I enjoy the joint activities where children are encouraged to work with an elderly person or include them in their play. I have a little boy who is 27 months who enjoys 'making' and pouring tea for everyone. Another little boy in my care who is 30 months, is very chatty and has a favourite resident. He looks for her to greet and play with each week. I enjoy the gatherings at the home and sometimes outside the playgroup, when I can bring my own children (not just the ones I look after during the week)."*

## One early years teacher shares....

"Walter is a resident living with dementia. Over the past year, he has begun to associate me, as the onsite researcher of our intergenerational work, with the children themselves. After six months, he went through a stage of recognition. Every time he sees me in the home he smiles, and asks after the children, even if no children are present.

I have had two particularly powerful encounters with Walter. The first took place in early November in the nursery, ten months after Walter became a regular at the baby and toddler group. Walter is in his late eighties and was a teacher for a large part of his career. We were in the nursery with the children preparing snack. There were four residents with us at our table and nine children present. Walter was sitting next to our youngest nursery child. This little girl was just a couple of weeks into settling into life at nursery, and she found it difficult at times to engage. During this snack session, she was climbing in and out of her chair.

Walter looked at the fruit in front of him and selected a banana. He then cut the banana into slices with the peel left on. He took one such slice and placed it on the back of his hand. He left it there for the little girl to see- and offered it up like a present. She saw the banana and was delighted. Walter continued to place banana slices on the top of his outstretched hand and the two carried on together in this way for the rest of the session.

Walter couldn't have told me what day of the week it was, or what my name was as he prepared snack. But it was clear from observing him that his inner professional skill set was taking over. He knew what to do.

A second powerful encounter with Walter took place in mid January this year (2018). Walter was sitting and watching the children during the baby and toddler session. Walter became the most talkative I had seen him in a whole year. He said to me, *"I don't remember anything from five minutes ago. I am just like these two year olds here. Completely in the moment. I am content and well looked after here."* And then he smiled.

## Mum Melanie, her son is 5 months old

"When I was 8, we used to visit my great nan in a care home. My nan was also in a care home when I was 25. I visited her regularly. It was not a nice place, very few staff, and residents were left in a room with a TV that no one ever seemed to be watching. I remember it as a very sad place. I first came to the group because I read about it on an online local forum (and honestly because it was free and something that was open to a small baby- most groups they have to be at least 3 months old if not older).

I like seeing the same residents each week, they always seem so happy to see the children. I enjoy the range of toys, songs and activities. The other parents are so lovely and welcoming. I also can't really explain it but my son Grayson is always so calm when we come to the group. Sometimes, a resident holds him and he sits really still and doesn't cry. He just appears really calm. He is not a fussy baby, but he seems to really relax when he comes to the group, especially when being held by a certain resident. I think it's funny how intently he studies the residents' faces before smiling at them!

I think I was mainly surprised at how interactive the residents are. They fully join in singing and with the craft activities, and some are so chatty and entertaining. I was surprised because of my previous experience of visiting care homes where residents seemed very elderly or ill that they couldn't really interact.

I think it is a wonderful group and it should be more widely practiced. There are clear benefits to both the residents and the children. I have studied childcare, children and families

for many years, through college and university. I cannot recall any discussion about children mixing with elderly people. It was rarely discussed in relation to the family let alone groups outside of the family.

It would be really forward thinking if college students as young as 16 could be taught about the benefits of such groups. Your setting would make an excellent placement for a student! I'm aware that it is more practiced in Europe to have different generations mixing in a setting outside of the family. I think in the UK not many people are aware of such groups, and so don't know how mutually beneficial they can be.

I've seen small children approach the residents with respect and familiarity and they are so lovely to each other – making each other smile/laugh. I wish there were more groups like this.

The teacher is wonderful! Her energy and enthusiasm is also one of the reasons we come every week. We enjoy the singing so much! I started coming a month or so after my son was born. He slept through the whole group for the first few sessions, but I came back every week because I enjoyed it so much.

Now my son is five months' old. It is lovely for the volunteers and residents to make such a fuss of him. When he is awake, he enjoys the interaction with all the different people. I also really like that sometimes grandparents and older children come to the group- it's like everyone is welcome. Most groups you wouldn't be able to turn up with family members or much older children.

Arnold, 91, a Nightingale resident and retired GP, is a frequent visitor to the group, despite a recent decline in health. He shared his experience with us, *"I find watching the children play very stimulating. I can follow their thinking in their action, and watching them problem solve and develop is very rewarding. I find it joyful and satisfying."*

The intergenerational baby and toddler group we began is not expensive to start up and run, and has the fewest barriers to entry. We have been contacted by groups wanting to set up something similar in their local area, and we can't recommend it enough. What it takes is a handful of people and supportive care home managers, along with a box of toys and some dedicated volunteers, to transform a neighbourhood and a care home.

For our weekly intergenerational baby and toddler group, we have four dedicated volunteers who support us. One of our volunteers, Tim Kahn, shares his story here:

*"My mum was a resident at Nightingale House for six years and I visited her at least once a week. I have hardly visited Nightingale since she died, until the baby and toddler group began. I come now because I feel comfortable with the older people. I help to bring them down to the group and love the pleasure they get from mixing with the young ones. I think it is sad that our society separates out older people and isolates them, whether in their own homes or in care homes. This project is a lovely example of the opposite, and I am glad to be involved. I have been a teacher of young children and worked in family learning, so am familiar being with young children in groups, and through my personal experience, with older people."*

## 4 Apples and Honey Nightingale CIC – the social enterprise intergenerational nursery

The nursery is registered as a Community Interest Company. All of its profits are by design re-invested for its social purpose; which is to provide highest quality affordable early years education with an intergenerational curriculum. In the event the nursery was to be wound down, all remaining assets are gifted to its partner charity, Nightingale Hammerson. In addition, 20% of nursery spaces are reserved for employees at Nightingale House, with a particular emphasis for places offered to nursing or care staff. These are provided at a significantly subsidised rate, and are a part of the social enterprise's core ethos. The nursery strives to be an inclusive space, and works with families to make sure an early years education is affordable and accessible.

Apples and Honey Nightingale CIC operates fifty weeks of the year as a day nursery, and is closed for Jewish holidays. As a Jewish faith-based nursery, it prides itself on promoting a welcoming and nurturing environment for all of the children in its care. The nursery takes children from two years of age until they enter their reception year, and has a maximum capacity to enroll 30 children per day.

The nursery uses the same onsite commercial catering partner as the care home, Caterplus, to provide nursery meals, as well as the same cleaning support. It also shares some security services with its partner Nightingale House. It is envisioned that in the future, some employees could be cross qualified in both care and early years. In fact, in the autumn the nursery was approached by some employees of the care home who were already cross trained in early years previously in their career. Some thought has been given to what recruiting within the care home might look like down the line.

Led by Head Teacher Cindy Summer and Deputy Head Teacher Kathy O'Brien, the new nursery is a vibrant and creative early years space. Since opening its doors in September, the team has led intergenerational sessions each and every day, including within the nursery itself.

*"My quote for every day throughout my career has been 'to teach is to touch a life'. Now I don't only touch children's lives, I touch the lives of our residents, and they touch mine,"* explains **Cindy Summer**, Head Teacher.

Children at Apples and Honey Nightingale nursery are in a place where no two days are the same. Their planned

activities are punctuated by visits from care home residents, and rather than be confined to their nursery space, the children go out each day into the overall gardens and other communal spaces across the Nightingale House care home campus. They feel they are part of their own village, where they too plant fruit and vegetables to eat. Children can then cook with these ingredients, but not just in their own 'house' (the nursery building) but also with residents and staff in the communal activities centre kitchen up the garden path in the 'big' buildings.

Partnership comes to life when the well-established activities team at Nightingale House co-designs and often leads intergenerational sessions. With specific expertise on hand in cookery, art, sewing and pottery, the nursery team and children are treated to specialist led enrichment. Not only do they get to play and learn alongside residents, but their curriculum is enhanced.

*"The daily intergenerational engagement sessions of cookery, pottery, music therapy, shared gardening, spiritual awareness and physical well-being, along with a number of larger celebratory events, has provided a platform for the children, residents and the staff team to explore their creativity together. This has equally brought a new sense of joy and vibrancy into the residents' experience of daily living"* explains Alastair Addison, Head of Activities for Nightingale Hammerson. Alastair is a champion of the intergenerational programme, and he leads and participates in many of the sessions.

Below is one week of actual nursery planning, which demonstrates the extent to which intergenerational learning is embedded across the seven key areas of the Early Years Foundation Stage and accounted for as part of what the nursery does each day. It also shows how the different elements of faith and the early years curriculum are integrated together.

*"Doing the intergenerational work is very exciting- the change we have seen in the short time in the residents has been amazing. All of the regular spontaneous interactions with the residents are truly uplifting for us all. One of the residents, Fay, comes to see us as part of her daily exercise routine. She often races the children using her walker, while they run alongside her from within the playground."*

**Kathy O'Brien**, Deputy Head Teacher



Nursery planning from week commencing 29th January 2018:

\*Items in bold identify planned intergenerational sessions

## Apples and Honey Nightingale CIC Weekly Planning Sheet

**Theme:** Rules to live by, nursery rules, sharing and taking responsibility, Tu B'Shevat

**Sedra:** Yitro- listen to advice, delegate, share responsibility, proclaiming of 10 commandments

EFYS Characteristics of Effective Learning	MONDAY
Personal, Social, and Health Education (PSHE)	Taking turns and sharing
Physical development	Health and safety Bowls with water and soap in focus groups to discuss germs
Communication and language	Key worker groups- parts of the tree
Literacy	Group 1: Sequencing the life cycle of a tree Group 2: Sequence Humpty Dumpty
Expressive arts and design	Group 1: Paper maché tree Group 2: Do a painting of the tree outside
<b>Understanding of the world</b>	<b>Havdallah with OSHA residents</b>
Numeracy	Re-measure the plant using hands, feet, unifix cubes

EFYS Characteristics of Effective Learning	TUESDAY
Personal, Social, and Health Education (PSHE)	Outside and inside of fruits are just like people
Physical development	Threading leaves
Communication and language	Phonics for 3 year olds Incy Wincy Spider
Literacy	Story: We're going on a bear hunt
Expressive arts and design	Almond blossoms using sticks and cotton wool, and pink crepe paper
<b>Understanding of the world</b>	<b>Decorating the tree outside the Activities Centre (to celebrate Tu B'Shevat)</b>
Numeracy	Re-measure the plant using hands, feet, unifix cubes

EFYS Characteristics of Effective Learning	WEDNESDAY
Personal, Social, and Health Education (PSHE)	10 Commandments (No Rules for Michael) book
Physical development	Spray bottles to target balloons- fine motor skill development Balancing fruit on Handa's head using a bean bag
Communication and language	Story about Tu B'Shevat
Literacy	Handa's Story for all the children together Sand letter making
<b>Expressive arts and design</b>	<b>Planting on Ronson floor with older children</b> Other children: using your forearm and painting it to make a tree
Understanding of the world	Carnations and food colouring Fire evacuation- talk to the children and practice
Numeracy	Continue with: How high is the plant now? Match it to a child and use their hands to measure

EFYS Characteristics of Effective Learning	THURSDAY
Personal, Social, and Health Education (PSHE)	Discussion about ground rules
<b>Physical development</b>	Fruit salad game <b>Exercising with residents on Wine floor</b>
Communication and language	Teacher to tell a story
Literacy	Sand letter making
<b>Expressive arts and design</b>	<b>Intergenerational: Jiving through the generations with Activities Coordinator – Sampson Conservatory</b> Sand pictures using different colours
Understanding of the world	Carnations and food colouring- repeat again Group to trace formation of P on smart screen Tasting- using lemon, marmite, honey, butter and orange
Numeracy	Making a fruit kebab

EFYS Characteristics of Effective Learning	FRIDAY
Personal, Social, and Health Education (PSHE)	<b>Intergenerational: Visiting Wohl unit (Dementia unit)- understanding that age is related to tiredness (and may see people who are asleep)</b>
Physical development	Obstacle course
Communication and language	Missing word fun Goldilocks and the three bears
Literacy	Singing bag with residents in Wohl Story: Rosie's Walk
Expressive arts and design	Black and white painting
Understanding of the world	Go over the map of the UK
Numeracy	Maths games in two groups

In the planning above, the nursery teaching team included a visit to the Wohl unit under the heading of Personal, Social, and Health Education. The Wohl building houses residents with specific dementia nursing and care needs. What is moving is to see that toddlers are going to visit with these particular residents and will be introduced to the idea of the ageing process as 'getting tired and needing to sleep'. The children are guided by being told they might see residents asleep. This is a beautiful way to introduce one generation to the next and the stages of the human life cycle with deep respect built in.

## Nursery parent survey: Unpacking parent motivations – why buy in?

Once nursery families settled into their new routine, we asked parents in January 2018, a range of questions to understand their motivations for buying into an intergenerational nursery. The questions gauged the extent to which parents....

- first participated in one of our intergenerational baby and toddler groups
- had previous experience of going into care homes at some other point in their life
- have family members and elderly family living close to them
- spend regular time with elderly members of their family
- chose the nursery because of its co-location within an elderly care home
- had preconceived notions of what it might be like to bring their children into a care home for nursery each day
- had concerns about what the intergenerational programme might look like
- have developed opinions of the intergenerational aspect of their child's nursery experience

The purpose of the survey was to shed insight into parent motivations and to understand the characteristics of the very first parent cohort to register their children to attend a co-located nursery. We were particularly interested in understanding whether the intergenerational mission of the nursery was actually a part of why parents sent their children to this setting. Or, actually, could it be that parents chose the nursery because it was conveniently located for commuting to work? Did, in fact, the intergenerational mission matter? Reassuringly, the results demonstrated to us that the intergenerational nature of our work not only did factor into parent decision-making, but actually, it mattered to them a lot.

Of this first group of parents, many had not only visited loved ones in a care home previously, but had also worked as volunteers while in school or even professionally later in life. Many of our nursery families also spend time with their extended families, although many are separated by a considerable distance.

The nursery being located within the care home grounds was a motivation for many of the parents in this first cohort. One parent explained, *"I thought it was a lovely idea, but I was unsure how it would work in practice, whether the right balance of time spent with residents would be struck."* Other parents expressed similar concerns or uncertainties in the beginning. What came across most strongly from parent responses and follow up discussions was a strong sense of commitment and buy in for

### One nursery parent shares her views

"I didn't have any thoughts regarding what it would be like, but I had seen the Channel 4 program about the nursery in a care home, so I expected a similar experience for my child and the residents. I did have a couple of concerns which I queried at the Open Day. Little children are very generous when it comes to sharing sickness bugs, so would the residents be at significant risk of getting very ill if they interact with the children?"

Now that her child has settled into the nursery and been with us for some time, we asked the same parent what she thought of the experience.

"It's fantastic. It's such a pleasure to see the residents (and their families) smile when we walk through the care home. And the staff too! To see the children form bonds with the elderly is a privilege to see and be part of. We feel extremely lucky to have this experience."

the idea, along with a real willingness to wait and see what the experience would be like for their children, and for them.

When asked what this same parent thought now that their child had settled in and was regularly attending nursery for some time, the mother replied, *"I think it is fantastic. My daughter comes home with such interesting things to tell me about her day, and she loves some of the opportunities such as pottery. The Remembrance Day activity made a real impression on her, as she talks about the soldiers in red coats."* The child here is referring to a cross care home event from November 2017, when the famous Chelsea pensioners visited Nightingale House.

Another parent's motivations were slightly different. For this father, outside of visiting an elderly relative in a care home for a short period of time, he had less direct experience in such settings. However, he still felt that bringing old and young together was important for society as a whole, and he and his wife were still committed to the idea of an intergenerational mission as part of their child's early years education.

When asked if the location of the care home setting played a part in why they chose to send their child to Apples and Honey Nightingale nursery, he replied, "Absolutely. From spending time in care and nursing homes, we observed how lonely they can be. The pressure of modern life on close families is enormous and we have witnessed what a strain this can cause for people. We strongly believe that old and young should be at ease with each other."

Life within the Apples and Honey Nightingale nursery is bustling every day. Half a year in, we are all inspired by the breadth of relationships that have been developed in such a short time, between nursery children and residents, but also teachers, carers, and extended family. Having the children onsite brightens everyone's day, from cleaners and catering staff, to security, nurses, residents, and visitors alike.

As Nightingale Hammerson's Director of Care Services, Simon Pedzisi reflects, *"As an organization we aim to provide person centred care activities in a way that provides meaning, stimulation and an engaging environment for our residents. Kids bring a sense of joy, fun and community feel to the lives of the residents who interact or just prefer to watch them playing in the home."*

*This creates a normal family and community feel within the home, as well as provides an opportunity for residents to build relationships with children as part of the interaction. We see some of the residents actually participating in teaching children basic skills like baking, painting, etc. What better way to spend a day and also feel that they are contributing to our future generations."* Simon is also a nursery parent, and we also hear from his daughter what fun it is to have made friends with residents each day.

As another parent Tiffany explained, *"it teaches my daughter to have empathy. She enjoys her new experiences each day, and I see how it brightens up the care home and brings smiles to the residents."*



### Another family expressed...

*"We thought it would be a very good experience for our daughter as well as for the residents. We see how much elderly relatives love spending time with our daughter. We believe it is valuable for our little one to understand how important they are and how much she can learn from their life experiences. We think it is a valuable and rewarding experience for our daughter and the residents."*

## 5 Activities within the care home: physiotherapy-led study of intergenerational exercise

Nightingale Hammerson has one of the UK's largest in-house physiotherapy teams. Michael Stokes, Senior Physiotherapist, began inviting nursery children to join his weekly exercise class on the Wine floor of Nightingale House back in October 2017. The Wine floor is home to approximately 30 residents, many of whom live independently. Residents from other floors are also invited and encouraged to attend. The class runs from 9:50 am to 10:30 am on Thursdays in the dining room/lounge area of the Wine floor.

Based on the fourth floor of the main building of the home, nursery children arrive halfway through the class at 10:15 am, and stay to participate for the last 20 minutes. The nursery children holding onto their rope train and moving from their building at the bottom of the garden, all the way through to the main building and up the lift into the residential floors causes everyone who sees them to stop and smile.

These exercises classes, called 'Fitness for you', are led by physiotherapists Michael Stokes and Jennifer Corrales, and are optional for residents. On average, between 10-13 residents attend, ranging in age from approximately 88 to 93. Nursery teachers (usually 3) also join in with about 9-10 children.

*"I was happy to see children come to Nightingale and was confident that we could make a difference to the residents' experience in another positive way. When I was asked if I would bring the two (children and residents) together for the physiotherapy classes, I was delighted to lead on this. Being an involved father of two young girls, I knew a lot of skills and ways to help the children engage with me, and then I just had to help host a platform (via the exercise class) where I could bring connections together. I made sure the elderly residents felt naturally comfortable around the young children and vice versa. I really see and feel that the children brighten up the atmosphere everywhere they go."*

Michael was interested in beginning to think through different ways to capture the change in these weekly physiotherapist led exercise classes, now the children were also joining in. He decided to use a STS test- or sitting to standing test. He asked residents to see how many times within a 30 second period they could move from sitting in a chair to standing up. He implemented this for the first time on the 19th October 2017, and again at the twelve-week mark

on the 4th January 2018. In addition to the 'chair' test, Michael also asked each resident how they felt having the children join in.

The results of those two tests are below, and all comments are included- positive and negative. It is important to all of us that we paint a representative picture of what life inside the care home where children visit daily actually feels like. This includes making sure those residents who are not keen also have their voices heard. This study was intended as pre-work to begin thinking through how changes in fitness level and attitude might be captured. We do acknowledge that while this paints a picture, what we do not know is how many sit to stands in 30 seconds residents were able to achieve *before* and *after* the children's participation. In the next round, an attempt will be made to capture both.

One of the strongest findings from this initial piece of in-house research is the very wide physical ability level of our residents. Some were not able to complete the task at all, whereas others seemed in great shape compared to their cohort. Finally, as these exercise classes are opt-in, they sometimes conflict with the residents' schedules. Residents may have other medical appointment or visitors, so while many of the residents from the initial test in October are again present when it is run a second time in January, not all are present at both. However, to share the widest range of feedback, all participant records are included for both exercise classes.

### **Findings from Sit to Stand Chair Test: Study into physiotherapy led exercise classes and the effect on resident performance and outlook when pre-school age children are included**

#### **Round one: October 2017**

Description of class:

Thursday, 19th October 2017. 'Fitness for You' class on Wine floor. 9.50 am start, Physiotherapist and residents only, doing general joint mobility and co-ordination exercises (neck, shoulders, trunk, hips, knees and feet, all incorporated into exercises with bean bags), sit to stands (passing bean bag underneath your bottom), strengthening and core-stability exercises (using dumb-bells 0.5kg-2kg).

At 10.15 am, 9 children from Apples and Honey came to join our physio led exercise class, accompanied by 4 staff from the nursery.

dancing, and joining in with action songs ‘Hokey-Cokie, Horsey-Horsey, Daisy Daisy, It’s a Long way to Tipperary’. Class finished at 10.35 am.

The children joined in with our exercises, stretching/ reaching/bending, throwing and catching, singing and

Round 1 results of Sit to Standing 30 Second Test		
Floor	Total number of sit to stands performed within 30 seconds (Asked to try to do the most sit to stands you can do in 30 seconds, and given demonstration of the sit to stand).	Verbal Response Feedback: “How do you feel after the class today, how do you feel having the children join us for our exercise class?”
HA, Male, Osha floor resident	6 (Independent with task. Kept hands held onto armrests of his wheelchair.)	“I’m getting the fitness group which is what I want. I can’t stand nursery rhymes. It’s nice to see the children, but I can’t stand many nursery rhymes.”
RS, Female, Wine floor resident	7 (Independent with task. Kept hands held onto armrests of dining chair throughout.)	“I love it when the children come. Everybody enjoys it.”
BB, female, Wine floor resident	14 (Independent with task. Kept hands held onto armrests of dining chair throughout.)	“Legs don’t ache after the class. All clear. I feel glad that for my age, I can still do all the things that are asked of us.” In response to being asked about the children – “I’d rather not talk about that. It wasn’t my fault I didn’t have any children.”
JR, Male, Wine floor resident	10 (Independent with task. Kept hands held onto armrests of dining chair throughout.)	“Today was excellent, except for some of my exercises with the bean bags! The children is a great success. It was excellent. The reactions from the children were incredible. I was surprised how well the children reacted to the class.”
ME, Male, Wine floor resident	23 (Independent with task, sometimes kept hands holding onto armrests of dining chair, sometimes released grip.)	“It was lovely until you made me do that (the STS). I always enjoy these classes. I rather like it. It is a bit like the army. Being in the army was a glorious time. I did a lot of travelling abroad. It was lovely having the children. Thank goodness they’re not my own.”
FG, Female, Wine resident	10 (Independent with task, half done with her hands kept on armrests, half done with hands being released from armrests.)	“I’m feeling great. Better than before the class. Having the children present is better than taking any pill. It’s like a happy pill. They’re so adorable.”
WR, Female, Wine resident	11 (Full stand, released hands with each stand.)	“I’m surprised how friendly the children are to us older people. I would have thought they would be frightened of older people. It was nice.”

FT, Female, Wine resident	4 (Needed minimal assistance of 1 to achieve sit to stand, and kept hands gripped onto armrests of raised armchair throughout.)	"It was good fun. It's nice for us to see the kiddies and the other way round, for them to see us."
IR, Female, Wine resident	12 (Independent with task. Full stand performed, used hands to push up.)	"Ok usually. Actually we walk better after the class. I can feel the difference. It's lovely having the children. The 2 year olds are a bit too young. The 3 year olds are able to understand more. It's alright. I don't mind. It makes a change to see young faces."
HR, Female, Wine resident	17 (Independent with task, standing up fully, keeping hands holding onto Zimmer frame throughout.)	"Years ago I used to teach very little children in school how to stand up and sit down properly. We always had kids in our house. It was alright. I do it. If it's there I do it. You don't always want to do it, but you've got to help yourself. If it's there you've got to do it. Grandma used to make you do it. I've never minded children."
RR, Female, Wine resident	0 "I can't do it. No."	"I don't feel well."

A second round of the sit to stand test was run after the 'Fitness for You' class on Thursday, 4th January 2018.

### Round two: January 2018

Description of class at twelve-week mark:

'Fitness for You' class on Wine floor. 9.45 am start, Physiotherapist, Physiotherapy Assistant and residents only, doing general joint mobility and co-ordination exercises (neck, shoulders, trunk, hips, knees and feet, all incorporated

into exercises with bean bags), sit to stands (passing bean bag underneath your bottom), strengthening and core-stability exercises (using dumb-bells 0.5kg-2kg). At 10.10 am 10 children from Apples and Honey came to join our physio led exercise class, accompanied by 4 staff from the nursery. The children joined in with our exercises, stretching/reaching/bending, throwing and catching, singing and dancing, and joining in action songs with 'Hokey-Cokie, Horsey-Horsey, Daisy Daisy, It's a Long way to Tipperary'. Class finished at 10.35 am.

Round 2 results of Sit to Standing 30 second Test		
Name	Total number of sit to stands performed within 30 seconds (Asked to try to do the most sit to stands you can do in 30 seconds, and given demonstration of the sit to stand).	Verbal Response Feedback: "How do you feel after the class today, how do you feel having the children join us for our exercise class?"
RS, Female, Wine resident	10 (Independent with task. Moved hands between holding onto armrests of dining chair up onto her Zimmer frame.)	"I love it, especially when the children come."
ME, Male, Wine resident	22 (Independent with task, sometimes kept hands holding onto armrests of dining chair, sometimes released grip.)	"I enjoy the classes. Makes it fun to come."
FG, Female, Wine resident	15 (Independent with task, half done with her hands kept on armrests, half done with hands being released from armrests.)	"It's wonderful for both groups because it is so beneficial. Full of joy and fun."

WR, Female, Wine resident	17 (Full stand, released hands with each stand.)	"I find it fun with the children. My rheumatism is getting worse anyway- it's definitely not getting better. But the exercises are good."
IR, Female, Wine resident	25 (Independent with task. Full stand performed, used hands to push up.)	"The children are wonderful. They brighten up the class which is already very good."
HR, Female, Wine resident	19 (Independent with task, standing up fully, moving hands between pushing up from chair, and holding onto Zimmer frame.)	"It's jolly good. All the people help one another. Why shouldn't it be good?"
HF, Male, Wine resident	18 (Independent with task. Full stand performed, used hands to push up.)	"Exercise can only do me good. I like the classes. There is an obvious difference having the children come to class. Residents and youngsters help both move."
HS, Female, Wine resident	13 (Independent with task, using both hands to push up.)	"Very good class. I cover all areas physically and having the children is a joy."
NG, Female, Wine resident	5 (Minimal assistance of 1 required to sit to stand.)	"I wasn't interested." (Me – "Was it interesting seeing the children?") "NO."
FK, Female, Wine resident	None – unable	
JG, Female, Wine resident	20 (Independent with task, full stand and used hands to push up to stand.)	"Amazing how many of them join in. I'm lazy and don't do exercises, but I think it's quite a good idea."
EA, Male, Wine resident	12 (Independent with task. Did not release grip off of armrests once standing.)	"It's very good."
RC, Female, Wine resident	14 (Independent with task. Used hands to push up from chair, and then reach for Zimmer frame.)	"I think it might be a good idea with the children."

What's lovely about the data collected above is how clearly the residents' voices come through. Several of them comment that they themselves think having the children present when they exercise motivates them further. As introductory baseline research, the work of Nightingale Hammerson's Senior Physiotherapist has been fantastic in beginning to open up how different areas of the home's work could be improved upon by using interactions with the nursery children strategically.

Both populations, our care home residents and our nursery children, have their own needs and schedules of activities that are adhered to so they can thrive independent from one another. However, children joining in with residents for the last half of their exercise class once a week is one that benefits both groups and leads to multiple positive impacts. At this

very early stage, Michael's 'Sit to Stand Test' provides early insight into this now weekly intergenerational activity.

Camilla, Apples and Honey Nightingale nursery teacher, accompanies the children to their weekly exercise class and observes *"It's really heartwarming to see the relationships developing. You see the elderly really coming out of their shell. In the exercise class, I wish we had filmed every week to see the progression in the residents. I am convinced the residents are moving more than they used to at the beginning. Once we arrive with the children each week, they seem so motivated to stand up and throw balls, and catch and move their bodies."*



## 6 Sharing learning and best practice

It has been a privilege to have captured so much media attention, and general interest from practitioners also grappling with how to bring the generations together. Throughout this project, we have been documenting the process, in order to share lessons learned with others. What is clear to us is how much demand there is for greater connection between groups interested in improving the lives of the young and old.

Working with think and do tank *United for All Ages*, we have been able to communicate our story to a larger audience, and learn from how others are designing solutions to address age apartheid.

In the process of sharing our decision-making with other groups, we in turn have been able to distil our most valuable lessons learned to date.

*Overcoming fear of something new (unknown), and building our confidence with a new age demographic.*

We went into the project as a group of professionals from a range of backgrounds and areas of expertise. As a team of elderly care and early years practitioners we were, by definition, working in a way that was interdisciplinary. We explored questions of risk, safeguarding, and different regulatory environments that protect children distinctly from the elderly. At the end of our fact finding process, our main lesson was very simple.

The procedures we needed to follow in coming together were not particularly different from how we would support our children or our residents when working with any other population. We reviewed each other's plans and created additional policies to cross-reference the other. What we had really been doing during that due diligence and feasibility phase was overcoming our own professional fears of working with a new and different vulnerable population, and building our own confidence in working in a new environment.

For our elderly care colleagues, it was about getting used to having small children in their environment. For our early years colleagues, it was the same, but reverse. Just as some of us had to get used to wheelchairs and walking frames, others had to get used to the way small children climb and move. What has been wonderful to experience first-hand is the way everyone's skill set has increased across the home as a result,

and the way in which it was the children and the residents who helped us gain that confidence.

For those colleagues on the front line of delivery in the nursery and the care home, they report back the change they see amongst the residents as a great incentive to push through the learning curve required to feel confident working with both groups.

*As one resident explained to us, aged 90, "I never had any children of my own, and now I feel I am a grandmother to so many of them. I have made wonderful friends, and being with the children is the highlight of my week. When I arrived here at Nightingale, I was terribly depressed. I felt- this was it, and I didn't want to live. But now, I feel I have some use, and I have this joy of being with the children, and the whole nursery team. I visit with them, and I feel part of something that is truly wonderful."*

Another woman, aged 92, told a member of staff, "Seeing the children, and having them here, has given me reason to live, to keep going. I was very depressed before and I just wanted to die. Now that I see them here, I feel it encourages me to keep going and to keep trying." We too feel a similar commitment to support our residents in helping them to keep going with as much dignity, grace, and independence as possible.



## 7 Conclusion

This case study provided an opportunity for us to reflect on what we have actually achieved in a relatively short period of time, how much we have all grown and learned by working intergenerationally, and the extent to which our attempts to mix the young and old together on our site is embedded across a wide range of what we do every day. In future, we will continue to publish results of more formal research. It is our hope that by providing insight into our community, we are able to encourage others to further their plans.

*As Margie explains, aged 90, "After spending time with the children, I feel I have done something useful. The children shouldn't be underestimated. They should be treated as intelligent equals. I enjoy observing them and seeing how they grow and develop each week. One little girl I have watched for some time always manages to get herself to the front of any activity taking place. How she does this, I am not sure. But, I have enjoyed watching her grow up and see how she communicates. I feel I am more human after my time with them, that I am able to give them something and help them in some way, and it makes me feel wonderful."*

## 8 Acknowledgements

This initiative would only have been made possible by a large group of champions. We would like to recognise the following for their contribution to the development of Apples and Honey Nightingale CIC.

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 Early Years Teaching Assistant, Camilla McGill

### Intergenerational Baby and Toddler Group Volunteers:

Rebecca Greig  
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