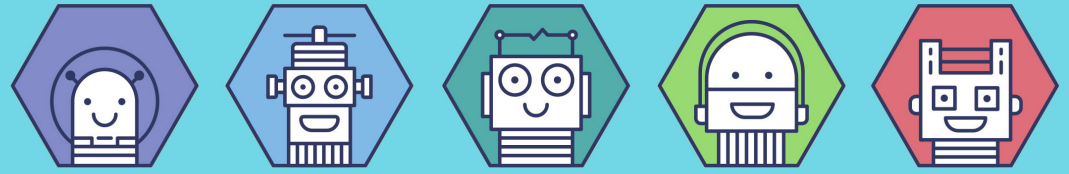
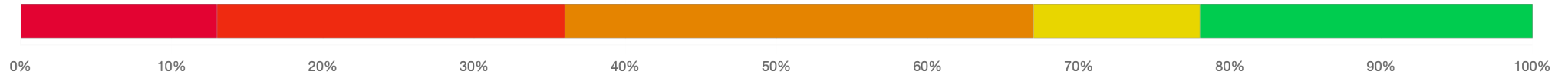


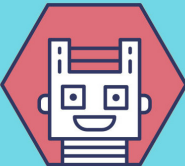
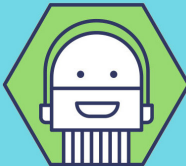
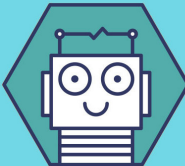
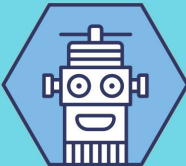
## **Part 1 (310 responses)**

Thanks for attending our Talking Walk-In today. Your feedback will help us to know if the service has helped you and your child. You will be sent a follow up email in a few weeks time to ask you about what difference this has made.

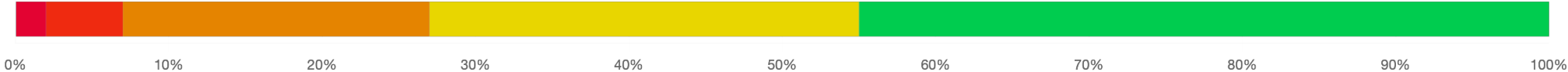


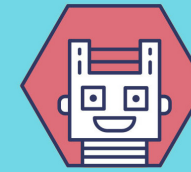
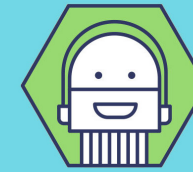
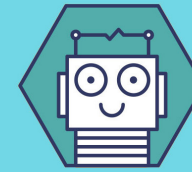
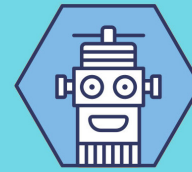
Graph data



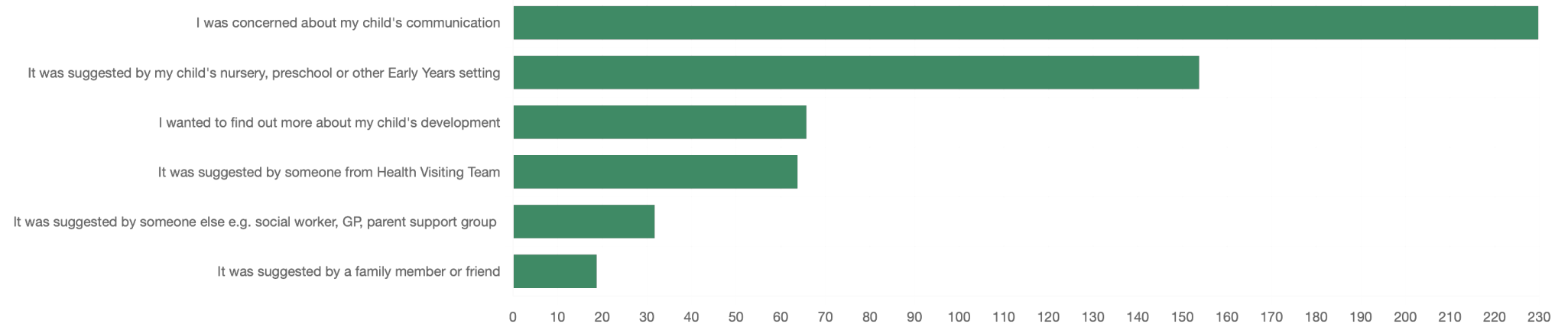


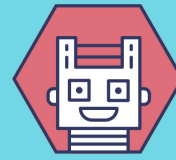
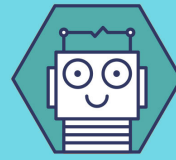
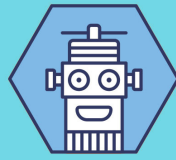
Graph data





Graph data





## Why did you attend the drop-in session?

Tell us another reason why you attended the drop-in session

### Summary of responses

**AI analysis of free text answers uses Claude Haiku 4 to summarise comments and identify themes. AI can make mistakes and any information generated should be verified before being used.**

Number of responses: 310

#### 1. Speech and language concerns

The most frequently mentioned reason for attending was concern about a child's speech and language development. Parents described worries about delayed speech, limited vocabulary, unclear pronunciation, difficulty with specific sounds, stammers, and overall communication difficulties. Many responses contained direct statements such as "concerned about my child's speech," "speech is delayed," and "speech not where it should be." This theme appeared in the vast majority of responses.

#### 2. Nursery referral or suggestion

A significant number of parents attended because their child's nursery had referred them or suggested they attend the drop-in session. Nurseries flagged concerns about speech development, lack of engagement, limited speech during sessions, or identified potential speech and language needs that would benefit from professional assessment.

#### 3. Professional referral from healthcare services

Many parents had been referred by healthcare professionals including paediatricians, health visitors, and NHS speech and language therapy services. Some had been on long waiting lists for NHS services and were directed to the drop-in as an alternative. One parent noted being rejected for NHS services and signposted to the walk-in session instead.

#### 4. Seeking advice and practical strategies

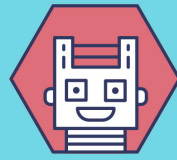
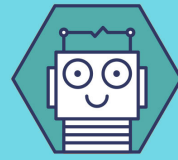
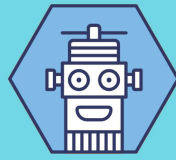
Parents frequently mentioned wanting to learn how to support their child's speech development at home. They wanted practical tips, techniques, and activities they could implement, as well as reassurance that they were supporting their child in the right way. Some had already tried approaches like Hanen techniques and wanted further guidance.

#### 5. Reassurance and progress monitoring

Several parents attended to check their child was progressing normally, to gain reassurance about their child's development, or to monitor improvement since a previous referral. Parents wanted confirmation their child was "on the right track" and developing as expected for their age.

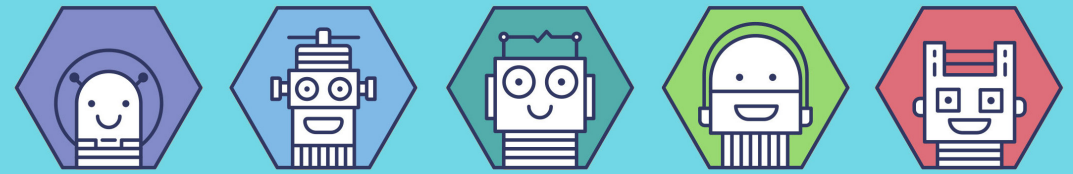
#### 6. Specific conditions and diagnoses

A subset of responses mentioned specific speech and language conditions including selective mutism, autism spectrum disorder, hearing loss, stammers, lisps, and non-verbal presentations. Some children had recent diagnoses of autism and were being assessed for associated communication difficulties.

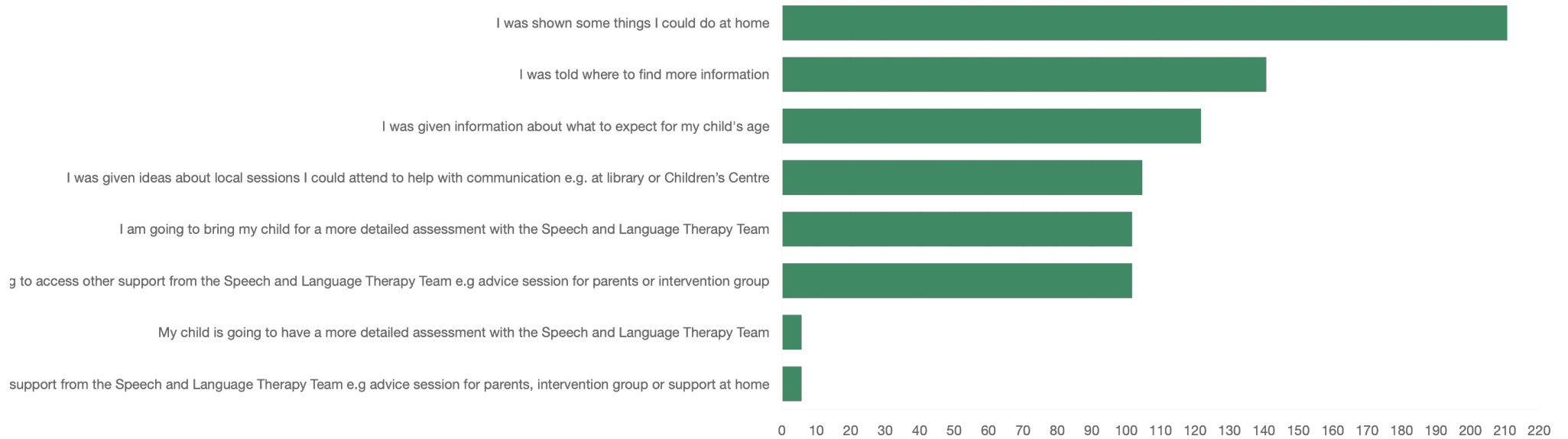


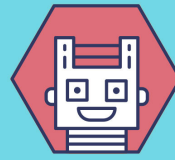
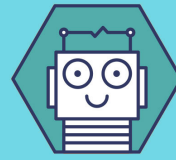
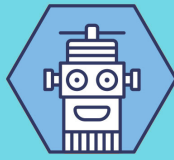
## 7. School transition concerns

A number of parents mentioned concerns about their child starting school in September and wanting to ensure speech and language development was appropriate or improved before this transition.



Graph data





How helpful was the information you saw/read about this session (e.g. letter/ poster/ social media post) in helping you understand what to expect? 1-5 rating



1 (0%)



3 (1%)



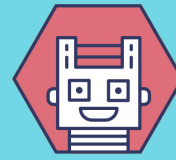
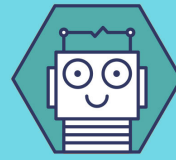
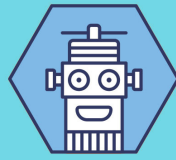
26 (9%)



67 (22%)



203 (68%)



Please share any other feedback about the session. Free text

### Summary of responses

**AI analysis of free text answers uses Claude Haiku 4 to summarise comments and identify themes. AI can make mistakes and any information generated should be verified before being used.**

Number of responses: 310

#### 1. Staff warmth and friendliness

The vast majority of responses highlight the welcoming, friendly and approachable nature of the staff. Phrases such as "lovely people", "very friendly staff", "everyone was welcoming" and "made us feel at ease" appear repeatedly throughout. Parents frequently noted specific staff members by name and praised their interpersonal skills, with many commenting that the friendly atmosphere helped their children relax and engage naturally. This was the most consistently and frequently mentioned positive theme across all responses.

#### 2. Effective assessment approach

Parents valued the informal, play-based assessment method that did not feel clinical or pressurised. Responses frequently mention that children were assessed naturally through play without being rushed or made to perform, with comments such as "not be in a clinical environment", "relaxed environment", "child felt comfortable to play and show a true reflection of his abilities" and "no pressure no expectations". Several parents noted they were pleasantly surprised by how the drop-in format allowed assessment without the formality of traditional appointments.

#### 3. Helpful advice and practical strategies

Parents consistently reported receiving useful information, tips and strategies to support their children's communication at home. Common phrases include "great advice", "lots of information provided", "given lots of tips", and "strategies to help". Parents appreciated that advice was tailored to their specific concerns and that staff explained what to expect developmentally and signposted them to resources.

#### 4. Reassurance and being heard

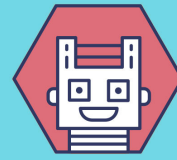
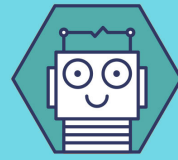
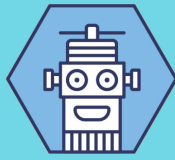
A frequently mentioned theme was parents feeling listened to, understood and reassured about their concerns. Many noted they felt their worries were taken seriously, particularly those who had previously felt dismissed by other health professionals. Responses included "felt listened to", "concerns were heard", "felt really heard", and "put my mind at rest". Several parents noted relief at having their child's abilities validated and concerns appropriately assessed.

#### 5. Accessibility and convenience of drop-in format

Parents appreciated the ease of access afforded by the drop-in session model, avoiding lengthy waiting lists. Comments such as "handy to have a local drop-in session", "easy to access", "nice to just drop in rather than making an appointment and waiting weeks" and "no waiting on waiting lists" indicate this was valued. Some parents noted it was useful to have the service available at a familiar location.

#### 6. Child-friendly environment and setting

The physical space and atmosphere was frequently praised as welcoming, calm and child-friendly. Parents noted "lovely setting", "very child friendly", "warm, friendly and welcoming" hub, and "relaxed environment". The availability of varied toys and activities that enabled children to feel comfortable and engage naturally was occasionally mentioned.



#### 7. Professional expertise and knowledge

Staff were regularly described as knowledgeable, skilled and professional. Parents noted feeling confident in the expertise of the speech and language therapists and appreciated their ability to identify needs, make referrals appropriately and provide specialist advice. This was occasionally noted with specific praise for staff efficiency and thoroughness in assessment.

#### 8. Clear next steps and follow-up support

Many responses indicate parents appreciated receiving clear information about next steps, whether this involved referrals for further assessment, future sessions, or onward referrals to other services. Parents noted feeling supported in understanding what would happen following the session and having a plan moving forward.

#### 9. Limitations with session availability and administration

A small number of responses noted practical difficulties. One respondent mentioned misleading advertised timings, and another noted difficulty finding session information online, suggesting advertising could be improved via social media channels such as Facebook. One parent noted the session felt quite busy and overwhelming, and another suggested a booking system might help manage capacity. These were occasionally mentioned rather than frequently noted.

#### 10. Capacity and staffing concerns

One response noted concern about potential staffing shortages affecting whether all attendees could be seen, and mentioned anxiety about the system changing over. This was mentioned only once and appears to reflect a specific instance rather than a widespread concern.