

CWLWM NEWSLETTER – SPRING TERM 2022





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Welcome to the Cwlwm Spring Term Newsletter where you will find useful information for the early years, childcare and playwork sector.

Within this newsletter, special attention is given to racism and promoting race equality. In recent years campaigns, such as the Black Lives Movement, that have focused on race equality have been at the forefront yet some people from BAME (Black and Minority Ethnic) backgrounds still experience discrimination and racism.

There is a commitment from Welsh Government to create an anti-racist Wales by 2030 through their [Race Equality Action Plan](#). Cwlwm partners are fully committed in supporting Welsh Government's vision and goal of creating a 'More Equal Wales', where Wales is a country that is proudly anti-racist and where everyone is treated equally. We as partners are therefore working hard to reflect, develop and grow in relation to anti-racist practice through exploring race, equality and diversity whilst also supporting our members to provide quality early years, childcare and playwork opportunities which embed core values in relation to race, equality and diversity and impacts positivity on outcomes for children and their families.

We hope you enjoy reading this newsletter..... 😊



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1 Anti-Racism Blogs / Articles

CLYBIAU PLANT CYMRU KIDS' CLUB



Diversity in play settings - Michelle Alexis, Alexis Consultancy

Michelle is working on a consultancy basis with the Welsh Government through Alexis Consultancy on their Race Equality Action Plan. Michelle is also delivering race equality training to Clybiau Plant Cymru Kids' Clubs and Playworkers in Out of School Childcare Clubs as well as supporting the organisation with their own Race Equality Action Plan.

From the outset we must understand that Race is a social construct and consider that it has no biological merit yet still forms the foundation of substantial, illogical inequality and discrimination.

I have worked in higher education with thousands of students for nearly two decades watching them develop into young leaders. Educators have a responsibility to incorporate inclusivity into the curriculum and play is of equal importance to this. You are planting the seeds of the next generation so the opportunities you provide are of fundamental prominence which relays into our wider society.

The Well-being of Future Generations (Wales) Act 2015 introduced the well-being goals, two of which were 'A more equal Wales' and 'A Wales of cohesive communities'. The more recent Race Equality Action Plan (2021 onwards) which vision is to 'A Wales that is Anti Racist by 2030' continues to focus on young people. I have worked with Education Policy leads at the Welsh Government in forming the Race Equality Action Plan (REAP) for Wales. This included attending cross-cutting round table discussions within areas such as Social Policy, Health, Housing etc which all interlink journeys through these systems where themes emerged.

Identifying inequalities and forming the actions to address racism in these areas will positively affect and benefit the lives of all children and young people. This is now in planning and implementation stage. The Children's Rights Impact Assessment for the REAP states: 'There is a substantial evidence base related to race inequality in Wales and the wider UK. The evidence demonstrates



cumulative disadvantages illustrates a range of potential barriers to Black, Asian, and Minority Ethnic children and young people in Wales and shows the significant challenge to achieving equality of outcome across all groups. These include poor health outcomes, higher likelihood of experiencing poverty and poor living conditions. These inherent and cumulative disadvantages are symptoms of structural, systemic, and institutional racism; our society is structured in a way that excludes or presents significant barriers to Black, Asian, and Minority Ethnic children and young people from having equal life outcomes’.

The Race Equality Action Plan will maximise, support, and promote the UNRC rights, particularly the ones mentioned above. This is because racism penetrates all areas of life such as identity, quality of healthcare and education, as well as standard of living’ ([*43053 Children’s Rights Impact Assessment \(gov.wales\)](#)).



The Equality Act (2010) is in existence to raise awareness of the protected characteristics as well as for young people to understand their rights and protection within this. I would encourage raising awareness of this to reinforce understanding and confidence in expressing individuality as well as celebrating difference through play. Bullying often comes from a lack of understanding for beliefs, differences, and diverse cultures. Young people build friendships and develop respect for one another through learning from each other and embracing difference. Wherever possible, this should be celebrated through play. Adolescents are also discovering their identities and shaping their individuality at this stage; if the act can be used to reassure then this can be very effective too.



Equity (not equality as this pertains to everyone starting from the same position) diversity and inclusion (EDI) should not be seen, as it is by many, as a huge endeavour to undertake within organisations. It is important to understand that small changes and adjustments lead to huge impact. I would recommend breaking this work down into sections, utilising a few of the following ten ways below which I have devised for Clybiau Plant Cymru Kids' Clubs and the settings they support. I have had the opportunity to work with Clybiau Plant Cymru Kids' Clubs on their away day where we had open conversations on EDI and focussed on race equality within your dynamic sector. There were some very interesting conversations and ideas generated and an action and implementation plan will be devised moving forward so everyone can benefit. Everyone moving in the same strategic direction can be very powerful.

In terms of reach of the demographic, Out of School Childcare Clubs across Wales could have access to a potential ethnicity breakdown of 512k White; 13k Mixed/Multiple ethnic group; 19k Asian; 10k Black/African/Caribbean/Black British; 8k Other Ethnic Group as Welsh Government Statistics show that there are 3.1 million people in Wales, five hundred and sixty-two thousand of these people aged between 0 and 15.

It is so important to open conversations around race equality and not be deterred by the ever-changing terminology. Being interested in others is instinctual, and essentially, everybody wants to feel that sense of belonging. The United Nations Convention on the Rights of the Child refers to play and cultural and artistic Activities (Article 31) where every child has the right to relax, play and take part in cultural and artistic activities. We all want to show up as our true 'authentic' selves. We can certainly encourage this through play by highlighting and celebrating differences in a positive light. We can do variations in 'dress up' so instead of princess costumes use vibrant saris or other multi-cultural dress, using variations of play food, focussing on worldwide festivals, flags and learning about the cultures around these – just 'reframe' everything. Instead of superhero's are there any real-life superheroes that young people can learn about who look like them or come from a similar background who have made a real difference? Listening to young people and who they consider heroes or who they look up to is important. Relevancy and 'Real-Models' are imperative in reinforcing positive representation. Diversity in

play in terms of careers and professional representation must be introduced. The UK government's ethnicity service states: 'With 19% of the UK school age population are of Black and Minoritized heritage but only 1% of teachers are Black' (ethnicity-facts-figures.service.gov.uk). A review of toys and books that are inclusive too; there are many specialist organisations who provide this - everyone wants to see themselves represented and the more we incorporate this into materials the more beneficial to all.

Self-educating is key, read up on different aspects of race equality, there are some fantastic books such as Reni Eddo Lodge 'Why I'm no longer talking to white people about race'; Nova Reid 'The Good Ally' etc. Understanding the history and context around this provides you with an insight into how you can contribute to positive change and to be proactive. Everyone's collective responsibility contributes to major change. Look around your area of responsibility, question why you do things in a certain way. Is this inclusive to all? Is this creating unnecessary barriers to certain children or parents? How can you reach wider families and audiences? How can you incorporate inclusive practices into how you do things?

Although there is a business case for diversity, the moral and ethical standpoint always outweighs this. There are of course legal requirements for businesses but the richness that diversity offers to organisations is abundant. There is also so much to gain from embedding yourself into the community. There are many inspirational individuals and organisations out there doing things which may be of interest to you where collaboration can be mutually beneficial. You have solid roots into many different communities across Wales so are in an advantageous position in this respect. Not only having access to children and young people but their extended families, care givers and the wider community – a wide range of important stakeholders. An understanding of different customs and cultures in different households can add significant inclusive enhancements to the service you provide through play.

Most importantly is to listen and appreciate that everyone's contributions to your setting are valued and respected. Taking time to listen and consider children and young people's views on diversity, their insights and experiences is essential, the UN Article 12 states: (respect for children's views) Every

child has the right to express their views on matters that affect them, and for these views to be taken into consideration. Working for an organisation which is progressive, promoting diversity wherever possible and takes collective responsibility for driving this forward in every aspect is essential.

This is a continuous and collective journey which requires consistency and proactivity. I would urge you to challenge 'norms' and question why you do things and if they can be more inclusive. Diversity in every aspect of society is of paramount importance and Out of School Childcare Clubs have the excellent opportunity to implement this into the most important section of society – children and young people – who are the foundation of our future.

10 ways to promote diversity for the next generation

1. Review statistics – look at your settings' statistics. Compare these statistics to the working age/child population in your area. Are you truly reflective of the community? Look for patterns in this data to see if you can potentially unblock a pipeline in achieving more diversity.
2. Look around your setting and consider if you are catering for all? Do you have quiet spaces, what is displayed on your walls, are activities and play opportunities geared to everyone? Are you creating an inclusive sense of belonging for everyone?
3. Review where you advertise your job roles. Have you always used traditional methods to advertise and is this conducive to attracting a wider pool of applicants? Consider alternative places to advertise such as specialist publications, websites, and community social media channels.
4. Refresh terminology annually. This is an ever-changing aspect of diversity, and it is important to keep abreast of the changes in terminology as to not offend a particular group. Don't be afraid to discuss terminology openly, people often tiptoe around this which can be misinterpreted.

5. Cultural awareness in the workforce. Think about how you can recruit, retain and train a workforce that is representative of and promotes society's diversity and can provide positive role models across that diversity.
6. Policies review. Try to update your policies at least annually. Really scrutinise these so they are fit for purpose and as inclusive as possible. I offer a service of reviewing company policies and procedures, so it is worth getting an expert or at least gathering a focus group of employees at different levels to offer different perspectives on how accessible your policies actually are.
7. Marketing and advertising – are you truly reflecting your demographic? You should avoid stock images as much as possible and use images which truly represent your setting. If you are not as diverse as you would like to be then state this in advertisements – being honest is better than portraying a misleading picture of your setting.
8. Accessible formats – review your communication or develop a communication strategy where you have accessible formats to reach wider audiences and communities.
9. Procedures – as mentioned, you must question everything. Have you carried out a procedure for several years in a certain way? Why have you always done it this way? Can this be adjusted as not to prevent anyone from progressing or being retained within your setting?
10. Jargon language barriers – we all get caught up in using certain jargon and language relevant to our sector. If someone from not within my industry attended a meeting within my work, you would think that we were speaking an extra-terrestrial language. Try to get someone outside of your sector or business to review communication.

- [A summary on the United Nations Convention on The Rights of the Child – Save the Children](#)
- [The Children's Rights Impact Assessment](#)
- [The Well-being of Future Generations \(Wales\) Act 2015](#)
- [An Anti-Racist Wales - Race Equality Action Plan for Wales](#)
- [The Good Ally: A Guided Anti-Racism Journey | Nova Reid](#)
- [Books Written by Reni Eddo Lodge](#)
- [Ethnicity facts and figures](#)



EARLY YEARS WALES

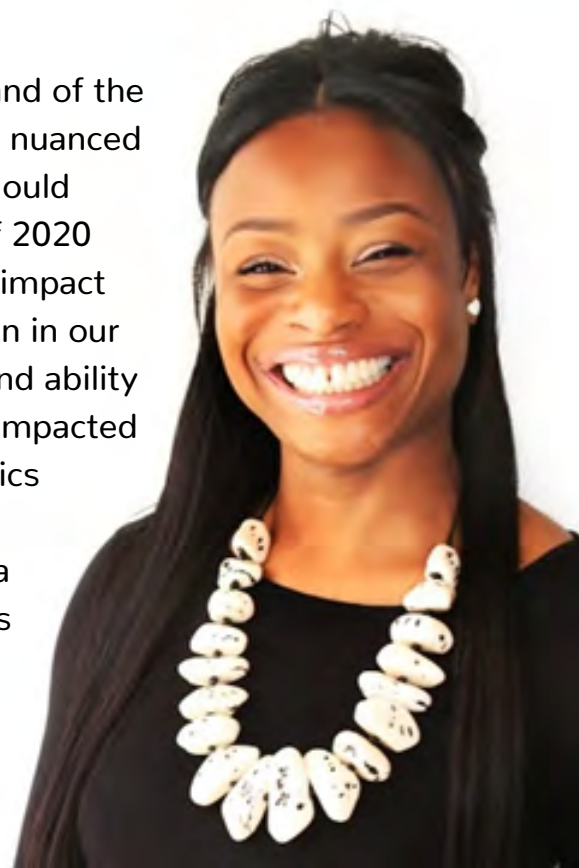


A reflection of my work with Early Years Wales

– Liz Pemberton, The Black Nursery Manager Ltd

By the time that the Summer of 2020 had come around I had already spent 16 years working as a nursery manager in a chain of nurseries owned by my mother. Her business was one that she started in the late 80's in Birmingham, England. My journey within the early years within a professional capacity had always been one which saw me working with children and families from racially minoritised communities and the importance of having a heightened awareness of the systemic and structural barriers that these children and families faced had always been an integral part of my role particularly as I was leading teams to understand this too.

As a Black British woman of Jamaican heritage, the interconnectedness of my work, meant that I was in and of the communities that I worked with, and that cultural and nuanced understanding was never something that I thought should be dismissed. When the lockdown arrived in March of 2020 in England, I thought very carefully about the specific impact that this would have on the most marginalised children in our society knowing that the intersections of class, race and ability would mean that Black and Brown children would be impacted the most. It was therefore not a surprise when statistics were revealed as the COVID pandemic went on that Black and Brown frontline key workers were dying at a disproportionate rate to people who were racialised as white. I thought about the children in these families and how this impacted them in a myriad of ways.





Of course, I was acutely aware that COVID-19 wasn't the only pandemic happening, racism was being brought into sharp focus too. With the conviction of U.S Police officer Derek Chauvin for the murder of George Floyd it was as if parts of society were being given a wakeup call about how prevalent racism was. But it was too easy for some of us in the UK to dismiss this as a US issue when right on our own doorsteps such things were also happening. The cases of Mohamud Mohammed Hassan and Mouayed Bashir who both died in 2021 in Wales after contact with the police added to a long list of names of people who needn't have died.

My engagement with the work of anti-racism in the early years sector was born from a desire to start unpicking and dismantling some of the very factors that I had seen up close and personal which impacted children during their earliest years. I realised that although there were many practices that me and my teams had engaged with that were culturally sensitive with our awareness this was not a given within the mainstream and as we were colloquially known as "the Black nursery" we understood why. Within my nursery the pedagogy was one that was rooted in cultural awareness but never shied away from

addressing those issues of racism that were structural. I would have very direct conversations with the families of the Black children whose sons were due to start reception in schools and advise where I felt would be best suited looking at specific racial dynamics that existed within those schools. We would openly discuss as a team why it was necessary to display images of dark-skinned Black women in the hairdressers' role play area for all of the children to see and relate too and the food that we served leant into the cultures of the children who attended with dishes that were not just saved for specific "festivals" or Black History Month.

I stepped away from Nursery management at the start of the first lockdown to set up my own early years anti-racist training and consultancy company, The Black Nursery Manager to see how I could start sharing some of the things that I had seen within my own time as a nursery manager and to engage with the wide range of settings who wanted to be explicit to their commitment to anti-racism as the Summer of 2020 really started to penetrate the lens through which so many people who worked in education started to see their duty of care.

When David Goodger, CEO of Early Years Wales, approached me in 2020 having heard about the work that I was doing he asked me about working with his team to deliver my 3-part course, Anti-racist Practice for the Under 5's. I welcomed the invitation to deliver in unfamiliar territory understanding that the terrain was different to England but nonetheless essential to undertake and I got to planning alongside my colleague Amy Martin the co-founder of an organisation called The Parakeet, who is a brilliant creative producer and researcher who champions and designs ways to engage the creative capacities of children.

The team at Early Years Wales were enthusiastic, committed and dedicated and they were testament to David's strong leadership. The sessions that I led and the openness and willingness for the all-white team to address their lack of racial awareness, acknowledge the unlearning that they would need to undertake and to really embrace the challenge of committing to an anti-racist journey signified to me that the approach that David had taken had filtered all the way through. This was the beginning of a fantastic journey between myself and David and we have since collaborated on many projects including our joint

seminar to an open audience where David shared his learning and reflections in January 2021:- Securing Anti-racist Practice in Early Years: Strategic Journeys and Practical Implications, The anti-racist leadership sessions he commissioned that I delivered alongside Deputy Headteacher Rachel Clarke who is also the founder of Apex Education and is the Granddaughter of Wales' first Black Headteacher Betty Campbell, and the continuation of more strategic projects which will hopefully see the impact of this work being felt for many more years to come.

I know that this is important work that we all need to do irrespective of our racialised identities and having the support and collaborative energy of so many other brilliant people who have long been doing this work in Wales is invaluable.

As my friend and colleague Craig Pinkney always says, this is legacy work.

Quote below from a delegate in the session with Liz and Rachel

“

I recently attended the webinar series with Rachel and Liz I decided to attend as due to our location we do not experience cultural diversity very much and staff do not feel confident when discussing this.

Although the webinar confirmed what I believe to be best practice, it gave me an insight into what other settings do and experiences of others in settings. Following the webinar and after discussing it as a team we have looked at our setting from the eyes of a child from a different race or culture.

We reviewed our resources making sure all race and cultures are covered in our books, that we have mark making mediums to ensure every child can represent their family and their correct skin colour.

We also feel more confident to answer questions from the children and to use the correct terminology.

”

Mudiad Meithrin



Creating resources about Black Wales for young children

– Emily Pemberton, Chief Executive's Personal Assistant

I believe that a number of children in Wales who are Black, Asian or of an Ethnic Minority have experienced shelves full of books depicting characters who don't resemble them, have sat through lessons about heroes and role models who don't look like them, and have sat in classrooms with teachers who don't look like them either. Should there be a lesson or a book about a notable Black person, they are American, and are usually fighting racism. These stories are necessary, but at the same time we can also celebrate the people who've been here in Wales for hundreds of years.

As part of my work for the Mudiad I am developing a project for younger children, celebrating the presence of Black individuals and communities here in Wales. It is not possible to entirely ignore racism when developing a project such as this one, but racism will not be the focus of every resource. The project is currently in its early days, but we are keen to ensure that the tone and content of the resources are suitable, although perhaps some of the themes will be new to the children.





The project will take the form of five short stories, short as they are meant for young children, each one focussing on a person, group or influential event. As I mentioned, we will discuss racism and inequality to some extent, but our aim from the start was to create something positive and inspiring, as we are dealing with individuals who are creative, strong and brave. They stand out as special because they are special, for a number of reasons, and I believe that is what is often missing from the stories for children about the contributions of Black people. Much is communicated through the lens of oppression, as though this is the only thing worth noting in the lives of a number of people. After discussing the subject with a number of my colleagues I thought, why not do the opposite? Let's celebrate the stories we have chosen and talk about challenges and tough subjects as a part of the story.

I believe that it's important for us, as an organisation, to look to fill in blanks, and in doing so, create resources that may give others the confidence to develop their own ideas on how to plan a curriculum or beneficial sessions for young children. We do not have a long list of things to include, or a strict set of rules about how we will go about creating final versions of the resources; rather we believe that it is important to ensure that the children get the message relatively quickly, and in a way free from any heavy pressure. Of course, we are keen to see the project as an ambitious one, but at the same time I sometimes

feel that there is much more pressure when developing a project about Black people if you yourself are a Black person.

I always feel the expectation to discuss the history of Black people in a way that is perfect and final, rather than seeing the process as a step in our discussions enriching the narrative available. That is, it's fine to change things or to build on what you already have and improve it for next time. There's nothing wrong with experimenting, to an extent, developing things and creating something new within a month or two. That is our intent as we introduce resources one at a time. Rather than launch everything at once, we believe that it is a good thing to allow momentum and interest to develop amongst parents who will be using the resources.

This may bring about increasing feelings of responsibility, but I would like to see our project, and our wider work within the Mudiad, as something that can grow, evolve, absorb different ideas and change as we move through the years. Black lives matter, black children's lives matter, and one thing we can do as the Mudiad is discuss these stories in a way that empowers them to think that they are valuable and special, in a way that changes the negative narrative that so many are experiencing at present.



NDNA Cymru

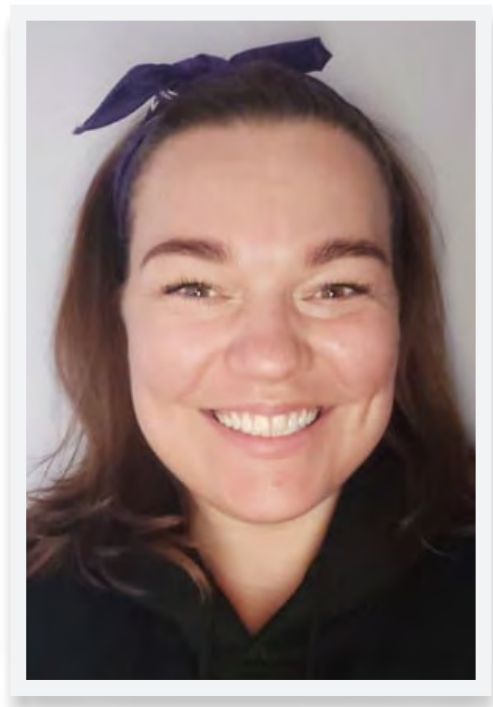


Reflecting on unconscious bias and anti-racist practice

– Hayley Edwards, Early Years Education Officer

A little bit about me

I was born in April 1990, in Birmingham to a mixed-race father and white mother. My life in Birmingham, before moving to my mum's hometown in North Wales, was filled with diverse relationships and experiences of other ethnicities and cultures, as well as exploration into my own Jamaican heritage on my father's side. Although many members of my family are black, I am not- I am white and I had never realised the privilege I have had because of that. Moving to a little town in North Wales was a culture shock and as the years passed and the links to my previous community faded, my knowledge, experiences and understanding faded too.



I have a wonderful family and due to the injustice and inequalities my father and his family had faced through the years (something that wasn't shared until I was an adult, but I now see impacted upon their decisions and actions) I was always taught to treat everyone the same; regardless of their background, gender, disability, sexuality, race, religion, or ethnicity. Yet in recent years, I feel that I have come to understand and know better- we should recognise that we are different, and it is important that we address these differences in order to support equality.

The story so far

This May marks the 2-year anniversary since the murder of George Floyd. An event that shook the world, jump started the Black Lives Matter movement and began to address the (ironically) 'white elephant' in the room - racism. It is truly disturbing that it took such a horrific event to highlight that racism surrounds us. It permeates our thoughts, ideas and conversations, shapes our relationships with one another, influences our choices, and can drive our personal, social and political lives.

I would like to think that information shared through the Black Lives Matter cause and the [evidence](#) of COVID-19's unequal impact on different ethnic groups in Wales has strengthened people's awareness of persistent racial inequalities and the need to prioritise tackling racism. These show that attitudes to race still have real impacts on people's health, opportunities and life chances. It is time for change, and Governments, public bodies, businesses and communities have no excuse for inaction.

It fills me with pride as a Welsh citizen to witness the Welsh Government acknowledging their lack of progress and responding to calls for a better strategy with the creation and consultation of the [Race Equality Action Plan](#). Welsh Government are setting the example for all those who live and work in work in Wales. Setting the ambition to incite real change and realise an actively anti-racist Wales.



The early years and education

In July 2020 the Minister for Education, Kirsty Williams, appointed Professor Charlotte Williams' to lead an independent review to advise on and improve the teaching of themes and experiences relating to Black, Asian and Minority Ethnic communities across all parts of the curriculum. In March 2021, Professor Charlotte Williams' report was published, which included recommendations about how to teach children in Wales about racism, anti-racism and how to include the experiences of Black, Asian and Ethnic Minorities in the curriculum. Kirsty Williams MS accepted all the recommendations made by Professor Williams. The principles emphasised by the report are important to all practitioners in Wales who are involved in education, right from the beginning in the early years.

At the start of the learning continuum, practitioners have the opportunity to be a force for change and make a lasting difference to how children view race. Practitioners are in a prime position to help children understand that everyone is unique and special in their own way with their own beliefs, culture and ethnicity. Placing value on those differences and the diversity in the community is crucial in supporting children to appreciate and accept differences and dispel and correct any misconceptions or discrimination.

This movement for change begins with us as practitioners. Those who work with children have the responsibility to ensure that we acknowledge racial differences and recognise unconscious bias that we all have within us. While we may not actively discriminate, we can do better. As a confessed 'perfectionist', I have had to learn to be comfortable with being uncomfortable, to accept that in the quest for anti-racist practice, I may make mistakes and get it wrong. Where in the past I have promoted 'inclusivity', have I actually been aware of the challenges and experiences faced by black and minority communities and has that impacted my practice? Or have I fallen foul to tokenism with selected resources and celebration days throughout the year? (Think Handa's surprise in the book corner and spring rolls and red envelopes at Chinese New Year) Have I treated everyone the same from my own perspective and experience as a white woman? There will be many people like me, who want to do their best for the children in their care, yet have not fully realised that people of colour grow up into a world that treats them differently because of the colour of their skin. This realisation comes now.

Whole setting approach

Pledging to change starts at the top. As a leader, manager, practitioner, it is a commitment to self-reflection and self-auditing your own practice. For example, what are you doing to support anti-racist practice? Do you have resources that represent a range of minorities even if you do not have a child from that minority? How do you use ethnically diverse artefacts meaningfully, in everyday ways, that represent the cultures and backgrounds of children who attend your setting? How do you support staff knowledge and understanding in a continuous sustainable way? How do you and your staff respond when questioned about race or faced with discrimination or hate in the setting?

Whatever the results of your self-evaluation, the plan for change must be sustainable. Time and investment need to be given to achieving anti-racist practice. It is an ongoing dialogue, with yourself, your staff, your parents, families and children that includes respectful and honest conversations. We need to provide space for these conversations to listen carefully to contributions and to reflect on ideas and opinions that may be new and unfamiliar. It is everyone's responsibility to challenge racism, both conscious and unconscious, and its manifestations and to bear in mind that this is all a continuing reflective process, not tokenistic one-off activities.



PACEY Cymru



My experiences, insights and thoughts on race, equality and diversity and supporting anti-racist practice

– Kankshi, Registered Childminder in Colwyn Bay, North Wales

Tell us about yourself

I was born and grew up in Gujarat, India. I have always worked with children providing personal tuition to primary school aged children and also working in a school when I lived in India. I got married and then moved to London in 2013. I hold a post graduate clinical psychology qualification that I achieved in India but this was not recognised here. I could have taken a conversion course if I'd wanted to continue to work in psychology but I thought why not use my own experiences from working with children. I initially started work as a volunteer in a day nursery to gain experience of childcare in the UK. I then worked as member of bank staff through work with various agencies before I moved into a permanent role in a day nursery. I achieved my level 3 in childcare while working in the nursery. Due to changes in personal circumstances, as a family, we moved and settled down in north Wales in December 2020. I decided to register as





a childminder given I had a young son and this worked well around my family needs. I was also able to use my own experiences to start a business that could grow over time.

Tell us about your own experiences of race

I have had to get over some hurdles as I progressed on my journey. I do lack confidence to speak in English as it is my second language. Sometimes when I am talking to someone they may not understand me and even though this is not intentional it does knock my confidence. There were times when I felt people would choose not to talk to me. I think they could have been uncomfortable given they were concerned they couldn't understand me and respond naturally but other times I took it that it was because I was a brown woman which again impacted on my confidence.

I did have to raise a grievance in one role in relation to the way someone was unfairly treating me. At first I tried to convince myself that she was trying to teach me something and that it could be good for my development. I tried to ignore the way she delivered the message and focus on any positives but then it grew and I just couldn't take it. As it was a big company I spoke to HR and submitted a grievance. The company was extremely supportive and had a long conversation with me around the issues. They also spoke to the individual in question. She did come and apologise to me but her apology was very abrupt and she just walked away rather than hear my response. I didn't feel she was sincere or sorry about her behaviour. Other people had experienced issues but it was me who raised my voice against it and it did put an end to the behaviour.

Tell us about your experience of living in Wales and working as a childminder

I had experienced a taste of living in north Wales while I was on maternity leave as my husband was working here. Obviously, the community in north Wales is nowhere near as diverse as it was in London but I have not experienced racist behaviour since coming to live in Wales. People are very friendly and will smile at you when passing. I think it is all about your own perceptions sometimes and having a positive mind set and not constantly looking at the negative side but focusing on the positives. I am friendly with other local childminders too so have that as a support network.



I am a very positive person. My husband had said to me when I was setting up as a childminder that I may not have children coming to me as a brown woman. I said to him that that could not be reason as surely all people want is a quality service. I don't want to have to keep thinking about whether someone is choosing not to contact or choose me as a childminder because of the colour of my skin. I continue to think positively that if I give the best people will come to me. Again, this is likely to be my own positive perceptions and I am sure there are people out there who would think or behave differently. I know I could face issues or challenges where people do not choose me because of race related preconceptions or prejudice however all families who have come to see my setting so far have taken up childcare with me.

How have your experiences influenced your approach to equality and diversity and inclusive practice in your setting?

I am inclusive in my approach to food. I wouldn't avoid giving them curry and rice though this can be seen as stereotypical from an Indian person! I know what flavours the children like so can make it to suit their preferences.

We celebrate a wide range of festivals to ensure an inclusive approach and grow the children's knowledge and understanding. Diwali is one of the main festivals of my religion but alongside celebrating this we also celebrate other festivals within the setting including Christmas and Chinese New Year. I build in activities linked to these in every day practice to support growing children's knowledge and to help them understand cultural differences and how diverse the world is. Welsh culture is also important and we build this in too through the year.

I take the same approach with my own child. He understands that everyone is different and understands that people speak different languages. He speaks a little Gujarati but understands everything that is said to him. I speak the language to him as he is going to learn English anyway and am keen for him to speak it. He also speaks more Welsh than me! He is learning this in school and I am sure that by already being bilingual will mean he will pick this up more quickly too.

I have books on Indian mythology in my setting that reflect my culture alongside books that represent Welsh language and culture.

What would be your top tips for supporting anti-racism practice in a childcare setting?

- I really feel it is important to focus on the positives as far as possible rather than focusing on what might happen too negatively before it has happened.
- Try and avoid having preconceptions and making your mind up about someone before you have met them. Keep an open mind and a positive mind set. I strongly believe that at the heart is your own perceptions and how you see things- keep the doors open and a lot will fall into place naturally.
- Promote and celebrate differences and focus on the difference you can make to children and their families. Think about the resources you have and how these reflect equality and diversity.
- Communication is key and talking through issues as you have heard from my own experiences.
- Don't be afraid to raise your voice and challenge any unfair practice where you see or experience this
- Be approachable and welcoming, always wear a smile, this can make a massive difference and make adults and children feel comfortable with you.

2 Anti-Racism Resources / Additional Blogs

Clybiau Plant Cymru Kids' Clubs:

- [10 ways](#) to help your Setting recognise and celebrate cultural diversity
- Y Bont, Clybiau Plant Cymru Kids' Clubs quarterly newsletter, spring 2022: dedicated to equality, diversity and inclusion with professional guest writers and articles including: Diversity in Play Settings, Play from Africa, Racial Microaggressions [News | Clybiau Plant Cymru Kids' Clubs](#)



Early Years Wales:

- Why [Early Years Wales](#) invested in anti-racist practice
- [Professional Learning](#) – shifting from non-racist to anti-racist thinking in Early Years childcare settings in Wales.
- [Supporting racial equality in the early years](#)
- [In conversation with Rachel Clarke and Liz Pemberton](#)
- [Anti-racist Wales](#)



Mudiad Meithrin:

- Learn more about the experiences of Black, Asian and Minority Ethnic people in early years education: [Introducing Wales in all its Diversity](#)
- Read Jessica Dunrod's discussion of 'the Elsa Effect', the effects of under-representation and the importance of early years education: [The "Elsa Effect"](#)
- Read the [Black-History-Month](#) newsletter which showcases some of the work achieved by Black people in the name of Mudiad Meithrin.
- [Come and Celebrate – Dewch i Ddathlu](#) is a new resource giving guidance to early years care and education settings on celebrating world religions.

- [Cylch i Bawb](#) is a new online training resource on themes such as equality, diversity and inclusion, in order to welcome everyone that wishes to be part of Mudiad Meithrin's community.
- [Nature Notes – Nodau Natur](#) This nursery rhymes project introduces nursery rhymes in Welsh and other languages belonging to various cultures and traditions rooted in Wales for a century or more.
- [Plantos Cwm Perthyn](#) is a story in poem format, told by Chief Bard Aneirin Karadog, about what it's like to be a child and what it's like to belong.
- This [Dewin a Doti 2 – Apps on Google Play / Dewin a Doti 2: Amazon.co.uk: Appstore for Android](#) app includes 3 stories, one of which see's Dewin and Dotis celebrating the New Year across the world.



NDNA Cymru:

NDNA are developing a factsheet on supporting practitioners in identifying and addressing issues of racism, including highlighting the importance of addressing issues of racism and of promoting inclusion, equality and diversity within your setting. View NDNA factsheets here: [NDNA resources](#)

PACEY Cymru:

- [Cwlwm Autumn 2021 newsletter](#)
- [Blog: Talking about race in the early years](#)
- [Blog: Spotlight - Promoting positive diversity](#)
- [Blog: Diversity, Inclusion and Equality... What this means to me](#)



Other Information:

- [An Anti-Racist Wales - Race Equality Action Plan for Wales](#)
- [The Children's Rights Impact Assessment](#)
- [A summary on the United Nations Convention on The Rights of the Child – Save the Children](#)
- [The Well-being of Future Generations \(Wales\) Act 2015](#)
- [Ethnicity facts and figures](#)
- [Racism and childcare | Cwlwm](#)
- [Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report | GOV.WALES](#)
- [Mind: Racism and mental health](#)
- [DARPL - Diversity and Anti-Racism Professional Learning](#)



3 New Curriculum

Wales, like any society, is not a uniform entity, it encompasses a range of values, perspectives, cultures and histories inclusive of everyone who lives here. The [curriculum for funded non-maintained nursery settings](#), published on 10 January, seeks to engender in practitioners and children a sense of belonging and pride, celebrating the diverse culture of modern Wales. It recognises children are influenced by their environment and the adults around them and places a responsibility on practitioners to influence children's development positively through creating accessible and inclusive environments which value and celebrate everyone, giving all children an equal opportunity to thrive.



The curriculum places an emphasis on implementing inclusive practice within the overarching pedagogical approach of the setting, to ensure children and their families receive equitable treatment, representation, opportunities and respect. Supporting children to make strong connections with their home and community, and embracing past and present experiences, supports them to understand and respect the needs and rights of others, as a member of a diverse society. The holistic approach of the curriculum supports children to develop an appreciation of the wider international community they are part of, fostering a sense of belonging which can encourage them to contribute positively to their communities and confront racism.

Authentic learning is recognised as an effective way of supporting learning and development. Reflecting real world context and community involvement help to improve a child's understanding of the world. Authentic and purposeful learning is one of a suite of [resources](#) now available on Hwb to support practitioners. Other resources providing practitioners with an opportunity to reflect on practice and provision include Child development; Observation; Outdoor learning; Play and play-based learning; and Transitions.



Agreed Welsh terms to assist translators

Curriculum for funded non-maintained nursery settings	Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir
Belonging	Perthyn
Authentic and purposeful learning	Dysgu dilys a phwrrpasol
Child Development	Datblygiad Plant
Observation	Arsylwi
Outdoor learning	Dysgu yn yr awyr agored
Play and play-based learning	Chwarae a dysgu sy'n seiliedig ar chwarae
Transitions	Cyfnodau pontio

4 Welsh Government's Disqualification Regulations

The Welsh Government is [consulting](#) on new regulations to replace the Child Minding and Day Care (Disqualification) (Wales) Regulations 2010. These regulations set out the categories of people who are disqualified from **registration** in Wales as a child minder or provider of day care under part 2 of the Children and Families (Wales) Measure 2010 ("the Measure"). The regulations also apply to people concerned in the management of any provision of day care in Wales.

In practice, Care Inspectorate Wales (CIW) will check that someone wishing to register as a child minder or provider of day care is not disqualified under these regulations. However, it is also a criminal offence for a registered person to employ anyone who is disqualified under these regulations to be involved in the care of children in a setting.



The regulations need to be updated to reflect updates to offences and orders across the UK and in the Crown Dependencies and to ensure they are as current as possible. A small number of policy changes are also being considered as part of the consultation exercise.

Childcare providers and the general public are encouraged to provide their views on the draft new regulations and their implications for the workforce, for the sector and for families and children.

5 National Minimum Standards for Regulated Childcare

The Welsh Government has been working with Cwlwm and other key stakeholders over recent months to discuss potential changes to the National Minimum Standards (NMS) for Regulated Childcare up to the age of 12. The changes being discussed mainly stem from the findings of the review of the NMS undertaken in 2019, for example the need for further guidance on First Aid and Safeguarding training and greater flexibility in terms of staffing requirements.

Work is ongoing, but any changes will be subject to consultation and there will be an opportunity for childcare and play providers to “have their say”.

6 Childcare Offer for Wales – Update on New National Digital Service

The timing of the rollout of the national digital Childcare Offer for Wales service has changed. The service will now be rolled out from autumn 2022. The national digital service is currently being developed and tested with Local Authorities, childcare providers and parents.

WHAT DOES THIS MEAN FOR CHILDCARE PROVIDERS?

Childcare Offer for Wales – Update on New National Digital Service

The timing of the rollout of the national digital service has changed.

The service will now be rolled out from autumn 2022.

The Childcare Offer national digital service is currently being developed and tested with Local Authorities, childcare providers and parents.

What does this mean for childcare providers?

If you are a childcare provider who currently provides Childcare Offer hours, or wishes to provide Childcare Offer hours from January 2023, you will need to register online with the new Childcare Offer for Wales national digital service in late summer/autumn 2022¹.

Parents will be applying for the Childcare Offer online via the national digital service during the autumn term of 2022 ready for their child to start in January 2023.

FAQs for providers are available on <https://gov.wales/childcare-offer-wales-national-digital-service> and will be updated as we have more information to share with you.

The **benefits** of the new service include:

- one simple national service that will be used by all local authorities in Wales, leading to a consistent experience for parents and childcare providers
- accessible through mobile phones, laptops and tablets
- fully bilingual
- security of data
- fast and regular payments made direct to childcare providers from Welsh Government

Digital skills

To support childcare providers to get prepared to use the new national digital service, Welsh Government has worked with Digital Communities Wales to put together some recorded training to improve confidence with online services and digital skills.

These quick video guides, for both foundation and intermediate levels, will help boost your skills and abilities. Topics covered range from setting up an email address and managing online safety to creating a Government Gateway account, and saving and uploading documents!

To access this training please visit

www.digitalcommunities.gov.wales/essential-digital

Using the new service

More specific guidance on how to use the new national digital Childcare Offer for Wales service will be made available throughout 2022, prior to rollout of the service.

If you would like more information on the digital project or would like to take part in testing the service, please contact the digital project team on Digital.Childcare@gov.wales

For more information on the Childcare Offer for Wales, please visit:

Childcare Offer for Wales | Help With Childcare Costs Wales | GOV.WALES

Childcare for 3 and 4 year olds: guidance for providers | GOV.WALES



¹ Further detail on timings of when the service will open up for providers to create their accounts will be sent to childcare providers, via their local authorities and CIW.

[Find out more about the Childcare Offer for Wales National Digital Service.](#)

Welsh Government has worked with Digital Communities Wales to put together some recorded training to improve confidence with online services and digital skills. To access this training please visit [Essential Digital Skills for Childcare providers \(gov.wales\)](#)

7 WeCare Wales

WeCare Wales employers' jobs portal

WeCare Wales's free employers' portal helps you find the right people, with the right values, to fill your vacancies by making it easier to publish and manage job vacancies in one place:

[Submit a job - WeCare](#)



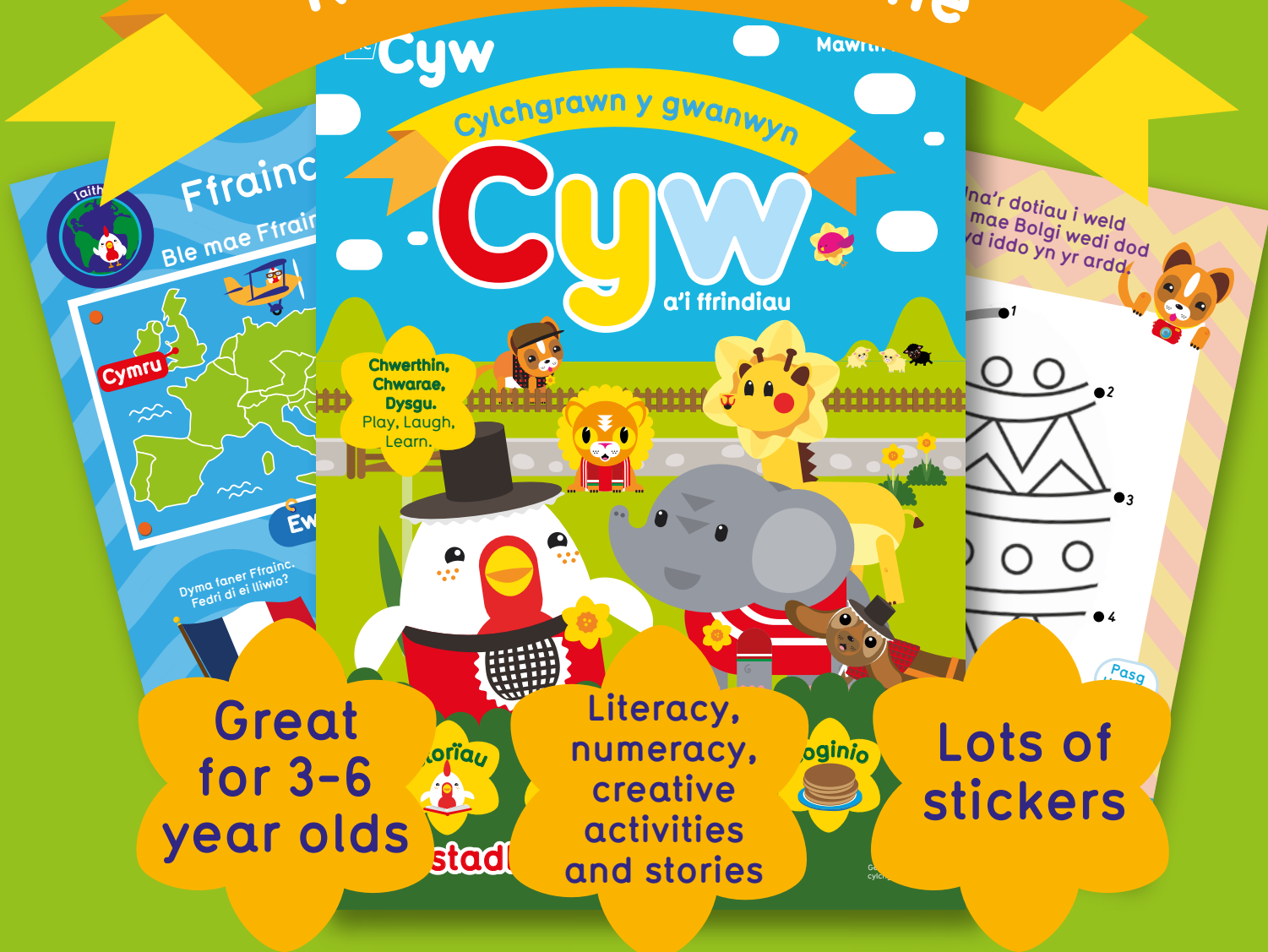
WeCare Wales values based recruitment sessions

WeCare Wales are hosting a free recruitment programme that will provide employers with a practical step-by-step process to recruit people with the right values. The course will provide ongoing support and resources to employers in social care and early years and childcare:

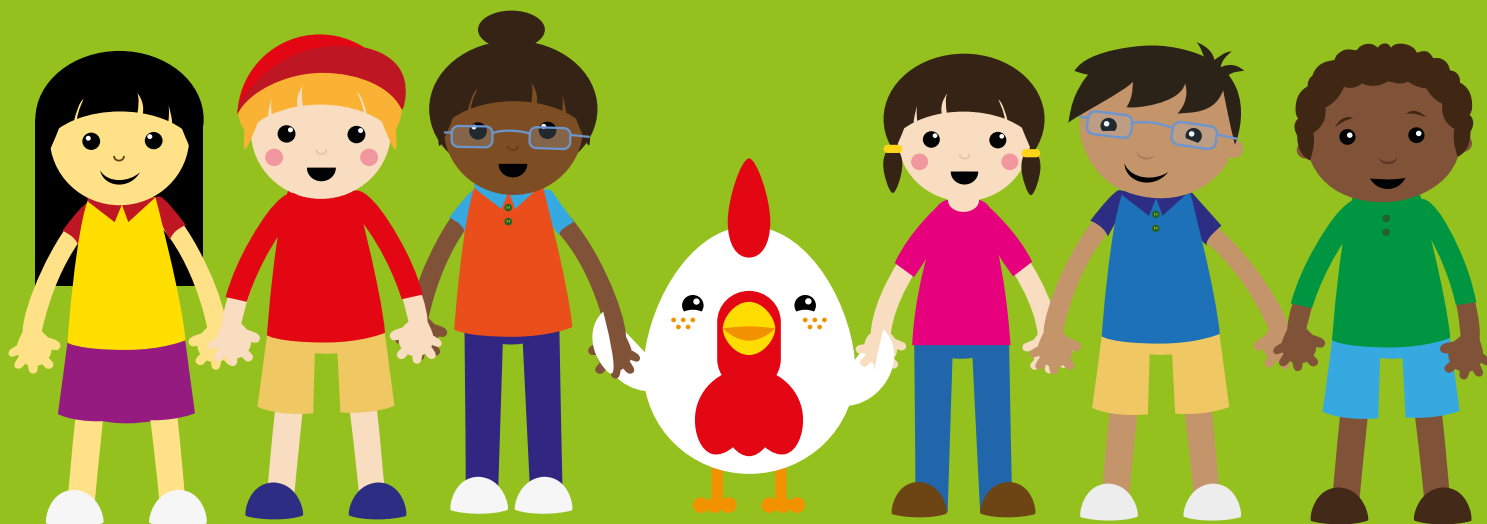
[Values Based Recruitment Programme Tickets, Multiple Dates | Eventbrite](#)



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www.cwlwm.org.uk

The Cwlwm partnership consists of the following organisations:



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