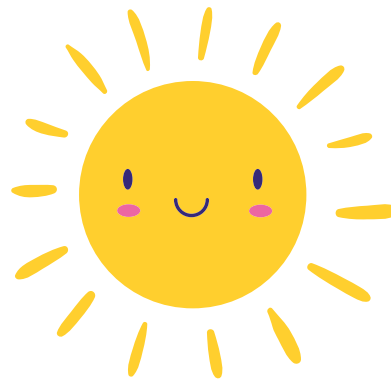


CWLWM NEWSLETTER – SUMMER TERM 2022



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



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1. Benefits of Childcare Blog

Childcare plays an integral part in the lives of parents/carers, as it allows them to work or take advantage of training opportunities. It enhances work-life balance and contributes to increasing family income. Parents/carers can take on employment or work longer hours, creating wider benefits for family life and childcare can also be considered for respite purposes.

Good-quality childcare can have a positive influence on a child's social, emotional, and intellectual development. Childcare will allow a child to benefit from play, care, life and learning experiences with other children.

Written by: Sarah Warburton

Sarah Warburton is a Regional Development Manager with NDNA Cymru working in North and Mid Wales. She has worked in childcare for over 10 years owning and managing sessional care settings and day nurseries.



Everyone would agree on the importance of good quality childcare. It forms an essential part of the economy, means that parents can work and provides advantages for the children. However, the fees that parents are paying out whether for a full service or for extras to funded childcare have a big impact on family budgets. At a time when finances are very hard pressed it is worth considering what the actual benefits of childcare are and where that money goes.

Parents and carers have many reasons for looking for childcare. They may be returning to work after maternity/paternity leave, looking for somewhere for their child to learn to socialise or to prepare them for school and education. Childcare settings form a vital part of the childcare sector in Wales and are regulated and offer a safe, valuable service.



Practitioners that are employed in these services are DBS checked and qualified. If a setting runs for more than 2 hours per day for children up to the age of 12 years, or for more than 5 days each year, it must, by law be registered with CIW and will be subject to strict adult to child ratios and receive regular inspections. However, these ratios are the minimum providers can operate at safely, good providers know that they need more practitioners than the strict ratios to provide a service that will encourage children to grow and develop and that will stimulate and educate young children. Parents can be reassured that practitioners are not only suitable to care for children but are trained and skilled to be knowledgeable about all aspects of child development, the benefits of play and the new curriculum. Practitioners that work in settings are also able to support each other resulting in a wide breadth of experience and knowledge to draw upon.

Settings must meet the mandatory requirements around training for food hygiene, paediatric first aid and safeguarding that is required for staff. Wider training and professional development are also important considerations for all settings. Providers put huge amounts of time and resources into ensuring their practitioners are up to date with the current best practice. Childcare providers have access to and work closely with other professionals (such as speech and language or ALN support) where they feel the children in their care need it and to improve their own practice.

Many settings provide resources and environments that are outside areas within their settings or communities. For example, children may have access to parks, beaches and forest schools where they can play and explore freely. They will have safe and stimulating equipment where they can learn about risk and see the world from an entirely different perspective. The resources provided are not just 'toys' for children to play with but are carefully thought-out and planned; they are based on the needs of individual children and help them learn about the environment and communities in which they live.

A lot of research has been done recently on the effects of Covid 19 and repeated lockdowns on children's education and play. Good quality childcare can prepare children for their transition to school and formal education while ensuring they do not miss out on the social skills they get from mixing with other children and adults. Covid 19 has put huge pressures on families and children. By choosing childcare, parents can ensure their children have support, can make friends and learn about the world around them.



2. Benefits of Play Blogs

Written by: Debra Winney

Regional Development Manager (South Wales)

As we already know, research and many theorists across the world all evidence that children learn through play. The benefits of play are endless, and all play types contribute towards children's development in all areas. For children to be creative whilst developing their imagination, play is an essential aspect in support children's learning, development, and well-being.



Right from the start newborn babies need to have their essential needs met, from feeding, washing and changing to playtime. For healthy brain development, playing with babies is essential and gives them an opportunity to learn and explore, and especially through a sensory experience, along with moving and copying adults, therefore adults can play a vital role by supporting and encouraging play with babies.

Giving children the time and space to explore play all contributes towards them gaining self-esteem and confidence. Which gives them assurance to try out new things and problem solve. Children are inquisitive and want to explore the world around them. They take risk during play and learn their boundaries.

Whether a child plays in a solitary way or with friends, all play helps with brain development. For those children who prefer to play independently, they make decisions on their own, as well as solving problems and doing what they are comfortable with. Some children may not feel relaxed or comfortable around other children or adults, however they still have fun and enjoying





playing by themselves, being creative and learning about the environment around them and learning their likes and dislikes, and this helps them develop a sense of independence.

Children who play with others benefit from learning new experiences, sharing of ideas, exploring their own feelings as well as learning important communication skills like listening and socialising and interacting with others, which all contribute to life skills as adults.

Let's not forget the great outdoors and natural experiences! As children explore new environments and the world around them, they'll develop new skills. Physical activities will strengthen their muscles, bones and promote fitness while maintaining health and well-being. Outdoor play is a great way for children to develop sensory experiences, including the smells of the different seasons, the weather, colors, textures, and sounds. Children start to learn how to use their bodies, by running, climbing and taking challenges, which improves their gross motor skills, and strengthens connections in the brain.

There are so many benefits that children get from playing that all contribute and extend into adulthood. It's all a learning journey to build those lifelong skills and build upon physical health and emotional well-being, and of course it's fun and enjoyable.

Advocating the right to play blog

Written by: Catherine Smith

Training Officer North Wales, Clybiau Plant Cymru Kids' Clubs

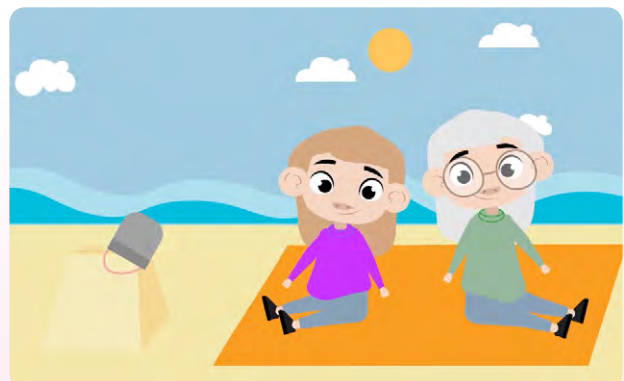
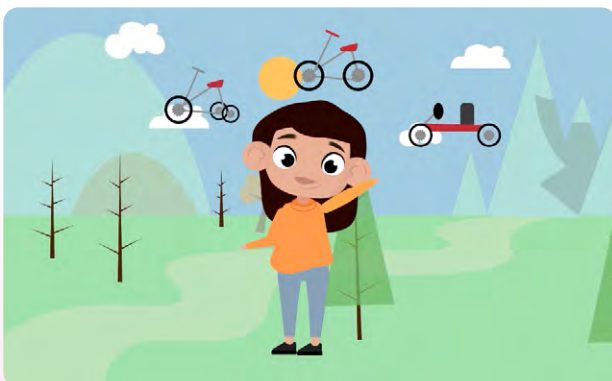
In today's society, children are having less and less freely chosen, self-directed play and are taking part in more organised activities. As children, many of us would have experienced this freedom to choose our own play, including playing out in the street, exploring and going on adventures, building dens and playing street games with friends. Sometimes our parents didn't know where we were and more often than not, this was a good thing: whilst out on our own, we had to make all the decisions for ourselves managing risks by crossing roads and developing independence.



This is why as Playworkers we must provide the children of today's society with the same adventures that we were able to enjoy and benefit from. We must try our best to provide a compensatory play environment, allowing children to deal with risk for themselves, as we did growing up.

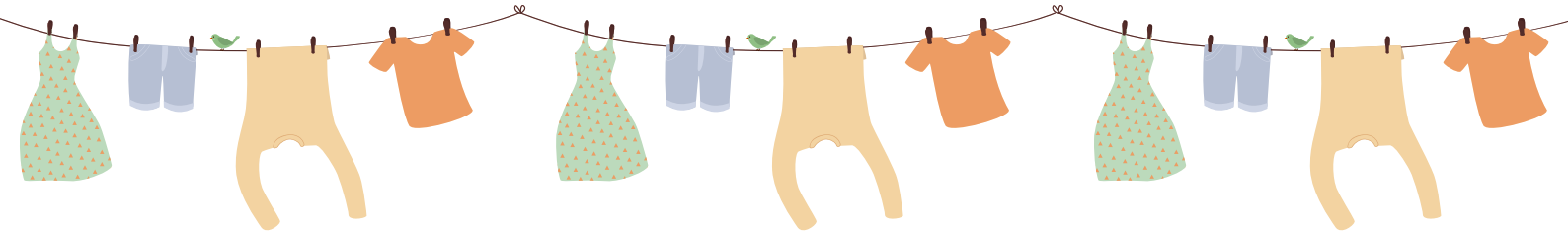
Article 31 of the United Nations Convention on the Rights of the Child states ALL children have the right to rest and leisure and to be able to participate freely in **play** and recreational activities. General Comment 17 also recognises and highlights the vital need for children to be given, **time**, **space** and **permission** to play. (General Comments strengthen each Children's Right, raising its importance and increasing accountability among countries like Wales that have signed up to the Convention). So how can Out of School Childcare Clubs and other playwork and childcare providers, which are underpinned by the Playwork Principles and the UNCRC, ensure that they are doing this to provide children with the best opportunities and also meet children's needs and rights?

We must endeavor to provide a quality play provision, where children are able to engage in freely chosen, self-directed play that contributes to their healthy holistic development and well-being. Playworkers should be encouraging independence, allowing the children to feel as though they are standing on their own two feet. This approach will equip children with the necessary skills to remove themselves from tricky situations, or resolve it in the best possible way as there may not always be an adult ready to step in to help. This in turn will provide better play opportunities for children enriched with the enjoyment and benefits that can be derived from risk and challenge.



Watch our video [here](#) showing the benefits of Out of School Childcare Clubs for children and families.

3. Play Activity Ideas



Wash Day

Children love water and bubbles – so why not ask them to collect all the dressing up clothes or dolls' clothes and wash them all outside. You can use a bowl of water and soap and ask them to wash the items. Once they have washed the items, they could peg the clothes on the line. They can count the pegs, consider the sizes and shapes of the items, and discuss which item belongs to which doll or character. They will love to see the wash blowing in the wind. Do you have a song or a story that the children can sing or listen to that has a laundry theme? Once the laundry has dried, they can return the items back into their setting and put them away.



Large scale mark making outside

Start a collection of washing up liquid bottles. These bottles can make mark making outside very creative and exciting. Children can create large drawings on the floor or walls. Let the children fill the bottles themselves, they will learn how to open and close the tap and what happens to the water when the bottle is full. You can discuss with them, how far they could squirt the water; what patterns they could do and how long the picture will stay before the sun dries the water! What happens to their artwork if it rains, I wonder? Good clean fun outdoors.

Creating pictures with natural resources

Go out with your children and ask them to use what they find outside to create a piece of artwork. They could use leaves, stones, twigs, flowers or mud to make very creative pictures and sculptures, using only items that belong in the outside. You can explain to them that outside is different from the inside. They could create large scale pieces of artwork, work with their friends and discuss what objects to use in the creative piece. Ask the children to show their artwork to their friend and talk about how and why they created the masterpieces. You could take photographs of the artwork to share with parents/carers and to look at or print back indoors. There is no need to bring the paint and pencils outside when there is so much outside nature offers us for free!



Shadow pictures

Children will love to see the shadows their toys and objects make on the pavement outside. The sun offers them perfect shades to follow the outlines around toys or objects of their choice. Ask them to choose a variety of objects of different shapes and sizes and discuss the different and interesting shadows and shapes. Or you can create an exciting scene for a story or drama in the sun. What happens to the shadows when the sun goes?



Make a vehicle out of recycled materials

Discuss with your children what resources and equipment they will need to build a vehicle they could travel in. Once the children have decided what they need, you can make a list and ask your parents/ carers for these items. You can ask the children to draw up plans, research on the internet or look in books for the type of vehicle they want to build. When they have all of the resources and equipment they need, the children can work together to build a vehicle. Will it move, and hold the weight of one child or more? A great opportunity to discuss, plan and solve problems, especially if the wheels fall off the bus!



Pipes and tubes

Why not ask your parents/carers for any tubes, pipes and guttering that they may have at home. You could then ask the children to build a structure for balls, vehicles or water to move through. Outdoors they can make very long tunnels and channels or tunnels that start from a high place. The children will love rolling the balls or pouring the water through the tubes and pipes and you can talk to them about speed and size and what they hear. Ask them what else they think might move freely through the pipes and tubes or ask them to adjust the angles and see how this affects the speed? What can they find that they can put in the pipes and tubes...stones, acorns, pinecones, muddy water? The options are endless, and the children can explore and problem solve whilst working together, and all outdoors.

Daisy Bruise Balm

We are more likely to get bruised during the summer months when we spend more time outdoors – which is when Daisies are in plentiful supply.



Difficulty: Easy

Season: Summer in playing fields, lawns and verges.

What you need

- 200 ml jar
- open daisies.
- sunflower or vegetable oil
- beeswax or solid coconut oil



What you need to do

1. On a sunny day, fill a 200 ml jar full of dry, open daisies, pressing them down a little.
2. Pour sunflower or vegetable oil to cover the daisies, put the lid on the jar and leave on a sunny windowsill for exactly one week
3. Strain the daisies using a fine metal sieve, keeping the oil. The daisies can go in the compost.
4. Gently melt the same amount of either beeswax or solid coconut oil with the oil (this measurement doesn't need to be perfect)
5. Pour the liquid into small jars, cool, and mark the contents clearly. Keep in the fridge, ready for use.
6. To use, simply rub a small amount of the balm onto any bruises you get.



Health & Safety Tips

- Check the area you are foraging for any sharp or dangerous objects.
- Remember to check the daisies for any small insects.
- Whilst all elements of the balm are edible, it is not meant to be eaten especially as there is a very slight risk of botulism if the Daisies are left in for 10 days or more before straining.

FUN Facts

- The Welsh name Llygad y dydd means eye of the day because the flower starts to close up when it starts to get dark or cold.
- The Daisy is also known as 'Bruisewort' as it was used to soothe bruises.



Making Mud Cake

A simple way to introduce the element earth to a play environment

Time: 30 minutes

Difficulty: Easy



What you need:

- Soil
- Water
- Stones
- Leaves
- Petals
- Twigs
- Big bowl/bucket (To be used as the mixing bowl)
- Smaller bowl/bucket (to be used as the cake tin)
- Spoon
- Jug

What you need to do:

1. Fill the mixing bowl with the soil.
2. Allow the children to add the water gradually and mix to create a cake batter consistency.
3. Add texture e.g. stones leaves and twigs.
4. Transfer into the cake tin or similar container.
5. Press down to compact
6. Turn the “cake” out quickly onto a flat surface.
7. Decorate the “cake” using petals, twigs and stones and any other loose part of your choice.



Health & Safety Tips

- Risk assess the area for dog faeces, sharps, poisonous berries and plants.
- Always wash hands after handling soil.
- Ensure good housekeeping at all times to prevent accidents.
- Supervise children at all times.
- Do not allow children to throw soil or stones at each other.
- Beware of twigs going in the eye.

4. Recruitment and Retention of the Workforce

During December 2021 and January 2022 Early Years Wales commissioned Arad Research to host an online childcare and playwork survey and report on the findings on its behalf. The survey gathered information from childcare and playwork settings on staff numbers, recruitment, vacancies and pay to help Early Years Wales and Cwlwm partners to better understand and support the sector in recruiting and retaining the workforce. Cwlwm distributed the survey by email to all their members during December 2020.

Completed surveys were received from **362** respondents.

All respondents (including childminders) were asked the following question:

“**In your view, what are the main challenges in recruiting staff to the childcare and playwork sector and retaining them?**
(for example training, career progression, pay)”

The most common theme arising was regarding **pay**. Respondents commented on the issues around pay being low in the sector, that the sector is unable to afford to charge more (lack of funding would result in less intake, parents cannot afford childcare as it is), resulting in staff receiving low wages for a job which has a lot of responsibilities. It was also mentioned that due to this low pay, childcare settings cannot compete with other sectors which pay minimum wage or higher but have much less responsibility. It was commented that childcare staff do not get the recognition and monetary reward that they deserve for doing such a demanding and important job.

“**It is a low paid sector and is a very demanding job, but it is not possible to pay more and survive financially.**
(Full day care provider)”



“

“Childcare staff are vastly underpaid considering how much responsibility they have looking after such young children plus all the paperwork and after-hours work, they have to do.”

(Sessional day care provider)

”

The second most common theme was about recruiting **qualified staff**. Respondents commented on the difficulty in finding qualified staff, as well as finding quality staff who have the necessary drive and attributes to work with children. Specifically, some mentioned that it is difficult to find staff with the required level 3 qualification. Additionally, some noted difficulties in obtaining training or maintaining training at their settings. This issue was often coupled with the issue of pay, with many feeling that the pay does not encourage staff to gain the qualifications, as there is little monetary reward for doing so.

“

“I have advertised for 6 months and failed to recruit; I have taken on 2 young girls both wanting to do a childcare qualification but then decided against it. I cannot find anyone with a playwork qualification. We run in a rural area 5 miles from a main town. I have sent out newsletters around the school to ask parents if they are interested and also offered free childcare but didn’t get one candidate!”

(Out of school childcare provider)

”

The third most common theme related to **hours** worked. Responses varied in relation to this theme, with some stating that long days are the norm in childcare. Others commented that the hours they can offer to staff is too little, inflexible, and unreliable, resulting in a lack of stability for staff. Some also pointed out that the uncertain working hours restrict them from offering stability in the form of contracts, so recruiting and retaining employees is difficult.

“The hours are low and with running a breakfast and after school club you have a very early start, a big gap of nothing then a late finish.”

(Breakfast club & after school club provider)

Several other themes identified included the difficulties in recruiting **Welsh speaking staff**. Through their Workforce strategy, Mudiad Meithrin identified that despite emphasis on workplace planning in language policy, there is still a serious shortage of Welsh-medium early years staff; with only 4.4% of those training from scratch receiving training through the medium of **Welsh**.

The **COVID-19 pandemic** was also noted, as was the lack of support and recognition the childcare sector received during the pandemic, especially



compared to other key workers. Several also mentioned that the pandemic has affected staffing and intake, with less staff taking jobs in childcare due to the higher risks of COVID-19, as well as many parents now working from home. Another issue identified was the **lack of career progression** available to those working in the childcare setting and the **pressures** that settings and childcare workers face such as paperwork, policies, procedures and responsibilities.

While responses by **childminders** are included in the general themes above, issues around low pay featured strongly, relating to the pay childminders receive themselves, as well as pay offered to assistants. It was explained that income is affected by the limit on places that can be offered; difficulty in filling places or uncertainty around take-up of places, being unable to charge parents more for childcare and the costs and expenses associated with being a childminder. Several childminders mentioned the added pressure of paperwork and training, with one suggesting that this may be a contributing factor in some childminders leaving.

“Pay is the main [issue] I think. As a self-employed person I feel that parents think they are paying a fortune for childcare. But when you break it down, I’m working at about 4 pounds an hour per child and as I can only have 3 little ones a day it’s not fabulous money for the work I do. I also have heating bills etc and someday I do a 10-hour day with no break. The paperwork we have to do and the hoops we jump through for CIW it’s no wonder people are giving up childminding.”

(Childminder)

Several childminders also commented on their long working hours (often with no breaks and low financial reward). There were also comments around the lack of career progression in childminding and the fact that childminding is still regarded as a low skilled job, with some commenting that they felt underappreciated.

How can Cwlwm help?

Cwlwm acknowledge the overwhelming feeling in the sector that currently, pay is low and recruitment and retention of staff are a challenge for a variety of reasons.



The survey commissioned on behalf of Cwlwm, along with comments from Cwlwm colleagues, has been shared with the Deputy Minister and wider stakeholders including Local Authorities, to raise their awareness of the issues facing the childcare and playwork sector. We will continue to make the case that childcare is an important foundation in Wales for families and the economy; recognised as an essential worker role for both children and Wales to flourish/thrive. Cwlwm will advocate for investment and funding to increase salaries across the sector and extend access to provision across Wales. We work with Welsh Government and key stakeholders to share perceptions on pay, and work conditions in the sector, sharing your views with officers.

Cwlwm is committed to the aspiration for a professional and high-status childcare and playwork sector in Wales and to supporting the Welsh Government in raising the status and perceived value of the sector. We work with Welsh Government and stakeholders such as CIW, Social Care Wales, WeCare Wales, and as a partnership to promote and value the workforce in Wales.

Following the raising of issues and views in relation to the decline of childminding in Wales and the factors impacting on this, Welsh Government has confirmed that an independent review of childminding in Wales will take place in 2022. Work on this is in the early stages and more will be shared in coming weeks and months.

Cwlwm advocate and strive to establish a childcare and playwork sector that is both valued for its contribution to children's development and recognised as a well-paid career option.

We are aware of the opportunities and limitations within Wales but note that other countries have made their childcare and playwork sectors vibrant and appealing career opportunities. Welsh Government has made significant progress on funding and future opportunities for the sector. We will support these developments, sharing the views of our member organisations with policymakers.

We have worked with Welsh Government to explore a range of options and opportunities to help the sector recruit staff and this work continues. Individually, Cwlwm organisations have provided training and support to members on recruitment, and these training offers, and support continue for member settings in 2022-23.

Cwlwm work in partnership with the National Centre for Learning Welsh (NCfLW) to support the development and delivery of the free Camau suite of Welsh language courses at various levels for staff working in the childcare and playwork workforce. Individually, Cwlwm partners also offer a range of Welsh language support and training to our members helping to work towards Welsh Government's aim of creating a million Welsh speakers by 2050.

Additionally, we continue to work with Care Inspectorate Wales (CIW) and Estyn on the registration processes and with Welsh Government on childcare, playwork, and early education policy to ensure the needs of the sector are considered.

WeCare Wales jobs portal

Are you an employer with Early Years and Childcare vacancies to fill? If so, why not advertise them for free on the [WeCare Wales jobs portal](#)?

A blue rectangular box containing two logos. On the left is 'Gofalwn .cymru' in white text. On the right is 'WeCare .wales' in white text, separated from the first logo by a vertical white line.

The portal can help you find the right people, with the right values.

If you'd like to advertise a job vacancy on the portal, you'll need to register on the [WeCare Wales website](#)

Are you passionate about play?

Are you passionate about play and about supporting children and their rights? Watch and share Clybiau Plant Cymru Kids' Clubs' video to hear why Playworkers love their role and the difference they make.

[Become a Playworker - YouTube](#)

If you would like opportunities to extend your existing childcare/early years qualifications and employment opportunities, you could now be eligible to undertake a funded Playwork qualification in as little as 12 weeks with Clybiau Plant Cymru Kids' Clubs.

Eligibility requirements for the Award in Transition to Playwork extends to those with existing Level 3 qualification in Childcare, Youth Work, Forest Schools, or Support Teaching and Learning in Schools, opening up the qualification to a wide audience and allowing practitioners to extend their knowledge and work in a range of early years, childcare and playwork settings.





Securing and retaining talent is a vital part of growing and evolving the sector. With the new “NCFE CACHE Level 3 Award in Transition to Playwork”, **fully funded** through the Progress for Success programme and available through Clybiau Plant Cymru Kids’ Clubs, securing a place on a funded Playwork qualification has never been easier.

Supporting and encouraging your Early Years qualified childcare practitioner/s to undertake this qualification will enhance the experience for children in your care and support good practice across the sector. It will also support Out of School Childcare Clubs to meet the 30th September 2022, Welsh Government deadline, ensuring staff hold the necessary Playwork qualifications.

For more information, please click [here](#). If you are interested in embarking on this qualification please complete an expression of interest, which is available on the link.

Please share this with all eligible staff to enable them to access this exciting, time limited opportunity.



BREAKING NEWS
Clybiau Plant Cymru Kids' Clubs receives EXCELLENT rating from NCFE

Company limited by guarantee 4296436
Registered charity 1093260

CLYBIAU PLANT CYMRU KIDS' CLUBS

You could now be eligible to qualify in Playwork!

New eligibility for Award in Transition to Playwork
includes those with existing Level 3 qualification in Childcare, Youth Work, Forest School, or Support Teaching and Learning in Schools, opening up the qualification to a much wider audience.

Clybiau Plant Cymru Kids' Clubs works to unite and support the Out of School Childcare sector in Wales, whilst also promoting its social and economic impact. To secure a future for Welsh Out of School Childcare, it is crucial that settings work to ensure that their staff hold the necessary Playwork qualifications (as set out here in the Playwork Qualifications Flowchart), and as required by Welsh Government by 30th September 2022, see the link: Decision to extend the deadline for achieving a required qualification by 12 months to 30 September 2022.

Are you interested in signing up for a qualification with Trainers that are recommended by 85% of our Learners? You can gain a Playwork qualification through a 12 week course that inspires and informs an already skilled workforce to understand and implement the Playwork approach.

Complete an expression of interest.

Securing and retaining talent is a vital part of growing and evolving the sector. With the new "NCFE CACHE Level 3 Award in Transition to Playwork", fully funded through the Progress for Success programme and available through Clybiau Plant Cymru Kids' Club, progressing in to Playwork has never been easier.

DO YOU MEET THE FOLLOWING ELIGIBILITY CRITERIA?

- Are you employed within an early years, childcare or play setting?
- Do you currently hold a full level 3 qualification in Childcare, Youth Work, Forest School or Support Teaching and Learning in Schools?
- Not currently enrolled in any other training programme?

Complete an [expression of interest](#).

Clybiau Plant Cymru Kids' Clubs

Cymryd ar gyfer Llywodraeth Progress for Success

5. Curriculum for Wales

Written by: Menna Machreth, Mudiad Meithrin

Learning Resources Project Manager/Chief Equality Officer



Professional learning around the curriculum for funded non-maintained nursery settings

This is an exciting time for the young people of Wales with the introduction of a new Curriculum for Wales, but it is an exciting time for children in non-maintained settings as well!

In January 2022 a [curriculum for funded non-maintained nursery settings](#) was published, which has been developed to support the work of practitioners with children at the very beginning of the 3 to 16 learning continuum, to ensure they have the best possible start to their journey.

A curriculum for funded non-maintained nursery settings was published by Welsh Government so that practitioners do not need to work through the Curriculum for Wales documents. All you need to know to support children in nursery settings is included in the curriculum for funded non-maintained nursery document, including statutory requirements. The assessment documents will be available in September 2022 in draft and consultative form.

This is a fresh opportunity to focus on what children need to learn as they develop through their early years and how young children learn best.

New modules have been developed to support practitioners as they prepare for the implementation of the [curriculum for funded non-maintained nursery settings](#). This suite of modules complement the previously published [Foundational Phase professional learning modules](#) on Hwb, but are unique in their focus on funded non-maintained settings.

Higher education institutions in Wales, the Welsh Government and a practice based advisory group have worked collaboratively to produce four modules which will be released on Hwb over the next few weeks. Here is a brief description of what you can expect:

Principles for the Curriculum for Wales: This module will give you an understanding of how the Curriculum for Wales purposes and vision has been captured in the [curriculum for funded non-maintained nursery settings](#) at a level appropriate to the stage of development of the children you are working with. It will also give you an understanding of the key principles essential for holistic and meaningful learning at a non-maintained nursery setting: enabling adults, engaging experiences and effective environments.



Understanding the principles of the curriculum for funded non-maintained nursery settings: This module will help you understand how the pedagogies (play and play-based learning, being outdoors, authentic and purposeful learning, physical literacy) will support children along the Five Developmental Pathways. Each developmental pathway is considered, helping practitioners to make links with current practice and how to develop in light of the curriculum.

Leadership in a non-maintained nursery setting: Good leadership is key to the successful transition and delivery of the curriculum for funded non-maintained settings. This module is a one-stop shop for many different aspects of leadership (including leadership styles, how to support your team, reflective practice, and continuous improvement) and is a professional learning resource which will support you on the journey of leading a setting.

Schematic development in a child: This module will deepen your understanding of schematic development in children and how effective environments can facilitate schematic development. It will also support reflection on your practice and on how effective provision can impact children's learning and development.

The Schematic development in a child professional learning module will be available from mid July, with the rest to follow over the following weeks.

The Welsh Government will be considering what additional arrangements might be required to support practitioner understanding of the modules and whether further modules to support practice in settings might be required.



6. Domestic Abuse

Domestic abuse can have a devastating impact on victims and their families. It is important to recognise that domestic violence is a safeguarding issue that ultimately affects children too.

To safeguard children and any parent or colleague who may be exposed to domestic abuse, including coercive control, providers and practitioners need to be alert to signs/symptoms and how they can help.

A free e-learning training module is available on 'Violence Against Women, Domestic Abuse and Sexual Violence' to support staff's understanding of this safeguarding issue [Learning@Wales: All courses \(nhs.wales\)](https://www.nhs.uk/learning@wales/all-courses) Individuals can register online for free to access the course.

Providers should follow their organisations safeguarding procedures should they have concerns relating to children exposed to VAWDASV.

More information on your local Specialist VAWDASV can be found here:

[Find your local service - Welsh Women's Aid \(welshwomensaid.org.uk\)](https://welshwomensaid.org.uk)



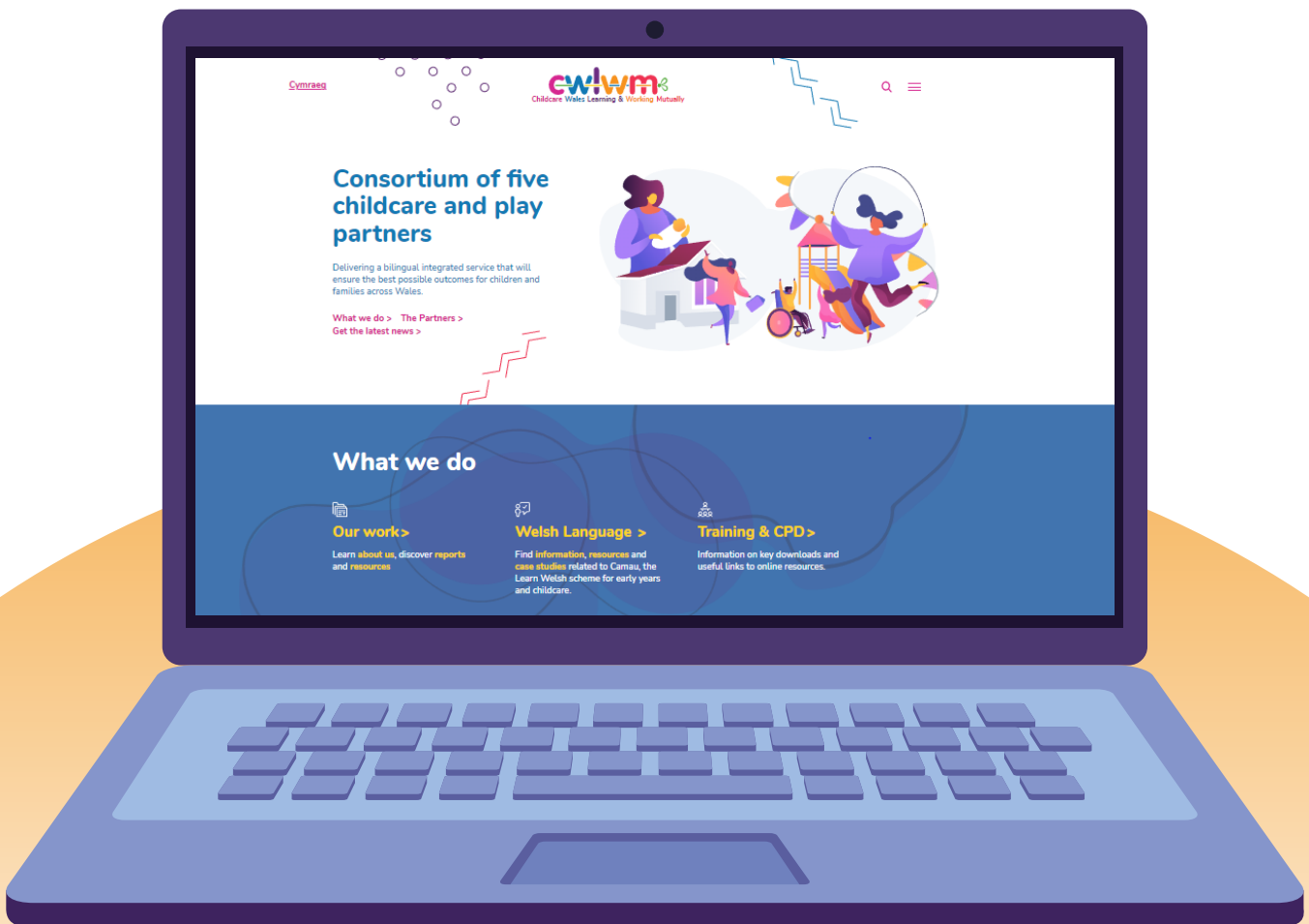
The Welsh Government's Live Fear Free helpline is a free 24/7 service for all victims and survivors of domestic abuse and sexual violence and those close to them, including family, friends and colleagues. It is available via phone, text, email, and live chat.

[Live Fear Free helpline | GOV.WALES](https://gov.wales/live-fear-free-helpline)



7. Cwlwm's New Website

Cwlwm's website has had a facelift! Please click [here](#) to access the new website which includes informative information about the Cwlwm partnership and other useful resources.





www.cwlwm.org.uk

The Cwlwm partnership consists of the following organisations:



CLYBIAU PLANT CYMRU KIDS' CLUBS

Bridge House, Station Road, Llanishen, Cardiff CF14 5UW
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EARLY YEARS WALES

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MUDIAD MEITHRIN

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NDNA CYMRU

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PACEY CYMRU

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