

Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)

This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)

CYPE SP 105

Ymateb gan: Cymdeithas Genedlaethol Meithrinfeydd Dydd

Response from: National Day Nurseries Association Cymru

Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

Thema 1: Addysg oedran ysgol | Theme 1: School-age education

Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education

With policy changes around the Curriculum for Wales 2022 and the wider Early Childhood Education and Care (ECEC) agenda it is important that the revised childcare qualifications, both academic and vocational, continue to be relevant to the needs of learners and the sector. Keeping qualifications under review over the course of the Sixth Senedd will be important to ensure employers in the early years and childcare sector are able to recruit the number of staff they need. Research shows that the experience and qualification level of staff in early years settings is a significant driver of outcomes for children.

Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)



Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people

Commitment to the ECEC approach

The National Conversations: with the Child Care, Play and Early Years sector in Wales report highlighted that childcare, play and early years workers felt undervalued and underappreciated during the Covid-19 pandemic. A driving factor in this was that early years staff felt they weren't always seen as professional workers, unlike others working with children such as teachers. We would like to see consistency of messages between ministerial teams in education and social care departments and closer working to ensure that when key messages are shared reference to the childcare sector is made alongside education. This would recognise that learning in the early years of children's lives is a crucial stage of development and their education.

We would like to see an ongoing commitment to recognise the childcare sector for the valuable contribution they provide to children within their first 1000 days, supported by the commitment to the professionalisation of the workforce.

Whilst we welcome the ethos of the ECEC approach and recognise the importance of ensuring a more consistent approach within childcare and early years, it will be important that existing providers of childcare within the PVI sector are taken into consideration throughout. There are potential risks of displacement of existing high-quality provision if there is a focus on expanding one section of the sector. We believe it will be important to monitor developments in the sector as the ECEC approach develops. We would like to see parity between the PVI and education sector for example the terms of educational provision that they are able to provide and with regulation and inspection requirements.

Sustainability of the childcare sector

We would like to see a commitment to continue to raise the need for funding within the sector to increase in line with inflation to ensure that childcare providers are able to continue to provide high quality childcare for children and their families. We welcome the Welsh government commitment to provide 100% business rates relief for childcare providers in Wales until 2025, however this alone will not support the sustainability of the sector.

Childcare, Play and Early Years Workforce Plan

Since the pandemic there has been even more focus on the need to attract high quality new recruits into the sector. NDNA have recently carried out work with the Education Policy Institute and the recruitment crisis currently being experienced by the childcare sector was evidenced within the outcomes of this work. The report notes that 96% of those recruiting had tried to recruit at Level 3 and 21% said they found it difficult and 73% said very difficult to recruit at that level.



Therefore we would like to see that ongoing financial support is provided to ensure that programmes such as NDNA's Childcare Works project are able to continue to drive new high quality recruits into the sector.

