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Evaluation of the Early Implementation of the Childcare Offer for Wales: Holiday provision

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Evaluation of the Early Implementation of the Childcare Offer for Wales: Holiday provision

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Glossary

Acronym/Key word	Definition
Childcare Offer	30 hours a week of government-funded early education and childcare for working parents of three- and four-year-olds, for up to 48 weeks of the year.
CIW	Care Inspectorate Wales – the independent regulator of social care and childcare in Wales.
EILA	Early Implementer Local Authority.
Foundation Phase	The developmental curriculum for all three to seven-year-olds in Wales.
FPN	Foundation Phase Nursery Provision – a minimum of 10 hours a week of funded early education for three- and four-year olds during term time, from the term following a child's third birthday. Sometimes referred to as early education entitlement and funded early education.

1. Introduction

- 1.1 This report is one of three additional papers produced alongside the main evaluation report of the early implementation (first 12 months) of the Childcare Offer in Wales, conducted by Arad Research and NatCen Social Research between July 2017 and October 2018.
- 1.2 This report focuses on the holiday provision element of the Childcare Offer. It discusses the demand for childcare during the school holiday periods and considers whether the supply of childcare during these periods is sufficient to meet demand. It also explores how holiday provision arrangements have been agreed between childcare providers and parents, as well as the ways in which information relating to the Childcare Offer entitlement during school holidays has been communicated to parents.
- 1.3 This report is informed by desk-based research, interviews with stakeholder organisations, childcare providers and parents as well as data produced by the parents' survey undertaken as part of this evaluation.
- 1.4 The remainder of this section provides background context, including an overview of the Childcare Offer across the seven early implementer local authorities (EILAs), with a focus on the difference between the Offer during school term times and school holiday periods.

The Childcare Offer

- 1.5 The Welsh Government has committed to provide a total of 30 hours a week of government-funded early education and childcare during term time and 30 hours a week of childcare for nine of the 13 weeks of school holidays. The Childcare Offer targets three- and four-year-old children whose parents earn on average a weekly minimum equivalent to, or more than, 16 hours at the national minimum wage or national living wage.

- 1.6 The intended outcomes of the Offer include:
- Parents have more employment choices.
 - Parents have increased disposable income.
 - Parents can make an informed choice about using formal childcare.
 - Childcare sector grows in response to increased demand and take-up of formal childcare.
- 1.7 Annex A provides further detail on the outputs and outcomes for the Offer.
- 1.8 Since September 2017 the Childcare Offer has been available in the seven early implementer local authorities (EILAs), which include all, or part of, the following seven local authorities;
- Anglesey and Gwynedd (joint working)
 - Blaenau Gwent
 - Caerphilly
 - Flintshire
 - Rhondda Cynon Taf
 - Swansea.
- 1.9 Applications for the funding of childcare places under the Offer began in June 2017, for children to take up places from September 2017. The number of children who accessed the funded childcare during the first year of roll out across the seven EILAs was 4,101.¹ The whole of Blaenau Gwent local authority was included from the outset. Initially the Offer was available in parts of the other authorities, with additional areas added to expand the availability of the Offer to more children in November 2017 and January 2018.

Context for report

- 1.10 The Welsh Government wished to examine whether the early implementation of Childcare Offer in Wales generated substantial demand for childcare during school holidays and whether this demand would be greater than the childcare supply available during this period.

¹ Welsh Government monitoring data.

- 1.11 During school term time, children supported by the Offer are entitled to at least 10 hours of FPN and up to 20 hours of funded childcare. The combination of the FPN and funded childcare provision, makes up the 30 hours of funded education and childcare included in the Offer. The ratio of FPN to childcare funded hours available to eligible children is dependent on the number of FPN hours already provided in each area. The hours of FPN provision available varies between local authorities (and in some cases between FPN providers within the same local authority). As such, the number of childcare hours available to make up the 30 hours of the Offer also varies across and within local authorities.
- 1.12 During nine of the 13 school holiday weeks each year, when there is no FPN provision, the 30 hours of the childcare offer consists entirely of funded childcare, potentially increasing the demand for childcare during school holidays. The ability of the childcare sector in Wales to meet this increased demand for childcare during school holidays was a point of concern for many during the early implementation phase.
- 1.13 In cases where FPN and childcare provision is delivered within the same setting, the number of hours spent by the child at the setting during term time, compared to school holiday time may be the same. As such the provision of hours from FPN to childcare should be seamless. However, the same may not be true in cases where FPN hours are delivered in one setting and childcare hours provided at another. In these cases, the provision of hours of childcare during school holidays would increase the total number of hours taken up by each child at the childcare setting. In addition to this, it was anticipated that a number of children, who had not previously taken up places in formal childcare settings during school holidays, would, with the support of the Offer, now be able to do so. Concerns were voiced, by EILAs and Welsh Government officials in particular, that this increase in hours of childcare taken up during school holidays would exceed the capacity of providers to deliver the childcare places required.
- 1.14 Some concerns were also raised by EILAs and Welsh Government officials that parents accessing childcare supported by the Offer from providers who operate during school term time only, may not be able to access formal childcare during

school holidays. This in turn could undermine some of the key employability aims of the Offer. These parents may potentially turn to informal childcare during school holidays or seek out school holiday only childcare provision from other formal providers. If these parents were to access school-holiday-only formal childcare from other providers, this could place yet further pressure on the capacity for childcare provision during the school holiday period.

- 1.15 The issues and concerns noted above form the key focus of this thematic paper. It also explores how holiday provision arrangements are agreed and the ways in which school holiday entitlement of the Childcare Offer are communicated.

2. Methodology

2.1 A mixed methods approach was undertaken to gather feedback about the Childcare Offer during school holidays. The monitoring and administrative data submitted to the Welsh Government by each EILA were examined and the range of fieldwork outlined in Table 2.1 undertaken.

Table Error! No text of specified style in document..1. Fieldwork informing the evaluation of the Childcare Offer for Wales

Participant	Method	Number of respondents	When
Welsh Government Officials	Telephone and face-to-face interviews	11	Throughout the evaluation period
All EILA Childcare Offer team representatives	Face-to-face interviews	1-4 staff in each EILA; 18 interviews	Autumn 2017; Early 2018 and September 2018
Key stakeholder organisations*	Telephone and face-to-face interviews	14	July to September 2018
Participating Childcare providers	Telephone interviews	150	March to September 2018
Participating parents	Online survey	555	May 2018
Participating parents	Telephone interviews	36	August/September 2018
Non-participating parents	Telephone interviews	21	August/September 2018

Note: further information on the methodology can be found in the main evaluation report's methodology section.

*Annex B contains the list of stakeholders interviewed.

3. Findings

Demand for holiday provision

- 3.1 The evaluation findings for the early implementation of the Childcare Offer suggest that demand for childcare has not exceeded supply during school holidays as was initially feared by some. The main reason for this appears to be that fewer parents than was initially envisaged accessed childcare supported by the Offer during the school holidays.
- 3.2 The survey of parents conducted in May 2018 as part of the evaluation, found that just over half (59 per cent) of the responding parents who accessed the Offer were currently using childcare in school holidays with a further 10 per cent noting that they were planning to.
- 3.3 Demand for childcare during school holidays amongst survey respondents varied according to the type of provision used. Most parents (87 per cent) who used day nurseries accessed childcare from their provider during school holidays; most parents using childminders (86 per cent) also used their provider in the school holidays. A lower proportion of surveyed parents (21 per cent) who were taking up childcare from other providers including playgroups and other sessional day care settings, noted that they accessed formal childcare provision during school holidays.
- 3.4 Of the survey respondents who were accessing Welsh-medium provision during school term time, only 11 per cent said they accessed the same provision during school holidays. 76 per cent noted that the Welsh-medium provision they accessed during the school term was not available during the school holidays. Further discussion on the access of Welsh-medium provision during school holidays is included in paragraph 3.20.
- 3.5 This variation across the different childcare providers is to be expected as day nurseries and childminders are better set up to provide out of term hours of childcare in comparison to playgroups or sessional childcare providers which usually operate more closely around school term times.
- 3.6 According to providers interviewed, demand for provision in school holidays mainly came from existing customers. Only a few providers interviewed (8 of 150) reported

receiving enquires from new parents who wanted to access the Offer with them during the school holidays only. Of these providers, few noted that they could not accommodate these requests. This was mainly due to capacity as opposed to a reluctance to provide school holiday only provision.

- 3.7 Providers explained that some existing parents wanted to increase their childcare during school holidays, others wanted to access fewer hours.

“As for demand, it didn't exceed our capacity as some took up more hours in the school holidays while others took up less or none.” (Full day care provider)

- 3.8 Out of the 31 parents interviewed who noted whether they were accessing fewer, more or the same number of childcare hours in school holidays compared to term time, 16 noted that they were accessing fewer hours in the school holidays, seven were accessing more and eight were accessing the same number of hours as they were during term time.

- 3.9 The findings emerging from the parent's survey and interviews therefore suggest that generally the introduction of the Childcare Offer in Wales has not influenced a significant change in school holiday childcare arrangements during the early implementation stage. As a result, the demand for formal childcare outside of school term has not, to date, increased sharply as was initially anticipated by some.

- 3.10 Parents who did want to increase their hours of childcare provision during school holidays tended to be those whose children were accessing the FPN and childcare elements of the Offer, during term time, at two different settings. The FPN setting would be closed during school holidays and therefore the parents would require additional hours of childcare during these periods. However, this increase in demand appeared to be manageable for the majority of providers interviewed as in many cases, increases in demand by some parents were often offset by reductions in demand for holiday provision amongst others.

“The Childcare Offer children were with me for more hours (30 instead of 17.5) in the school holidays because the Foundation Phase Nursery setting was closed during these times. However, this was balanced out by two other children whose parents are teachers and therefore don't require childcare during school holidays.

Other children are often off on family holidays during the summer so there's usually a couple of floating places. So, ensuring provision during holidays is not a concern for us." (Childminder)

- 3.11 Several reasons were offered as to why demand for childcare amongst some parents fell during school holiday times. In some cases, parents work school term-only hours (e.g. schoolteachers), and therefore do not require childcare provision in school holidays. In other cases, the child might have older siblings who access other childcare arrangements during school holidays, including informal childcare and / or play and sports groups which may not be registered with CIW and therefore not eligible to receive Childcare Offer funding. Parents of these children often prefer all their children to access the same childcare setting during school holidays, even if this means foregoing the childcare funding support available through the Offer.

Provision available

- 3.12 The childcare providers interviewed offered a varied range of provision during school holidays. Some providers were open full-time during school holidays, some were open part-time, and some were term time only and therefore closed throughout school holidays. A small number of providers (4 out of 150 interviewed) who previously provided term time only provision, noted that they had extended their provision to remain open during school holidays; a few others also noted that they were considering the option of remaining open during school holidays for the first time. In most cases, this extension in provision was influenced by the anticipation of increased demand following the introduction of the Offer.
- 3.13 One provider interviewed noted that they had extended their provision to open during school holidays in direct response to the Offer, only to find that the demand for out of term time provision was not there.
- 3.14 Overall, the evidence indicates that there has been no marked change in the delivery of childcare provision during the early implementation of the Childcare Offer. This is despite the fact that a couple of the EILA Offer teams noted that some school term only childcare providers were initially under the impression that

providing childcare during the school holidays was a pre-requisite to being registered as a Childcare Offer provider. This suggests that there may have been some initial confusion amongst a small number of providers as to what provision they would be required to deliver as part of the Offer.

Parents' views on availability of holiday provision

3.15 Most parents interviewed appeared to be happy with the childcare provision available during school holidays. When asked whether they were able to access, through the Offer, the type and amount of childcare that they need during school holidays, 25 parents (out of 32 who responded to the question) said they were able to. However, seven parents (out of 32 who responded to the question) noted that they were not able to access the provision they required during school holidays.

3.16 The main reason given by the seven parents who were not able to access the childcare provision they required in school holidays was that their term-time childcare provider did not offer any provision during school holidays. These parents had to make alternative childcare arrangements including informal care, which has not been an issue for some parents, but has been less convenient for others.

“During the Summer I was really struggling. Both nursery and school wraparound were not open during holidays. I've had to beg, borrow and steal time and help from family members, and also take annual leave if I couldn't find help. It's been a logistical nightmare.” (parent)

3.17 Some parents noted that they were entitled to 30 hours of FPN during term time. As such the Childcare Offer could not fund any additional childcare over and above these hours during term time. However, these parents could access the full 30 hours of childcare during the school holidays. Parents interviewed who were in this category, who did not access any formal childcare during school term time noted that they found accessing school holiday only childcare provision difficult. They found this frustrating as they could not utilise the funding support they were eligible for. It should be noted however, that parents interviewed who were in this situation were in the minority and it is unclear whether the reason for the challenges they

faced was due to their geographic location, and therefore accessibility of provision during school holidays, or a reluctance amongst some providers to take on school holiday only childcare customers.

3.18 In addition to concerns around some childcare providers only operating during school term times, EILA Offer teams interviewed raised initial concerns relating to some parents wanting to access various activity groups such as summer sports clubs as a means of childcare during the school holidays. These clubs may not necessarily be registered with Care Inspectorate Wales (CIW), and as such will not be eligible for Childcare Offer funding. The concern among EILA Offer teams was that some parents may not be aware of this to begin with. Once they do become aware, they may wish to make last minute alternative arrangements with a registered childminder thus creating an unexpected sharp increase in demand. However, interviews with parents suggested that these concerns did not materialise during the early implementation stage.

3.19 A few of the parents interviewed did express disappointment that these groups/clubs were not eligible for Childcare Offer funding. However, these parents did not look for last minute alternative arrangements with registered childcare providers. Instead they either accessed and paid for the groups/clubs anyway, or they did not access them and made alternative informal care arrangements.

“The sorts of childcare we would be looking for in the school holidays would be sports clubs and things like that. But they are not registered...We’ve got three children and the other two are nine and eight years old. So, it wouldn’t make sense putting the youngest into a nursery while they went off to a sports club. We would send them all to the same place.” (parent)

Access to Welsh-medium provision during school holidays

3.20 The number of children accessing Welsh-medium childcare funded by the Offer across all EILAs fell by 59 per cent (from 1327 to 540) between July and August 2018 – a substantially larger fall than the 35 per cent drop (i.e. from 3430 to 2233) recorded across all childcare settings. The largest fall in the number of children

accessing Welsh-medium provision in this period was recorded in Gwynedd and Anglesey, where the highest proportion accessing Welsh-medium provision is also recorded. The relatively higher drop in the number accessing Welsh-medium provision, compared to all provision, during school holidays may reflect demand factors that are specific to Gwynedd and Anglesey and/or supply factors that relate predominately to Welsh-medium provision. However, when the proportional change in the number accessing Offer funded childcare during school holidays across other EILAs is compared, not including Gwynedd and Anglesey, the fall is 66 per cent for Welsh-medium provision compared to a fall of 27 per cent in the number accessing all types of provision.

- 3.21 The lower level of access of Offer funded Welsh-medium provision during the school summer holidays in part, reflects the fact that much of the Welsh-medium childcare is delivered through *cylchoedd meithrin*, most of which operate during term time only. However, it is not possible to conclude from these findings that the fall in access is predominantly supply driven or that there is necessarily a mismatch between the supply and demand of Welsh-medium childcare during school holidays. The findings may simply reflect the way Welsh-medium provision has traditionally been delivered and accessed during school holidays. Further research is required in this area to determine whether this is a point of concern or not.

Impact of accessing childcare during school holidays

- 3.22 Of the parents interviewed who said they were able to access the childcare provision they required during the school holidays, one explained that this holiday provision has enabled them to continue working during the school holidays and not take as much of their annual leave as they would otherwise have done, to look after their child.

“Without the 90 hours [holiday provision accessed] I wouldn't have had any annual leave left and it would've been really difficult to keep my job. They wouldn't have been happy with me taking so much unpaid leave. It was a win-win as he enjoyed going there to see his friends, and I could carry on going to work.”
(parent)

3.23 Another parent explained that the Offer has enabled them to access childcare provision in the school holidays which they would not have done otherwise. For this family, having access to this childcare holiday provision through the Offer has enabled the mother to increase her working hours during the school holidays. This has had a positive financial impact on the family.

“Before the Offer we did not have any childcare provision during the school holidays so [the mother] had to work term time only. She has now extended her working hours to include half the holidays which has increased our family income by £12K / year.” (parent)

School holiday provision agreements

3.24 Interviews with EILA Offer teams and providers found that variation in the holiday provision arrangements have been agreed with parents. One EILA required parents and providers to jointly agree, well in advance, which weeks of the school holidays they would like to book childcare supported through the Offer for (a maximum of nine weeks), and the hours within those chosen weeks they planned to take up. These parents and providers were required to submit these hours when the parents started accessing the Offer. In many cases this would have been months in advance of the school holiday childcare provision required. Although this encouraged parents to consider what holiday provision they would require, this approach has not been without its challenges, mainly because parents have not always been able to make this decision that far in advance. Therefore, in some cases, parents included some contingency in their plans by booking more childcare hours than they actually needed during school holidays.

3.25 It would appear that other parents also book some hours of childcare funded by the Offer, during school holidays that they may not necessarily need. This is evidenced by analysis of the monitoring data submitted to Welsh Government by each EILA. The summer term individual child level monitoring data was used for this particular analysis as this period includes a maximum of seven weeks school holiday provision. The analysis indicates that an average of 224 hours of childcare per child was booked during this time (20-week period including summer term and school

holidays) but on average only 191 of these hours were taken up.² This suggests that on average, each parent booked 33 more hours than they used during the summer term.

- 3.26 A small number of providers interviewed explained that they arranged in advance with their parents which weeks of the school holidays they would like their childcare provision to be covered by the Offer (a total of nine weeks throughout the year) and which weeks they would pay for themselves (a total of four weeks).

“It is important to ask parents in advance when they will be using their nine weeks in the school holidays.” (Full day care provider)

- 3.27 This appears to have worked well in cases where providers have taken the time to explain to parents the Childcare Offer provision they are entitled to during the school holidays and encouraged them to think in advance about the holiday provision they require.

Type of contract

- 3.28 Contractual arrangements relating to the terms and conditions of the childcare provision are agreed between the parent and the childcare provider. A few providers interviewed (four) noted that they offer annual contracts with parents which cover a set number of weeks in the year (e.g. 52 weeks). Therefore, in these instances, parents are required to pay for some holiday provision regardless of whether they use it or not.

“The school holidays are really good for us as we get the full 30 hours instead of 20. Parents agree to a 51-week contract with us, so we charge for the school holidays even if they are not there.” (Full day care provider)

- 3.29 Other parents supported by the Offer, who have more flexible holiday provision arrangements with their provider, noted that they can negotiate which weeks during the school holidays they wish to access provision funded by the Offer.

² The average number of hours was calculated for the whole term rather than a weekly average, because the monitoring data presents the hours booked and used per child either by each month or term, weekly data is not available.

3.30 Despite these variations, holiday provision arrangements, need to be agreed between parents and providers. However, some childcare providers and EILA Offer teams interviewed, noted that not all parents were aware that they needed to agree their holiday provision arrangements with their provider. Some parents assumed that the childcare provided during school holidays was determined by the terms and conditions of the Offer.

3.31 Providers noted that often parents did not realise that only nine weeks of the school holidays could be covered by the Offer, they assumed that the Offer covered all school holidays. In some cases, providers were able to communicate this successfully to parents in advance, enabling parents to choose which weeks of the school holidays were covered by the Offer and which weeks they would need to make alternative arrangements for or pay for this childcare themselves.

“I kept reminding parents and checking, explaining that they would not be getting the holiday weeks in August if they’d used it in the year. I have sat with them and decided when they wanted to pay - would it be Easter or summer.” (Childminder)

3.32 However, in other cases, the school holiday entitlement had not been communicated successfully to parents. This was the case for a few parents of the parents interviewed (4 out of 36) who explained that they did not realise they would only have nine weeks of the school holidays covered by the Offer until they had used these nine weeks and were asked to pay for the remaining four weeks of the holidays.

“I didn't realise what the holiday entitlement was until I'd exhausted it in July and had to pay full fees in August.” (Parent)

3.33 A further issue was that the holiday provision that parents were entitled to under the Offer varied depending on when the parents started accessing the Offer. This, as explained by one provider below, has caused considerable confusion amongst some parents:

“There was a bit of a confusion at the start from parents. I had to explain it to them. The allowance for holidays varied according to start date, so nine weeks if starting in September, six weeks if starting after Christmas and three weeks if at

Easter. Parents hadn't realised that.” (Sessional and out of school childcare provider)

3.34 Overall, there appeared to be a reliance on providers to give parents information about the holiday provision. The evaluation findings suggest that this reliance on providers as a source of information has worked well in many cases but has also been lacking in others. For example, parents have not had the need to discuss or agree school holiday provision with term time only childcare providers that do not offer holiday provision. Some of these parents were unaware that the Childcare Offer funded 30 hours of provision during school holidays. This lack of awareness of holiday support provision available has, in some cases, led to parents either leaving it too late to make alternative formal childcare arrangements for the school holidays or assuming that they need to organise other, often informal childcare themselves.

“I didn't look into other childcare providers for the school holidays. We just thought we could do it between us...I could kick myself because I didn't even think of it [accessing holiday provision under the Offer]” (parent)

3.35 Confusion about the childcare arrangements supported by the Childcare Offer was not limited to parents. Some childcare providers noted that they were unsure how to record the hours booked and taken up during school holidays. This was echoed by some of the EILA Offer teams interviewed who noted that confirming hours and issuing Childcare Offer payments to some providers had been an '*administrative nightmare*'. One EILA Offer team noted that providers in their area were under the impression that any hours of childcare booked (and therefore paid for) but not used during one school holiday period, could be rolled over and booked during the next. These areas of misunderstanding suggest that further clarity is required when informing parents and childcare providers as to the childcare provision that is, and is not, supported by the Childcare Offer during school holidays.

4. Conclusions

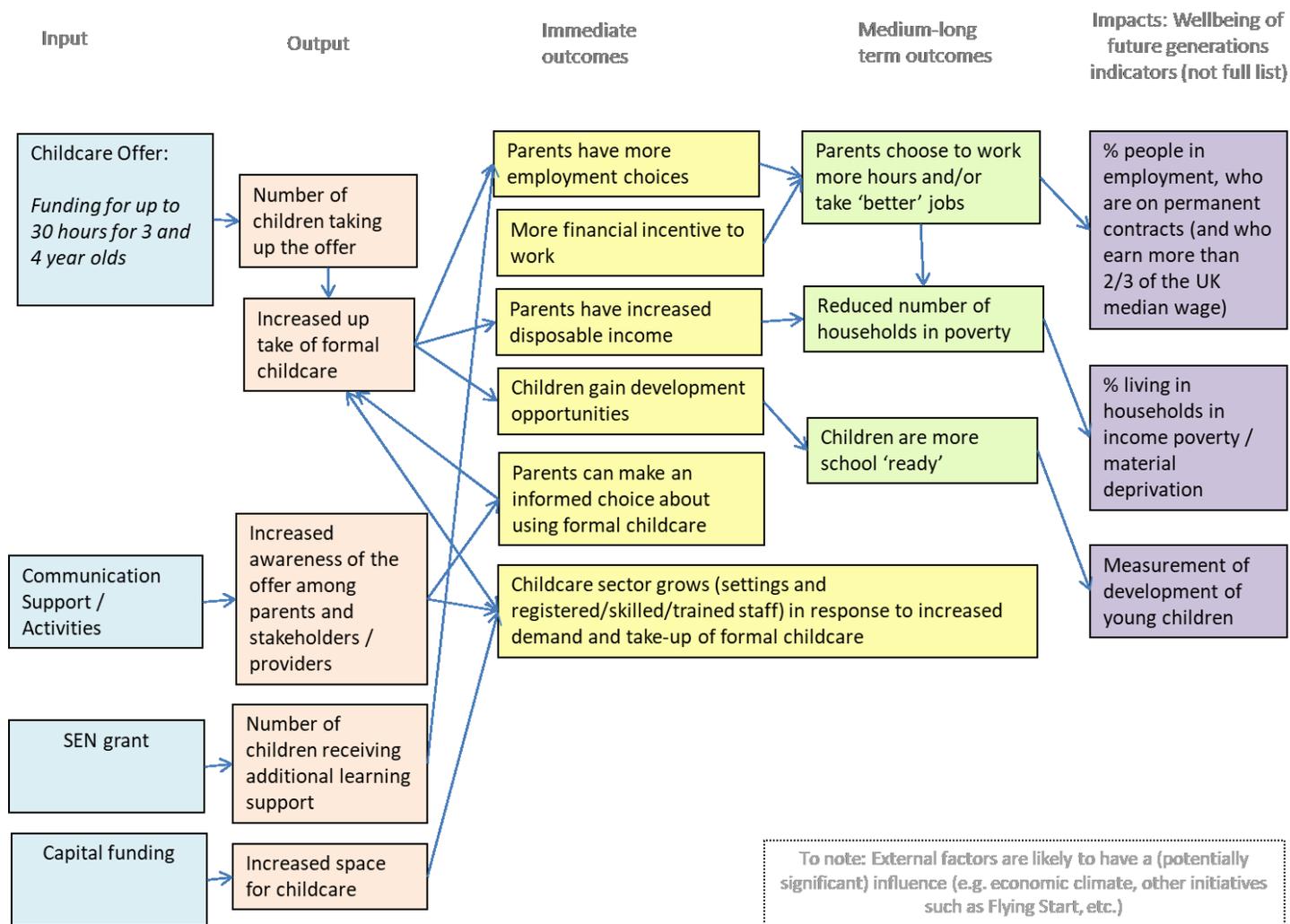
- 4.1 Evaluation findings for the early implementation of the Childcare Offer in Wales indicate that the demand for childcare funded by the Offer during the school holidays has not exceeded supply. This is likely to be mainly because parents have not dramatically changed their childcare arrangements as a result of the Offer being introduced. It follows therefore, that childcare providers have not yet needed to respond by offering more childcare places during school holidays.
- 4.2 This conclusion is not unexpected at this stage, as in many cases parents had made their childcare arrangements, often a full year ahead, before they became aware of their eligibility of the Offer. However, as awareness of the Offer increases, and its availability broadens to reach more parents, it is possible that future childcare arrangements of eligible parents will change, which in turn could increase demand for provision during school holidays.
- 4.3 The number of hours of Offer funded childcare booked during the school summer holidays in August 2018 was consistently lower than those booked during the rest of the year across all EILAs. However, the fall in the access of Offer funded Welsh-medium provision during August was greater than that recorded across all settings. This is likely to reflect the fact that a number of *cylchoedd meithrin* (the main providers of Welsh-medium provision) only operate during school term time. However, the findings may also simply reflect the way Welsh-medium provision has traditionally been delivered and accessed during school holidays.
- 4.4 Awareness and understanding of the childcare provision available and supported by the Offer during school holidays has not been transparent in all cases. Some parents were unaware that they were entitled to funded childcare during school holidays while others were unaware that the Offer only funded nine of the 13 weeks of school holidays available each year.
- 4.5 The reliance on childcare providers to raise awareness of the Offer and school holiday provision has worked well in some cases but less in others. However, this reliance on childcare providers has meant that some parents whom are not using childcare providers during term time (e.g. parents who are accessing 30 hours FPN during term time) may be less aware of the holiday provision element of the Offer.

4.6 Overall, the initial concerns relating to the potential over demand and under supply of childcare provision during the school holidays did not emerge during the early implementation of Childcare Offer in Wales. However, this does not suggest this will continue to be the case as the Offer is rolled out over the longer term.

5. Recommendations

- 5.1 Parents and childcare providers require more information and support relating to the childcare provision available during school holidays;
- 5.2 A more centralised approach to promoting and awareness raising should be considered particularly in relation to school holiday provision;
- 5.3 Schools should be further encouraged to actively promote the Offer to parents, particularly eligible parents who may be accessing FPN during school term time but not the childcare element of the Offer during school holidays.
- 5.4 Further research is required into the provision and access to Welsh-medium childcare during school holidays. This research should aim at determining whether, and if so to what extent, the fall in the level of access of Welsh-medium childcare during school holidays reflects unmet childcare need and / or a lack of parental choice. It should also consider how the Offer influences any demand and supply imbalance and how it can be used to address this.

Annex A: Childcare Offer for Wales Logic Model



Source: Welsh Government, dated April 2018.

Annex B: Organisations consulted during the evaluation

Care Inspectorate Wales

Children in Wales

Children's Commissioner for Wales

Chwarae Teg

Clybiau Plant Cymru

Early Years Wales (previously called Wales Pre-school Providers Association)

EILA Childcare Offer teams

Estyn

Future Generations Commissioner for Wales

Mudiad Meithrin

NDNA (National Day Nurseries Association)

PACEY (Professional Association for Childcare and Early Years)

Play Wales

Social Care Wales

Welsh Government (officials from the Childcare Offer, Foundation Phase, Enterprise and

Parents Childcare and Employment (PaCE) teams

WLGA (Welsh Local Government Association)