

Component 1 – Script

Diolch Cristiane, Prynhawn Da Pawb.

As the Welsh language coordinator, part of my role is to support us in feeling confident using and modelling the Welsh language in our everyday interactions with the children (NDNA, 2023).

As we prepare for the upcoming CIW inspection, I would like to highlight how we can improve the quality of Welsh language practice we already have in place. CIW (2016) looks closely at how we give children opportunities to use Welsh and how effectively we promote it. They also assess how children develop their Welsh Language skills, for example, through songs and rhymes, and how they make progress over time (NDNA, 2022; CIW, 2016). In line with the curriculum for non-maintained settings, most of our teaching happens through play-based learning, allowing us to incorporate Welsh into everyday interactions (Welsh Government, 2024a). For our youngest children, this may involve hearing Welsh regularly, becoming familiar with the sounds and responding to simple words and songs. For older children, this may include joining in with songs and beginning to use simple Welsh independently, showing the benefits of repetition from familiar adults (Smidt, 2016). Through observations, children can verbally and non-verbally express their preferences and interests; additionally, we can evaluate children's progress, enabling us to support and challenge each child appropriately (McMahon and Dyer, 2019; NSPCC, 2024). Contributing to their inclusion in decisions that affect them, in line with Article 12 of the UNCRC (UNICEF, 2019)

Our practice is guided by the Welsh Language (Wales) Measure 2011 and Welsh Language and Education (Wales) Act 2025, which emphasise that Welsh should be treated no less favourably than English. Even as an English-medium setting, we have a responsibility to promote Welsh language and culture. CIW (2016) and Welsh Government (2023) also expect our statement of purpose to outline the level of Welsh used. Our statement says we show commitment to upholding Welsh Language standards by embracing the use of the Welsh language in daily practice and creating a rich Welsh culture.

After using the Welsh Government (2024b) reflective practice tool kit, it is clear we already show enthusiasm for the Welsh language, through greetings and songs.

However, our next step is to create an environment that is truly rooted in Welsh values and cultures in line with Welsh Government (2025) and Welsh Government (2024a). Suggestions from NDNA (2026) include incorporating Welsh-themed displays, introducing Welsh food in the home corner and offering Welsh snacks. As we already focus on inclusion, I believe we can celebrate and include Wales in the same way we embrace other cultures. As the curriculum is adaptable, we could plan activities to promote Welsh language and culture that are appropriate for all ages and abilities within our setting (Mudiad Meithrin, 2023). Amira, I would welcome the opportunity to work collaboratively with you to develop ideas that further enhance the quality of inclusion within our setting, if you would be happy? (RESPOND) Excellent, thank you.

The Welsh Government (2024a) places responsibility on practitioners to provide authentic and engaging experiences that ensure consistent and high-quality learning. Campbell-Barr and Leeson (2016) and the University of Wales Trinity Saint David (2026) agree that to achieve quality learning, effective staff training is essential. That is why I have arranged for everyone to complete the fully funded online Camau (2025) conversations course. This course will support us to develop confidence using Welsh within our everyday practice, offering practical ideas to include Welsh naturally through play and to create an environment enhanced by Welsh culture and community (Early Years Wales, 2023), all of which align with National Minimum Standards for Regulated Childcare in Wales (2023), the Curriculum for Wales (2023) and Curriculum and Assessment (Wales) Act 2021.

The Well-Being of Future Generations (Wales) Act (2015), says that we have a legal obligation to support and promote the use of the Welsh language, helping it thrive for the future. This is because Wales is officially a Bilingual country (Wales, 2018) and by embracing Welsh in our nursery, we contribute to the wider national goal of reaching one million Welsh speakers by 2050 (Welsh Government, 2017). Early Years Wales (2020) also suggests encouraging parents and carers to use Welsh at home. Cristiane, perhaps we could explore running a Welsh rhyme time session for families, allowing opportunities to chat about how children are using their Welsh at home and how we can support them further? As I believe this compliments your suggestion earlier about verbal feedback (RESPOND) Brilliant. This would help us

gather valuable parental feedback for our Self-Assessment of Service Statement Application (SASS Application).

Ultimately, our aim is to build confidence using Welsh beyond basic greetings and embed Welsh culture into our nursery. This will support children to develop their Welsh naturally and meaningfully, not just for inspections, but as part of everyday practice, in line with the *Welsh Language (Wales) Measure (2011)*. Together we can ensure Welsh becomes a valued and meaningful part of our daily life in nursery, Diolch pawb, over to you Lauren.

Component 2 – Group reference list

Group Reference List

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