# Growing the Magic: Three-Year Workplan 2026–2030

Coram PACEY Cymru's first action plan for A National Strategy for Childminding in Wales 2026–2035

## Our purpose for November 2026– March 2030

This action plan turns the ambitions of *Growing the Magic: A National Strategy for Childminding in Wales 2026–2035* into a focused programme for the first three years. It sets out what Coram PACEY Cymru will deliver with childminders, children, families, Welsh Government, local authorities and partners to stabilise the sector, strengthen quality and inclusion, and create the conditions for sustainable growth. It is intended to be ambitious, transparent and adaptable: we will publish progress, learn from evidence and lived experience, and refine activity as the policy and funding context develops. In line with our strategy delivery will be **child centred, system aware, evidence informed and practical**.

What success will look like by March 2030

- **Children:** children's safety, wellbeing, inclusion and voices are central to our work, with clear evidence of how their experiences and views shape our priorities and decisions.
- **Families:** families better understand childminding, can navigate support and funding more easily, and have greater confidence and choice.
- **Childminders:** childminders are more visible and valued as professionals, better connected, and equipped to develop sustainable, high-quality businesses.
- **Communities:** childminders are routinely included in local planning and partnerships, with provision better reflecting local language, culture and need.

## Three-year delivery programme: Goals

### 1. Goal: Children

Children are safe and healthy, feel heard and included, with the care, relationships and opportunities they need to play, learn, belong and reach their full potential.

| Strategic commitment | Key Actions | | |
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| | **Year 1** Nov 26-Mar 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| **1.1 Strengthening childminding provision**<br><br>Supporting childminders with the knowledge, skills, confidence and resources they need to provide nurturing, inclusive, high-quality experiences for children. | Complete annual Training Needs Analysis and use findings to inform direction.<br><br>Review childminders' learning and resource needs on nurturing, safe and inclusive practice.<br><br>Co-design bilingual new resources on play, wellbeing, positive relationships and holistic development.<br><br>Gather feedback on usefulness and confidence on current resources to inform improvements. | Complete annual Training Needs Analysis and use findings to inform direction.<br><br>Review existing resources and training identifying gaps. Develop new resources/training as identified.<br><br>Gather examples of how childminders apply learning in practice.<br><br>Review participation and feedback to improve accessibility and relevance. | Complete annual Training Needs Analysis and use findings to inform direction.<br><br>Evaluate resource use, learning participation and reported changes in practice.<br><br>Update resources and training using feedback and emerging learning needs. Embed resources in our ongoing support offer.<br><br>Publish learning and identify priorities for the next delivery period. |
| **1.2 Championing children's voices and rights**<br><br>Ensuring children's experiences, voices and rights inform practice, | Review existing children's rights and participation frameworks and resources, including the National Participation Standards promoted by Children in Wales, and identify those suitable for childminding. | Extend support for childminders to apply selected existing frameworks and listening resources in everyday practice.<br><br>Share practical examples and peer learning on recognising and | Review our use of existing frameworks against their participation principles, drawing on childminder feedback and evidence of children's influence.<br><br>Embed children's rights and |

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| policy and decision making. | Signpost childminders to existing bilingual guidance and learning on listening to children, including young children and those communicating non-verbally.<br><br>Support childminders to test age-appropriate approaches. | responding to children's views and choices.<br><br>Use children's experiences to shape our resources, consultation responses and planning.<br><br>Publish an accessible account of what we heard and how we responded, and support childminders to give feedback to children in ways they understand. | participation checks, informed by existing guidance, in our planning and policy work.<br><br>Publish examples showing how children's views shaped practice support and our decisions.<br><br>Refresh signposting to current resources and agree next-phase priorities. |
| **1.3 Influencing policy and funding**<br><br>Using the voice and experiences of childminders and families to influence policies, funding and services so they better reflect children's individual needs and the vital role of childminders. | Gather childminder and family evidence on funding barriers and continuity of care.<br><br>Develop policy positions centred on children's safety, rights and individual needs.<br><br>Prepare evidence briefings and respond to relevant consultations.<br><br>Record recommendations submitted and responses received. | Update evidence on how funding and policy affect children's experiences.<br><br>Share recommendations with government and relevant partners.<br><br>Support childminders and families to contribute evidence directly.<br><br>Track responses, follow up on recommendations. | Review progress against our policy and funding recommendations.<br><br>Publish evidence of our contribution, distinguishing it from external decisions.<br><br>Refresh recommendations where barriers remain.<br><br>Use children's and families' experiences to set next-phase influencing priorities. |
| **1.4 Improving access and inclusion** | Gather evidence on barriers to inclusive childminding and timely support. | Convene partner discussions on recurring access barriers. | Share findings on access and inclusion. |

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| Working with partners to remove barriers so all children and families can access inclusive, high-quality childminding that meets their needs, wherever they live and whatever their circumstances. | Map advice and referral routes with relevant partners. | Share practical recommendations with services responsible for unresolved barriers. | Embed effective guidance in our support offer.<br><br>Update referral information and recommendations with partners.<br><br>Identify remaining gaps and cost priorities for future support. |
| **1.5 Connecting communities**<br><br>Support childminders to connect, share learning, collaborate and strengthen local networks so children benefit from more joined-up, responsive and inclusive support across their community. | Identify gaps in connections supporting children's transitions and continuity of care.<br><br>Review existing practical information-sharing and transition templates.<br><br>Facilitate childminder forum to discuss children's support needs.<br><br>Scope and develop mentoring scheme for childminders in Wales subject to funding. | Support childminders to use existing information-sharing and transition templates identified in Year 1.<br><br>Use the childminder forum to share learning on children's support needs, transitions and local connections.<br><br>Pilot the mentoring scheme, subject to secured funding, with a focus on collaboration and responsive support for children.<br><br>Gather feedback on the tools, forum and any mentoring pilot to identify practical improvements and remaining gaps. | Review how use of existing tools and forum learning has supported childminders' local connections and children's transitions.<br><br>Share practical examples through the childminder forum and maintain signposting to effective existing resources.<br><br>Evaluate the mentoring pilot where delivered and refine the scheme; continue or extend it subject to funding.<br><br>Use feedback and evidence to agree next-phase priorities for the forum, mentoring and more joined-up support for children. |

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| **1.6 Championing the value and impact of childminding on children**<br><br>Raise awareness of childminders' unique role in supporting children's learning, wellbeing and development, while strengthening recognition of their contribution to families, communities and the wider childcare system. | Review available evidence on childminding's contribution to children's experiences.<br><br>Develop an ethical approach to gathering child and family stories.<br><br>Produce bilingual case studies on play, relationships, learning and wellbeing.<br><br>Share evidence through our communications and professional briefings. | Extend the case-study collection to reflect varied childminding experiences.<br><br>Produce themed evidence summaries for partners and decision-makers.<br><br>Use stories in coordinated communications about children's experiences.<br><br>Record reach and feedback. | Publish a synthesis of evidence on childminding's contribution to children.<br><br>Showcase child and family perspectives through accessible bilingual materials.<br><br>Review how effectively our communications convey the evidence.<br><br>Identify evidence gaps and priorities for future research and advocacy. |

## 2. Goal: Families

Families can access trusted, flexible and inclusive childminding that meets their needs, supports wellbeing, offers genuine choice, and helps them feel confident, informed and connected.

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| **2.1 Make childminding visible and understood**<br><br>Communicate clearly with families about what childminders offer and the benefits of childminding, challenging misconceptions and raising the profile of childminders as a high-quality choice. | Co-produce and test clear bilingual family-facing messages and scope channels for dissemination.<br><br>Review and publish resources explaining what childminding offers and how to find it.<br><br>Offer materials to trusted family information and community partners.<br><br>Develop a parent/carer coordinated awareness campaign using trusted local voices. | Extend family-facing communications using channels identified through feedback.<br><br>Share parent and childminder stories illustrating different childcare needs.<br><br>Review reach and impact on understanding, and improve materials accordingly.<br><br>Launch a parent/carer coordinated awareness campaign using trusted local voices. | Evaluate communication channels and share findings.<br><br>Embed effective bilingual information in our ongoing communications.<br><br>Consider impact of previous campaign.<br><br>Refresh messages and distribution priorities for the next delivery period. |
| **2.2 Strengthen choice and availability**<br><br>Support the development and sustainability of a diverse childminding workforce so families have genuine local choices that reflect their needs. | Use findings from published CSA's to analyse family-reported gaps in local childminding choice and availability.<br><br>Using research, evidence and knowledge review recruitment and retention barriers affecting those gaps. | Implement pre-registration programme where funding is secured.<br><br>Target our recruitment information towards identified local gaps.<br><br>Offer early business and retention support to participating childminders. | Evaluate recruitment and retention programme of support.<br><br>Develop a costed proposal for continued pre-registration and first-year support.<br><br>Review collation of information on childminder inclusion in all funded |

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| | Design a pre-registration support national programme and cost delivery options. Seek funding and partner involvement.<br><br>Continue to lobby for childminder inclusion in all funded childcare and early years education programmes to support parent/carer choice. | Track enquiries, completion, registration journeys and barriers reported.<br><br>Collate information on childminder inclusion in all funded childcare and early years education programmes providing family focused case studies to demonstrate good practice and need. | childcare and early years education programmes providing family focused case studies to demonstrate good practice and need. |
| **2.3 Include the voices of families in our work**<br><br>Listen to families and use their experiences to shape our services, campaigns, partnerships and policy influence. | Establish accessible bilingual routes for families to share experiences.<br><br>Agree consent, privacy and feedback arrangements.<br><br>Gather views on using a childminder including on childcare choice, information and support, from families.<br><br>Record how findings shape our services, campaigns and policy priorities. | Run regular family feedback opportunities through surveys and discussions.<br><br>Test proposed resources and campaign messages with families.<br><br>Use anonymised insights in our policy and partnership work.<br><br>Share an annual summary explaining what changed following feedback. | Review the accessibility and usefulness of family engagement routes.<br><br>Publish case studies on family experiences.<br><br>Agree improvements and engagement priorities for the next period. |
| **2.4 Make funding and support easier for families to navigate**<br><br>Work with Welsh Government and partners | Identify confusing information and recurring navigation barriers.<br><br>Support the Welsh Government and partners to produce and user-test bilingual signposting materials as | Support Welsh Government and partners to refine bilingual funding information and signposting.<br><br>Share and signpost to authoritative information through our family- | Support Welsh Government and partners to review and update their bilingual materials, drawing on reported barriers from families.<br><br>Maintain signposting to current |

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| to simplify information, remove barriers and help families understand, access and benefit from the funding and support available to them. | developed.<br><br>Share recommendations with relevant partners.<br><br>Support the development and implementation of new systems to support delivery of the new childcare offer and expansion highlighting to government and partners any challenges/barriers faced by families. | facing communications.<br><br>Continue to support the implementation of the childcare offer highlighting to government and partners any challenges/barriers faced by families. | authoritative information through our communications and share learning on approaches that help families navigate support.<br><br>Continue to support the implementation of the childcare offer highlighting to government and partners any challenges/barriers faced by families.<br><br>Review responses to our recommendations and agree next-phase priorities for our contribution to clearer information and easier access. |
| **2.5 Promote inclusive, culturally responsive childcare**<br><br>Work with partners to ensure families can access childminding that reflects their language, culture, identity, needs and circumstances. | Invite families and community partners to identify barriers to culturally responsive childcare and collate findings.<br><br>Review our materials and content aimed at families for inclusive language and representation.<br><br>Co-design bilingual guidance on respectful conversations about family preferences. | Test guidance with families and childminders and refine it.<br><br>Share practical examples of language-aware and culturally responsive care.<br><br>Convene discussions with community partners on access barriers.<br><br>Use feedback to improve our information, support and recommendations. | Review family feedback on the relevance and inclusiveness of our support.<br><br>Embed effective guidance in family-facing resources and continue to cascade.<br><br>Agree priorities for continued culturally responsive engagement. |

## 3. Goal: Childminders

Childminders are valued, recognised and supported as skilled professionals, with the confidence, opportunities and resources to grow, innovate and build sustainable, thriving businesses.

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| **3.1 Champion childminders as professionals**<br><br>Raise the profile of childminders as trusted early years and childcare professionals, ensuring their voice, expertise and impact are recognised in policy, practice and local systems. | Co-produce clear bilingual messages with childminders explaining their professional role, expertise and contribution to children, families and communities.<br><br>Develop and launch a coordinated profile-raising campaign, using childminder-led stories, case studies, co-produced resources and media opportunities. Including activity linked to Coram's 50th Anniversary.<br><br>Use the Wales childminder forum to inform our priorities, policy positions and communications<br><br>Produce and share a professional recognition briefing for policymakers and childcare and early years partners, setting out childminders' role and practical recommendations for recognising and involving them. | Review campaign reach and feedback, and refine bilingual messages to address gaps in understanding of childminders' professional role.<br><br>Extend the campaign through targeted media and partner communications, showcasing a wider range of childminder-led stories and professional expertise.<br><br>Convene the Childminder Forum quarterly and share with partners how contributions have shaped our priorities and policy positions.<br><br>Update and share the professional recognition briefing using evidence gathered through childminder engagement and campaign activity.<br><br>Support childminders to contribute directly to national policy discussions | Evaluate the three-year profile-raising programme, reporting reach, feedback and evidence of changes in recognition where available.<br><br>Embed effective bilingual messages and childminder-led stories in our ongoing communications, and publish a collection showcasing childminders' professional contribution.<br><br>Publish an updated professional recognition briefing setting out progress, remaining barriers and recommendations for policymakers and early years partners.<br><br>Convene a childminder-led review with decision-makers and partners to share learning and shape our priorities for the next delivery period. |

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| | Create opportunities for childminders to speak directly to decision-makers through briefings, events and consultation responses supported by Coram PACEY Cymru.<br><br>Scope and commission childminder related research based on sector need, sharing recommendations.<br><br>Launch the Childminding Charter for Wales, promote sign up and monitor uptake and response. | and sector events, and record the issues raised and responses received.<br><br>Review and publish progress on recommendations from commissioned research.<br><br>Continue to promote sign up and monitor uptake and response to the Childminding Charter. | Scope further research needs based on progress on recommendations and any identified gaps.<br><br>Evaluate sign up of the Childminding Charter for Wales and publish impact report. |
| **3.2 Create pathways for growth and progression**<br><br>Provide and influence opportunities for professional learning, leadership, business development and progression, enabling childminders to grow their confidence, aspirations and expertise. | Map childminders' learning, leadership and progression aspirations.<br><br>Review existing opportunities and barriers with training providers, Medr and Welsh Government including on funding under apprenticeship programme.<br><br>Work with Social Care Wales on the design of bilingual professional development routes for childminders and assistants. | Offer childminders opportunities to lead sessions and share expertise.<br><br>Continue to work with training providers, Medr and Welsh Government on practical access recommendations.<br><br>Track participation, completion and self-reported development. | Evaluate development routes with participants.<br><br>Embed effective approaches in our professional learning offer.<br><br>Share progression and recommendations on remaining barriers with partners.<br><br>Cost options for continuing learning and childminder leadership. |

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| | Ensure Business Wales information and offer in relation to childminding start up and sustainability is up to date and fit for purpose and promote resources and support to sector.<br><br>Support childminders to grow the use of self-reflection tools and resources.<br><br>Test mentoring and development planning within available resources. See also 3.5 for details on the mentoring programme. | | |
| **3.3 Build confidence and capability**<br><br>Equip childminders with the knowledge, skills, resources and networks they need to provide high-quality, inclusive and responsive childminding. | Using the Training Needs Analysis and member survey establish a baseline of childminder confidence and support needs.<br><br>Support services to understand regulatory requirements through various means, including communications, training and tailored support.<br><br>Review and develop targeted bilingual learning on inclusive and responsive practice. | Deliver focused support (subject to funding) responding to identified knowledge and confidence gaps.<br><br>Facilitate peer discussion and access to specialist contributions through Childminder Forum and Mentoring scheme.<br><br>Review and offer tools for reflection and practical development planning.<br><br>Review support services delivered to ensure these support childminders to | Using the Training Needs Analysis and member survey repeat confidence questions and assess changes among participating childminders.<br><br>Evaluate the usefulness and accessibility of practical support.<br><br>Update resources and embed effective approaches in our offer.<br><br>Publish learning and next-phase capability priorities. |

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| | Test practical support sessions and gather participant feedback.<br><br>Scope current grants available to registered childminders at a local and national level. Identify gaps where further support needed and source funding. | understand regulatory requirements.<br><br>Review confidence feedback and examples of learning applied.<br><br>Review collated information on current grants available to registered childminders at a local and national level and continue to source funding to support gaps. | Review collated information on current grants available to registered childminders at a local and national level and continue to source funding to support gaps. |
| **3.4 Influence fair funding and opportunity**<br><br>Work with government and partners to remove barriers and ensure childminders have fair access to funded programmes and opportunities that support sustainable businesses. | Gather evidence on funding access, payment arrangements and administrative burdens.<br><br>Map barriers to childminder participation in funded programmes.<br><br>Develop recommendations for fair and proportionate access.<br><br>Continue to lobby for childminder inclusion in all funded childcare and early years education programmes to support childminder sustainability.<br><br>Present evidence to government and commissioning partners and log responses. | Update funding evidence through childminder feedback and case studies.<br><br>Submit practical proposals on access, administration and payment processes.<br><br>Provide guidance helping childminders understand and raise funding concerns.<br><br>Collate information on childminder inclusion in all funded childcare and early years education programmes providing childminder sustainability | Review progress against fair-funding recommendations and publish unresolved barriers.<br><br>Assess our contribution to documented changes where evidence allows.<br><br>Refresh business and funding guidance using childminder feedback.<br><br>Publish next-phase proposals for sustainable funding and equitable opportunities.<br><br>Review collation of information on childminder inclusion in all funded childcare and early years education |

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| | | case studies to demonstrate good practice and need. | programmes providing childminder sustainability case studies to demonstrate good practice and need. |
| **3.5 Connect and share expertise**<br><br>Create opportunities for childminders to connect, collaborate, innovate and share their knowledge across local networks and the wider early years and childcare sector. | Map existing peer networks and gaps in opportunities to connect.<br><br>Ask childminders how they want to share and access expertise.<br><br>Grow bilingual (Welsh and English) online and local learning exchanges.<br><br>Scope and develop a mentoring scheme for childminders in Wales. Subject to funding.<br><br>Undertake telephone survey with de-registered and voluntary suspended childminders and collate annual report on trends and challenges. | Secure funding to implement a mentoring scheme for childminders in Wales.<br><br>Run regular Childminder Forums to support peer exchanges.<br><br>Support childminders to facilitate discussions and present practice examples.<br><br>Connect themes from local networks with national sector learning.<br><br>Record participation, practical learning and opportunities for collaboration.<br><br>Undertake telephone survey with de-registered and voluntary suspended childminders and collate annual report on trends and challenges. | Evaluate mentoring scheme with participants.<br><br>Cost options for continuing mentoring opportunities.<br><br>Evaluate the reach and usefulness of peer-learning opportunities.<br><br>Publish reusable examples and learning shared by childminders.<br><br>Use network feedback to shape the next professional support programme.<br><br>Undertake telephone survey with de-registered and voluntary suspended childminders and collate annual report on trends and challenges. |

## 4. Goal: Communities

Communities value childminders and are responsive to local needs. They work together, through strong partnerships, so children and families benefit from connected, inclusive local support.

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| **4.1 Raise the profile of childminders locally**<br><br>Champion childminders as a vital part of local childcare and early years provision, highlighting their contribution to children, families and community life. | Map local audiences and channels for promoting childminders' contribution.<br><br>Review the bilingual local communications pack linked to national messages.<br><br>Gather childminder-led stories illustrating community value.<br><br>Offer briefings and materials to local authorities and community partners. | Support locally tailored promotion using the communications pack.<br><br>Share stories with local media and partner networks.<br><br>Offer childminders practical support to communicate their professional contribution.<br><br>Review local reach and feedback and address gaps in our approach. | Evaluate local promotion and publish examples of effective approaches.<br><br>Refresh the bilingual pack using childminder and partner feedback.<br><br>Embed local stories in our ongoing communications.<br><br>Identify priority audiences and opportunities for continued profile-raising. |
| **4.2 Build stronger local partnerships**<br><br>Support the connection of childminders with local authorities, schools, health and family support services and community organisations to create more joined-up | Map relationships with local authorities, schools and family support services.<br><br>Develop a clear partnership offer and contact routes.<br><br>Promote and deliver 'Core Offer' to local authorities in relation to strategic support and record and share take up. | Convene agreed local partnership pilots where resources and partners are available.<br><br>Support clear communication and signposting between participating services.<br><br>Review 'Core Offer' approach in relation to strategic support. | Evaluate partnership pilots and publish practical learning.<br><br>Evaluate 'Core Offer' approach in relation to strategic support and share findings.<br><br>Evaluate impact of approach to support connection building to promote childminding as a career option and childcare choice in local |

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| support for children and families. | Develop closer relationships with Health Visitors specifically to support raising the profile of childminders.<br><br>Consider a range of connection building to promote childminding as a career option and childcare choice in local communities including baby and toddler groups and library sessions.<br><br>Invite partners and childminders to identify practical collaboration priorities.<br><br>Scope place-based pilots and clarify resource and partner dependencies. | Continue to deliver, record and share take up.<br><br>Review and continue to support connection building to promote childminding as a career option and childcare choice in local communities including baby and toddler groups and library sessions.<br><br>Document roles, agreed contributions and issues requiring escalation.<br><br>Gather childminder and partner feedback on collaboration. | communities including baby and toddler groups and library sessions.<br><br>Produce a reusable guide to including childminders in local partnerships.<br><br>Offer effective models to other areas without assuming adoption.<br><br>Agree our next-phase contributions and identify partner commitments still needed. |
| **4.3 Include childminders in local decision-making**<br><br>Create opportunities for childminders to influence planning, commissioning, funding and service development, so decisions reflect the realities of childminding businesses. | Map local commissioning processes and routes for childminder related input.<br><br>Support childminders with local challenges faced. For example in relation to planning, trade waste, covenants and landlord permission by sharing policy positions, guidance and highlighting issues and trends with government and local authorities. | Support childminders to contribute to local consultation opportunities.<br><br>Submit evidence on commissioning, funding and practical business barriers.<br><br>Support childminders with local challenges faced. For example in relation to planning, trade waste, covenants and landlord permission by | Review childminder experiences of local involvement and outstanding barriers.<br><br>Support childminders with local challenges faced. For example in relation to planning, trade waste, covenants and landlord permission by sharing policy positions, guidance and highlighting issues and trends with government and local authorities. |

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| | **Year 1** Nov 26-March 28 | **Year 2** Apr 28-Mar 29 | **Year 3** Apr 29-Mar 30 |
| | Gather evidence on participation barriers and inconsistent local requirements.<br><br>Develop bilingual briefing and consultation response templates.<br><br>Offer local authorities recommendations for meaningful childminder involvement. | sharing policy positions, guidance and highlighting issues and trends with government and local authorities.<br><br>Convene discussions on common guidance and escalation routes for local requirements.<br><br>Track recommendations, participation opportunities and responses received. | Publish practical guidance on participation and proportionate local processes.<br><br>Present updated recommendations to relevant authorities and partners.<br><br>Set next-phase influencing priorities using documented responses and learning. |
| **4.4 Reflect local identity, language and diversity**<br><br>Support childminders to provide inclusive, culturally responsive childcare that reflects the communities they serve, including the Welsh language. | Gather childminder and community partner views on good practice and gaps in local language and cultural resources.<br><br>Promote the Welsh Promise and Camau training to childminders, support achievement and share good practice.<br><br>Co-design practical bilingual materials reflecting local places and experiences.<br><br>Identify opportunities to test resources with willing local networks. | Continue to promote the Welsh Promise and Camau training to childminders and support achievement and share good practice.<br><br>Facilitate exchanges between childminders and community contributors.<br><br>Share examples of culturally responsive practice.<br><br>Use feedback to improve relevance, accessibility and signposting. | Publish adaptable examples reflecting different community contexts.<br><br>Embed effective materials and community signposting in our support offer.<br><br>Identify remaining resource gaps and priorities for the next period. |

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| **4.5 Build connected communities of practice**<br><br>Enable childminders to share knowledge, collaborate and strengthen local networks, so children and families benefit from more responsive community support. | Identify local networks interested in shared community problem-solving.<br><br>Agree practical themes with childminders, such as transitions and family signposting.<br><br>Pilot facilitated communities of practice through the Childminder Forum.<br><br>Provide simple tools to record learning and agreed next steps. | Facilitate regular practice discussions with participating local networks.<br><br>Invite relevant community services to contribute to agreed themes.<br><br>Support childminders to test collaborative ideas and reflect on learning.<br><br>Share practical findings across local areas and national peer networks. | Review participation, usefulness and examples of collaborative practice.<br><br>Publish a practical guide for sustaining local communities of practice.<br><br>Agree ongoing facilitation arrangements within available resources.<br><br>Use local learning to shape the next community support priorities. |

## Partnership and delivery

Coram PACEY Cymru will hold overall responsibility for coordinating and reporting this workplan. A cross-organisational delivery group will monitor milestones, evidence, finance, dependencies and risk. We will use our Childminder Forum as a platform to share work and progress and for this to provide challenge and shape decisions. We will report progress on our work to date through communications, news stories and publications that will be shared on our website and through targeted communications to members and partners.

We will ensure progress is shared with strategic partners (including Welsh Government, local authorities, Care Inspectorate Wales, Social Care Wales and others) through updates provided at relevant national and local meetings.

## Further information

If you would like to discuss the details of this plan further please contact our team by email cymru@corampacey.org.uk