

Adeiladu Sylfaeni Cadarn ym Mhlentyndod Cynnar

Building Strong Foundations in Early Childhood

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Approximately how much does a baby's brain grow in size during the first year after birth?



What percentage of parents of 0-5 year olds identified the early years as the most important period for health and happiness in adulthood?



For every £1 invested in early years interventions, what is the potential return?

Y Dechrau Gorau mewn Bywyd

Mae'r dechrau gorau mewn bywyd yn ymwneud â phawb yn gwerthfawrogi babanod a phlant ifanc, ac yn deall bod eu dyfodol yn cael ei lywio gan berthnasoedd a phrofiadau yn ystod beichiogrwydd a'r blynyddoedd cynnar.

Mae'n ymwneud â phawb yn chwarae eu rhan i greu cymdeithas lle mae pob teulu'n ffynnu a lle mae babanod a phlant ifanc yn ddiogel, yn cael digon o faeth, yn cael eu caru, yn cael gwrandawriad, ac yn gallu chwarae ac archwilio. Cymdeithas lle mae babanod yn cael y cyfle gorau i gael eu geni a'u magu'n iach, yn hapus ac yn gallu datblygu i'w llawn botensial.

Mae'n ymwneud â chyflawni hawl pob plentyn i blentyndod da yn awr, a hefyd adeiladu sylfaen gref ar gyfer y dyfodol.

The best start in life....

The best start in life is about everyone valuing babies and young children, and understanding their future is shaped by relationships and experiences during pregnancy and the early years.

It is about everyone playing their part to create a society where all families flourish and where babies and young children are safe, nourished, loved, listened to, and are able to play and explore. A society where babies have the best chance to be born and grow up healthy, happy and able to develop to their full potential.

It is about fulfilling every child's right to a good childhood now, and also about building a strong foundation for the future.

Y Pam y tu ôl i Ddechrau Cadarn

Beichiogrwydd i 5 oed – Ffenestr hollbwysig ar gyfer datblygiad yr ymennydd

- Mae'r ymennydd yn cael ei adeiladu o'r gwaelod i fyny
- Mae sylfeini cryf yn cefnogi dysgu a llesiant yn y dyfodol
- Yn ystod yr ychydig flynyddoedd cyntaf o fywyd, mae mwy na miliwn o gysylltiadau nerfol yn cael eu ffurfio bob eiliad – ar gyflymder na fydd yn digwydd byth eto.
- Mae sylfeini allweddol ar gyfer rheoleiddio emosiynol, ymlyniad a gwydnwch yn dechrau dod i'r amlwg.



The Why Behind a Strong Start

Pregnancy to Age 5 - A critical window for brain development

- Brains are built from the bottom up
- Strong foundations support future learning and wellbeing
- In the first few years of life, more than one million neural connections are formed each second – a pace never repeated.
- Key foundations for emotional regulation, attachment and resilience begin to emerge.

Mae profiadau cynnar yn llunio canlyniadau gydol oes

- Nid yw datblygiad yr ymennydd yn sefydlog nac wedi'i ragbennu, mae'n cael ei adeiladu drwy brofiad.
- Gall gofal, perthnasoedd ac amgylcheddau ddylanwadu ar ganlyniadau ar draws cwrs bywyd.

Early Experiences shape lifelong outcomes

- Brain development is not fixed or predetermined, it is built through experience.
- Care, relationships and environments can influence outcomes across the life-course.

[Early childhood development | UNICEF](#)

An illustration of a woman with dark hair blowing a large orange bubble. A child is looking up at the bubble. The bubble has a blue dot on it. The background is light green and white. The word 'Explainers' is written in white on a dark green banner at the bottom.

Explainers

Adeiladu ar dir sigledig: Effeithiau tlodi

Ail-weirio'r ymennydd

Bod yn agored am gyfnodau hirfaith i straen - mae babanod yn profi straen ffisiolegol mewn ymateb i ymateb eu mamau eu hunain i straen

Y gallu i brosesu ymatebion emosiynol

Datblygiad yr hippocampus ar gyfer y cof a phrosesu gwybyddol – anoddach dysgu'n effeithiol

Mae newidiadau eraill yn gwneud i blant sydd dan straen cronig brofi cam-reoleiddio emosiynol, gorwylidwriaeth ac anhawster wrth wneud penderfyniadau rhesymegol.

Effeithiau cydgysylltiedig

Diffyg mynediad at fwyd ffresh, maethlon

Tai

Ansawdd Aer

Tai gorlawn

Building on Shaky Ground: Poverty's Effects

Re-wiring the brain

Chronic exposure to stress - babies experience physiological stress in response to their mothers' own stress response

Ability to process emotional reactions

Development of hippocampus for memory and cognitive processing – harder to learn effectively

Other changes make chronically stressed children have emotional dysregulation, hypervigilance and difficulty with making rational decisions.

Interrelated impacts

Lack of access to fresh, nutritious food

Housing

Air quality

Over crowding

Sut ydyn ni'n gwneud yng Nghymru?

Nid oes gennym yr holl wybodaeth sydd ei hangen arnom i ddeall a yw plant yng Nghymru yn cael y dechrau gorau mewn bywyd.

Gwyddom fod anghydraddoldebau'n dechrau'n gynnar ac yn parhau drwy gydol plentyndod. Mae rhieni sy'n wynebu heriau tloti neu wahaniaethu yn fwy tebygol o farw yn ystod beichiogrwydd neu yn fuan ar ôl genedigaeth.⁸ Mae eu babanod hefyd yn llai tebygol o gael eu geni'n iach⁹.

Mae genedigaeth ddiogel ac iach yn rhoi gwell siawns o iechyd da, llesiant a dyfodol disglair i blant.



Mae gan 7%

o fabanod sy'n cael eu geni yng Nghymru bwysau geni isel¹⁰.

(babanod sy'n cael eu geni o dan bwysau iach arferol. Mae'r babanod hyn yn fwy tebygol o gael problemau iechyd tymor hwy)

Mae'n amlwg bod llawer o deuluoedd yng Nghymru dan bwysau sy'n golygu y gallai gormod o blant golli allan ar y dechrau gorau mewn bywyd.



Mae mwy nag 1 o bob 4 (28%)

o blant Cymru yn byw mewn Tloti.¹¹ (2020-2022)

Heb sylfaen gadarn i adeiladu arni, mae babanod nad ydynt yn cael dechrau da yn aml ar ei hôl hi. Mae'n anoddach iddynt ddal i fyny yn nes ymlaen, ac maent yn fwy tebygol o fod angen cymorth ychwanegol.



Yn 2022, roedd ychydig dros hanner plant y DU* (54%)

yn barod yn ddatblygiadol i ddysgu pan ddechreuon nhw yn y dosbarth derbyn.¹³

*plant heb anghenion addysgol arbennig neu anabledd.

Gallwn wneud gwahaniaeth. Gall buddsoddiad cymedrol mewn hyfforddi ymarferwyr blynyddoedd cynnar, er enghraifft, gael effaith enfawr ar ganlyniadau lleferydd, iaith a chyfathrebu plant.¹²

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How are we doing in Wales?

We don't have all the information we need to understand if children in Wales are getting the best start in life.

We do know that inequalities start early and persist through childhood. Parents facing challenges with poverty or discrimination are more likely to die during pregnancy or just after birth.⁸ Their babies are also less likely to be born healthy⁹.

A safe and healthy birth gives children a better chance of good health, wellbeing and a bright future.



7%

of babies born in Wales have a low birthweight¹⁰.

(babies born below a normal healthy weight. These babies are more likely to have longer term health problems.)

It is clear that many families in Wales are under pressure meaning that too many children may be missing out on the best start in life.



More than 1 in 4 (28%)

of children in Wales are living in Poverty.¹¹ (2020-2022)

Without a solid foundation to build on, babies that don't get a good start often fall behind. It is harder for them to catch up later on, and they are more likely to need additional support.



In 2022, just over half of UK children* (54%)

were developmentally ready to learn when they started reception.¹³

* without a special educational need or disability.

We can make a difference. A modest investment in training early years practitioners, for example, can have a huge impact on children's speech, language & communication outcomes¹²

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icc.gig.cymru/pynciau/rhaglen-1000-diwrnod-cyntaf/adnoddau/y-1000-diwrnod-cyntaf-cyfle-amhrisiadwy-i-adeiladu-dyfodol-tecach-inffograffeg/

phw.nhs.wales/topics/the-first-1000-days-programme/resources/the-first-1000-days-a-golden-opportunity-to-build-a-fairer-future-infographic/

Fframwaith Gweithredu ar gyfer y Blynyddoedd Cynnar: O weledigaeth i newid system yng Nghymru

The Early Years Framework for Action: From vision to system change in Wales

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The Early Years Framework for Action: From vision to system change in Wales

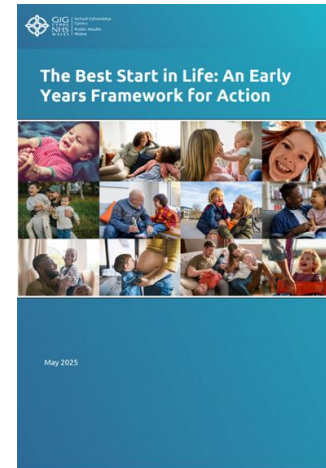
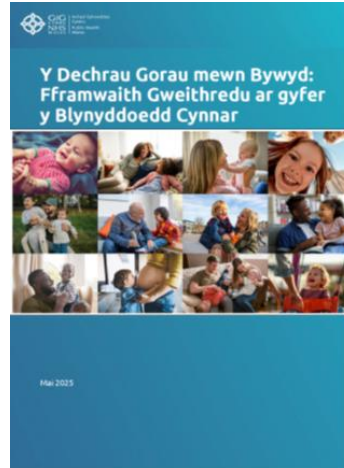
“Nid oes cyfle gwell i ddylanwadu ar gynifer o agweddau ar ddatblygiad plentyn ar unrhyw adeg arall mewn bywyd nag yn ystod y '1,000 diwrnod cyntaf' o feichiogrwydd hyd at 2 oed”



“At no other time in life is there a greater opportunity to impact so many aspects of a child's development than during the 'first 1,000 days' from pregnancy through 2 years of age”

Dull Unedig ar gyfer y Dechrau Gorau mewn Bywyd: Fframwaith Gweithredu ar gyfer y Blynyddoedd Cynnar

- Gwellu dealltwriaeth o beth mae'r dechrau gorau mewn bywyd yn ei olygu i fabanod yng Nghymru
- Gwellu dealltwriaeth o'r blociau adeiladu sy'n ffurfio system blynyddoedd cynnar effeithiol a'r rôl y mae'n rhaid i bawb ei chwarae wrth gefnogi babanod i gael y dechrau gorau mewn bywyd



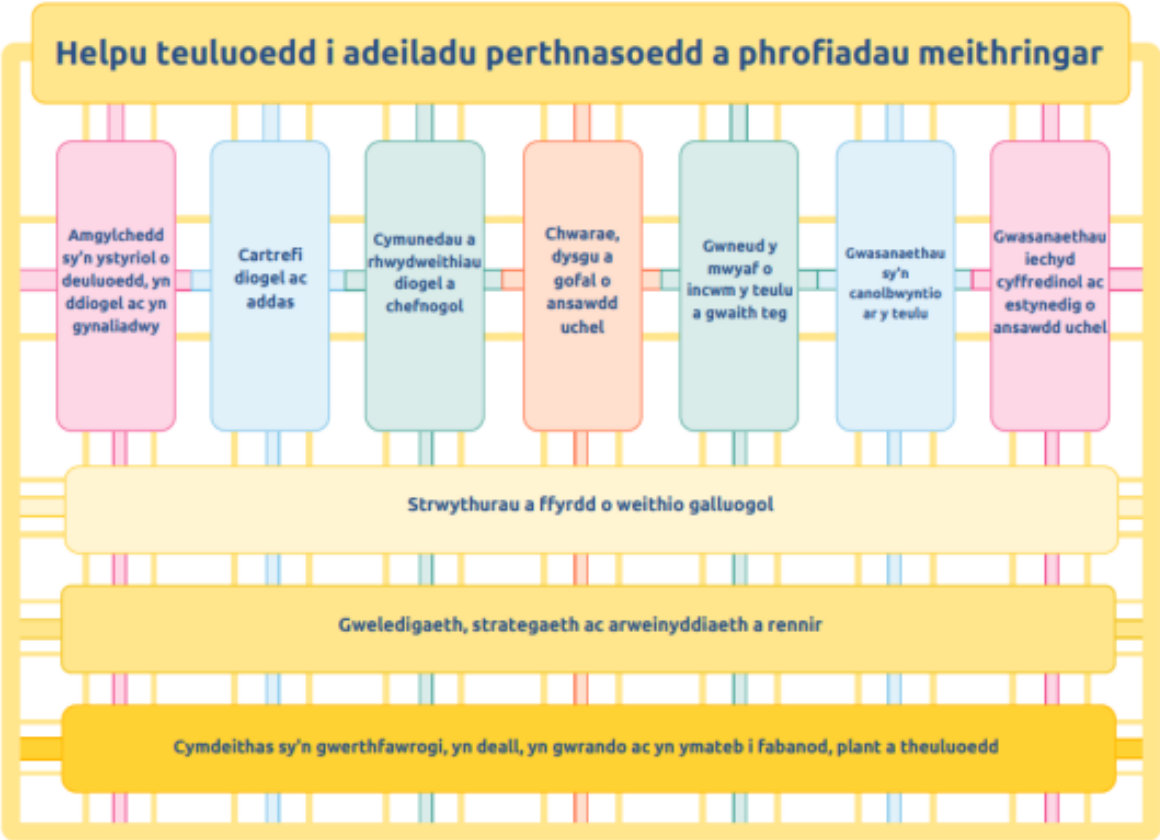
A Unified Approach to the Best Start in Life: An Early Years Framework for Action

- Improving understanding of what the best start in life means for babies in Wales
- Improving understanding of the building blocks that make up an effective early years system and the role everyone has to play in supporting babies to have the best start in life

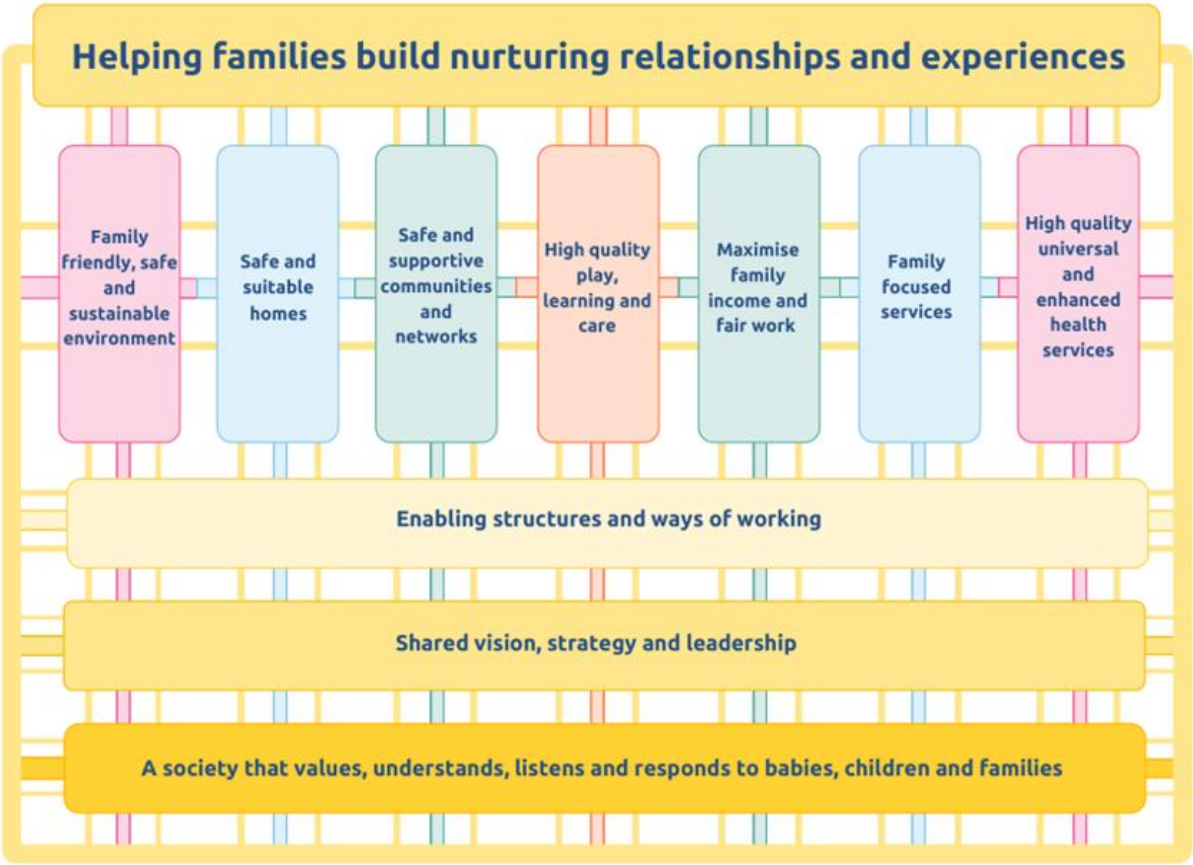
Lleisiau Rhieni wrth Wraidd Fframwaith Gweithredu ar gyfer y Blynyddoedd Cynnar newydd - Iechyd Cyhoeddus Cymru

Parents' Voices at the Heart of new Early Years Framework for Action - Public Health Wales
Lleisiau Rhieni wrth Wraidd

Y Fframwaith Gweithredu ar gyfer y Blynyddoedd Cynnar: Elfennau allweddol system



Early Years Framework for Action: Key components



Chwarae, dysgu a gofal o ansawdd uchel

Sut olwg sydd ar rywbeth da?

Mae babanod a phlant ifanc yn ddiogel, yn hapus ac yn gallu chwarae, archwilio a dysgu. Maent yn gallu profi natur, gweithgareddau diwylliannol a chymunedau cynhwysol. Mae pawb yn deall ac yn gwerthfawrogi pwysigrwydd chwarae, dysgu cynnar a chymdeithasoli ar gyfer datblygiad babanod a phlant. Mae teuluoedd yn gallu cael mynediad at ofal plant fforddiadwy o ansawdd uchel a chyfleoedd i'w babanod a'u plant chwarae, cymdeithasu a dysgu mewn lleoliadau sy'n cefnogi twf a datblygiad. Mae lleoliadau blynyddoedd cynnar ac ysgolion yn darparu cyfleoedd i chwarae a bod yn egniol ac yn cynnig bwyd maethlon o ansawdd uchel.

Mae amrywiaeth eang o ofal plant ffurfiol ac anffurfiol ar gael yn lleol a gall pob teulu ddewis yr opsiwn sy'n gweithio iddyn nhw ac sy'n diwallu eu hanghenion. Mae gweithwyr proffesiynol ac ymarferwyr mewn ysgolion a lleoliadau blynyddoedd cynnar yn wybodus, yn ofalgar ac yn ymatebol. Maen nhw'n gwrando ar fabanod, plant ifanc a'u teuluoedd ac yn gweithio gyda nhw. Mae babanod a phlant ifanc yn symud yn esmwyth rhwng y cartref, gofal plant a'r ysgol ac yn ymgartrefu'n gyflym i fwynhau a chael y budd mwyaf o gyfleoedd i chwarae, archwilio a dysgu.

Beth sydd angen ei roi ar waith er mwyn gwneud i hyn ddigwydd?

(Nodyn: meincnod yw hwn, nid yw'n asesiad o'r hyn sydd, neu sydd ddim, ar waith ar hyn o bryd)

Lleol	Rhanbarthol	Cenedlaethol
Ystod o opsiynau chwarae cynnar, dysgu a gofal fforddiadwy o ansawdd uchel sy'n diwallu anghenion pob baban a phlentyn ifanc, gan gynnwys y rhai sy'n dysgu'r iaith Gymraeg a'r rhai sydd ag anghenion ychwanegol.	Mae dulliau cydlynol i gefnogi gwasanaethau a grwpiau lleol yn creu a chynnal cymdogaethau lle mae cyfle i chwarae.	Naratif a rennir sy'n rhoi pwyslais ar chwarae a gwerth cefnogaeth o ansawdd uchel ar gyfer datblygiad cynnar plant sy'n blaenoriaethu gofal meithringar.
Mae lleoliadau gofal plant, blynyddoedd cynnar ac addysg yn amgylcheddau cynhwysol, croesawgar a gwrth-hiliol.	Cydweithio a chydlynu rhanbarthol i sicrhau darpariaeth chwarae o ansawdd da a galluogi mynediad teg at ystod amrywiol o gyfleoedd ar gyfer chwarae a chymdeithasu i bob baban, plentyn ifanc a theulu.	Ymagwedd gytunedig at chwarae, dysgu a gofal yn ystod plentyndod cynnar sy'n cael ei diweddarau'n rheolaidd i adlewyrchu'r dystiolaeth wyddonol ddiweddaraf.
Mecanweithiau i ddeall anghenion a dewisiadau	Dulliau sy'n seiliedig ar asedau o fodloni gofynion Digonolrwydd Cyfleoedd	Fframwaith ansawdd sy'n seiliedig ar dystiolaeth ar

High quality play, learning and care

What does good look like?

Babies and young children are safe, happy and able to play, explore and learn. They are able to experience nature, cultural activities and inclusive communities. Everyone understands and values the importance of play, early learning and socialisation for babies and children's development. Families can access high quality, affordable childcare and opportunities for their babies and children to play, socialise and learn in settings that support growth and development. Early years and school settings provide opportunities to play and be active and offer high-quality nutritious food.

A wide variety of formal and informal childcare is available locally and all families are able to choose the option that works for them and meets their needs. Professionals and practitioners in school and early years settings are knowledgeable, caring and responsive. They listen to and work with babies, young children and their families. Babies and young children transition smoothly between home, childcare and school and settle in quickly to enjoy and get the maximum benefit from opportunities to play, explore and learn.

What needs to be in place to make this happen?

(Note: this is a benchmark, it is not an assessment of what is, or is not, currently in place)

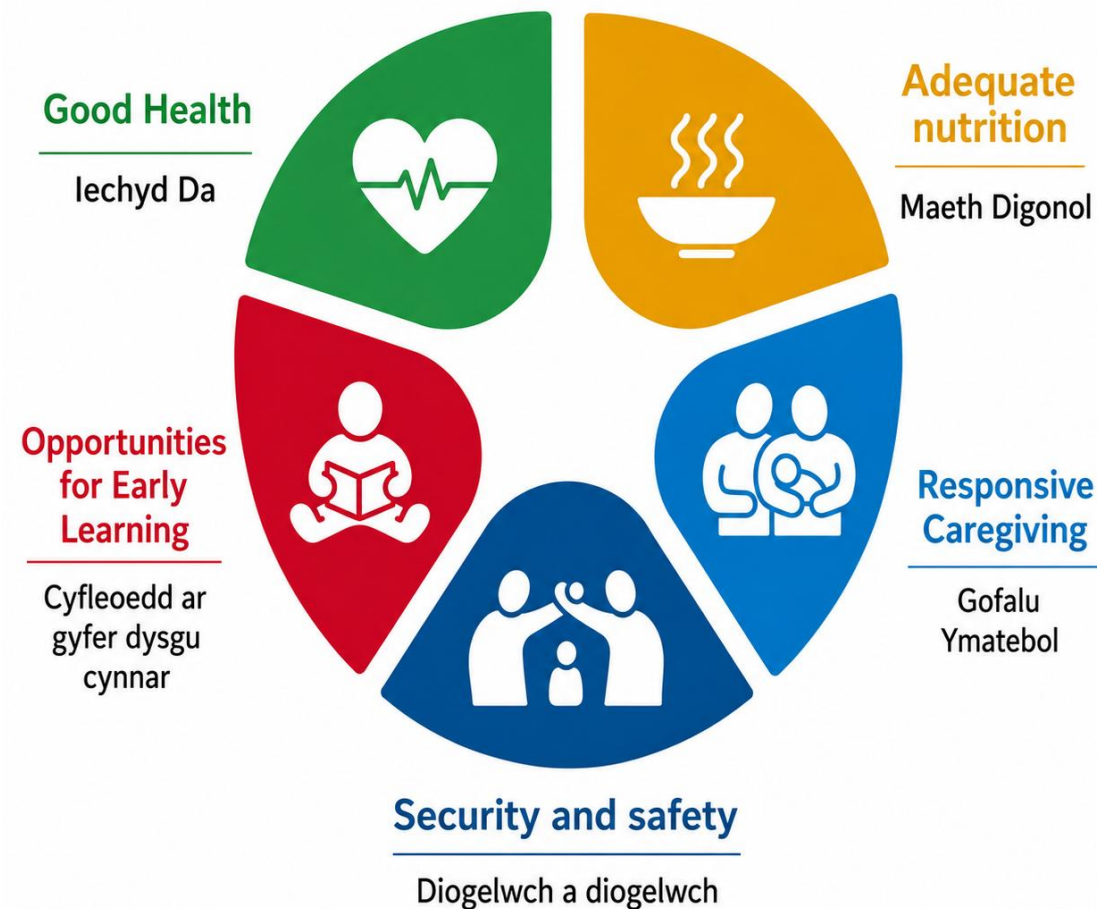
Local	Regional	National
A range of affordable high quality early play, learning and care options that meet the needs of all babies and young children, including Welsh language and those with additional needs.	Coordinated approaches to support local services and groups create and maintain play friendly neighbourhoods.	A shared narrative that emphasises the importance of play and the value of high-quality support for early child development that prioritises nurturing care.
Childcare, early years and education settings are inclusive, accepting and anti-racist environments.	Regional collaboration and coordination to ensure good quality play provision and enable equitable access to a diverse range of opportunities for play and socialising for all babies, young children and families.	An agreed approach to early childhood play, learning and care regularly updated to reflect the latest scientific evidence.
Mechanisms to fully understand play needs and preferences of babies, young children and families.	Assets-based approaches to meeting Play Sufficiency requirements that recognise the diversity of places babies,	An evidence informed quality framework for early play, learning and care provision.
Approaches to service development and delivery that recognise the essential		Guidance and information on the importance of play and how professionals, services,



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Elfennau gofal meithringar



Components of nurturing care



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Cymorth ar hyd y daith Supported journey



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Safbwynt Carys

- Oedolion sy'n ymateb i'w chiwiau
- Iaith a rhyngweithio sy'n datblygu ei hymennydd
- Amgylchedd diogel ac ysgogol
- Perthnasoedd cyson

Safbwynt Mam Carys

- Mae gwasanaethau'n teimlo'n gydgyssylltiedig
- Mae'r cyngor yn gyson
- Mae cymorth yn teimlo'n hygyrch

Carys's perspective

- Adults who respond to her cues
- language and interaction that builds her brain
- a safe and stimulating environment
- consistent relationships

Carys's Mum's perspective

- Services feel joined up
- Advice is consistent
- Support feels accessible



Cyferbyniad: pan nad yw'r system yn cydgysylltu

Contrast: when the system doesn't join up



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Gweithredu'r Fframwaith

- Yr angen am flaenoriaethu
- Dull strategol â ffocws, wedi'i arwain gan flaenoriaethau
- Canolbwyntio ymdrechion lle gallant gael yr effaith fwyaf ar lefel system

Implementation of the Framework

- Need for prioritisation
- Focused, strategic and priority led approach
- Concentrate efforts where it can have the biggest system level impact

Canolbwyntio ar ofal plant

- Llunio polisiau a gwneud penderfyniadau, gan ddefnyddio mewnwelediad a thystiolaeth o'r boblogaeth.
- Helpu i ddiffinio sut mae 'da' yn edrych yn ymarferol, yn enwedig o ran ansawdd a dulliau datblygu.
- Cryfhau gallu systemau, drwy gefnogi dealltwriaeth a rennir a chydlyniaid ar draws sectorau.

Focus on childcare

- Shaping policy and decision-making, using population insight and evidence.
- Helping define what good looks like in practice, particularly around quality and developmental approaches.
- Strengthening system capability, by supporting shared understanding and alignment across sectors.



Llunio Dechrau Gwell i Blant Cymru: Shaping Better Starts for Welsh Children:

Sut olwg sydd ar ddarpariaeth blynyddoedd cynnar o ansawdd uchel What High quality early years look like



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Diwrnod mewn Lleoliad Blynyddoedd Cynnar o Ansawdd Uchel

A Day in a High-Quality Early Years Setting

Mae'r plant yn cyrraedd ac yn cael eu croesawu gan oedolion sy'n eu hadnabod yn dda

Children arrive and are welcomed by adults who know them well

Mae'r amgylchedd yn teimlo:
Yn ddigynnwrf
Yn rhagweladwy ac
Yn gynhwysol

The environment feels:
Calm
Predictable
Inclusive

Mae'r chwarae'n:
Cael ei arwain gan y plant
Cael ei gefnogi gan oedolion medrus ac nid yw'n cael ei
Ei frysio na'i or-gyfarwyddo

Play is:
Child-led
Supported by skilled adults
Not rushed or over-directed

Mae deunyddiau chwarae naturiol a bob dydd ar gael y gall y plant eu defnyddio mewn sawl ffordd

There are natural and everyday play materials children can use in many ways

Diwrnod mewn Lleoliad Blynyddoedd Cynnar o Ansawdd Uchel

A Day in a High-Quality Early Years Setting

Mae'r bwyd yn:

Faethlon

Cael ei rannu'n gymdeithasol

Rhydd rhag pwysau a barn

Food is:

Nutritious

Shared socially

Free from pressure or judgement

Mae oedolion yn:

Gwyllo'n ofalus

Ymyrryd yn feddylgar

Deall datblygiad plant

Adults:

Observe closely

Intervene thoughtfully

Understand child development

Mae ymarferwyr yn:

Mynd i lawr i lefel y plant

Gwrando mwy na siarad

Dilyn diddordebau a chiwiau plant

Practitioners:

Get down to children's level

Listen more than talk

Follow children's interests and cues

Pause and Reflect

Ble mae'r bylchau o ran cydlynu systemau sy'n effeithio ar blant fel Amina?

Where are the gaps in system coordination that affect children like Amina?

Sut ydym ni'n sicrhau bod plant yn cael cyfleoedd chwarae o ansawdd uchel heb ymyrraeth?
Sut mae polisi yn cefnogi neu'n cyfyngu ar hyn?

How do we ensure children have uninterrupted, high-quality play?
How does policy support or limit this?

Sut ydym ni'n cefnogi ein gweithlu i fod yn gyson, yn fedrus, ac yn fyfyrriol?

How do we support our workforce to be consistent, skilled, and reflective?



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Pause and Reflect

Sut olwg sydd ar
"ddiogelwch a
phherthyn" yn eich
lleoliad neu faes polisi?
Sut mae systemau'n
galluogi plant i deimlo'n
ddiogel bob dydd?

What does "safety and
belonging" look like in
your setting or policy
area?

How do systems enable
children to feel secure
every day?

Sut ydym ni'n defnyddio
prydau bwyd/byrbrydau i
gefnogi llesiant a
chynhwysiant?
Ble gallai cydweithio
traws-sector gryfhau hyn?

How do we use
meals/snacks to support
wellbeing and inclusion?
Where could cross-
sector collaboration
strengthen this?

Beth bynnag fo'ch
rôl, beth yw'r un
peth y gallech chi
ei newid yr
wythnos hon i
wella profiad
Amina?

Whatever your
role, what is the
one thing you
could change this
week to improve
Amina's
experience?



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Diolch am wrando.
Unrhyw gwestiynau?



**Thank you for listening.
Any questions?**