

**Research into the Use of the Welsh
Language within Childminder Settings
in Wales**

**REPORT
December 2006 – January 2007**



Prepared for:
Client Contact: Sian Verrall

Prepared by: **Beaufort Research**
Agency contact: Claire Peate

2 Museum Place
Cardiff
CF10 3BG

Tel: (029) 2037 8565
Fax: (029) 2037 0600
E-mail: enquiries@beaufortresearch.co.uk
Website: www.beaufortresearch.co.uk

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1. EXECUTIVE SUMMARY

1.1 Key Findings

Regardless of the ability of the childminder with the Welsh language, almost **ninety percent use Welsh** to some extent with the children they look after. With childminders who look after a linguistically mixed group of children then this figure rises to 100%.

By grouping childminders together based on their ability with the Welsh language and their usage within a childcare setting it is clear that **over one in ten are under-using Welsh**. This is either by being fluent Welsh speakers who don't use Welsh with the children or by not speaking Welsh but looking after at least one child who speaks some Welsh at home.

Nearly thirty percent of childminders believe that there is a **growing demand** for Welsh language childcare, with only 4% saying there is a decreasing demand. Demand is considered to be fuelled by Welsh language schools and also by parental requests.

In general it is the **younger childminders (those aged under 35) that are more receptive** to the use of Welsh in the childcare setting. They are more likely to want to learn the language, to find it easier to go about learning the language and want to speak it with their children and use it to administrate their business.

The area which offers the greatest scope to increase the use of Welsh in a childminding setting is that of **using basic vocabulary** with the children. Therefore bilingual materials that help with the pronunciation of the language are the most likely to be used. Business administration in Welsh does not appeal to the majority of childminders as it requires a level of fluency that many consider they do not have given the need to understand technical terms. In addition to this it is seen as creating more work and there is little demand for it from parents.

The majority of childminders in Wales are **satisfied with NCMA's support** for their language. Only five percent of Welsh-speaking childminders (which equates to just two percent of all childminders in Wales) are dissatisfied with NCMA's support.

Following on from this the majority of childminders in Wales **do not expect the NCMA to do more** than it is currently doing to promote the use of the Welsh language in childcare. However, offering joint programmes or initiatives with NCMA branding would give a stamp of authority to any language initiatives and would therefore be a recommended approach.

With **demand for Welsh language childcare** driven principally by attendance at a Welsh language school it is interesting to note that, based on the 2006 Welsh Assembly Government's figures, 51% of primary schools in North Wales teach in the medium of Welsh, compared to just 9% of primary schools in South East Wales (regional grouping based on NCMA regions).

1.2 Recommendations

In order to increase the use of Welsh in childminder settings the NCMA should consider **targeting parents**. Childminders are very clear about their roles with the children they look after; they are there to respond to demand from parents and their children. However, demand from parents is an area that could be considerably increased as nearly two thirds of parents do not bring up the subject of speaking Welsh during the initial interviews with childminders. Childminders are more likely to use Welsh if the parents have asked them to. For this reason a booklet explaining the benefits of bilingual childcare would be useful; for example building on the work undertaken by Twf to raise awareness of bilingualism in children.

Demand for administering childminding businesses in Welsh was not high, with 70% of childminders not wishing to do more in Welsh than they currently do. To encourage and support those childminders who currently do administrate in Welsh and those few who wish to do more, consider producing/ giving access to a **guide to technical language** to help with the jargon: the research demonstrated that even the most fluent Welsh speakers sometimes had trouble with the written language.

Welsh language children's materials are more likely to be used when childminders are confident that they can pronounce words correctly and understand what is being said. Some childminders will practice reading a Welsh book to a friend or relative before introducing it to the children they mind, so that they "don't give the children bad habits". To give the childminders a greater degree of confidence and encouragement to read Welsh books consider promoting access to **bilingual books with a guide to pronunciation**, audio books or CDs of songs in Welsh and English.

Consider working with an **independent organisation** on language initiatives, as childminders do not expect NCMA to deliver the courses themselves. The majority of childminders felt that there were already a good selection of language courses available to them although they weren't necessarily tailored exactly to meet their needs. Providing access to a course specifically aimed at basic Welsh vocabulary with children (colours, weather, where we're going, counting etc) was felt to be far more desirable than learning basic adult Welsh.

2. INTRODUCTION AND OBJECTIVES

2.1 Background

NCMA, working closely with the CWLWM Partnership, wished to examine the use of the Welsh language within childminder settings across Wales. NCMA commissioned research among its registered childminders in order to better understand childminders' use of the Welsh language in their day to day settings. This included both their interaction with the children that they mind, the administration of their businesses, and their contact with the NCMA.

Looking at the research in a wider context 'Iaith Pawb' is the Assembly's national strategy for a bilingual Wales. It plays an important policy role within children's care and education and works alongside the Learning Country (the Education, Lifelong Learning and Skills Strategy) and the Childcare Strategy for Wales in ensuring that policy developments in this field include active consideration of Welsh language issues.

2.2 Research Objectives

The specific objectives of the research were to investigate how the NCMA could:

- Best support childminders who run their businesses in Welsh
- Support the development of more Welsh language childcare places
- Increase the use of the Welsh language in childminding settings in Wales

The research findings would also inform NCMA's long-term strategy for supporting the Assembly Government's targets on increasing home-based Welsh language childcare places.

3. METHODOLOGY

3.1 Research Details

The research was divided into two stages in order to fully meet the objectives as stated in the previous section.

The first stage was a ten minute quantitative survey of 300 childminders across Wales to explore behaviour and attitudes towards Welsh language use in childcare with a representative sample. Respondents were interviewed between 11th to 15th December 2006 by telephone from Beaufort Research's dedicated CATI (Computer Assisted Telephone Interviewing) Research Centre in Cardiff.

The second stage was qualitative, consisting of nine telephone depth interviews with respondents who had taken part in the first stage and had given their permission to be recontacted. This stage, which took place between 17th to 31st January 2007 sought to explore in more detail some of the issues that came out of the first stage of the research. Respondents who took part in this second stage were given a £25 voucher as a thank you for taking part in what was approximately a half-hour discussion.

Both stages of the research were conducted bilingually through the medium of Welsh and English. In the event 2% of respondents in the first stage and one out of the nine respondents from the second stage chose to be interviewed in Welsh.

The first stage questionnaire and second stage topic guide are included in the appendix to this report.

3.2. Sample Sizes and Structure

For the quantitative stage the sample split equally between the NCMA four geographical regions, as specified below:

NORTH WALES

Anglesey, Gwyneth, Conwy, Denbighshire, Flintshire, Wrexham

MID WALES

Powys, Ceredigion

SOUTH EAST WALES

Bridgend, Rhonda CT, Merthyr, Caerphilly, Blaenau Gwent, Torfaen, Monmouthshire, Newport, Cardiff & Vale

WEST WALES

Pembrokeshire, Carmarthen, Swansea, Neath Port Talbot

This disproportionate sample strategy for regions was adopted to ensure sufficient samples were achieved at region-level allowing for analysis. The data was then weighted back to be nationally representative, as illustrated below:

	No. Interviews Achieved by Region	No. Interviews after Weighting	Sample %
North Wales	75	72	24
Mid Wales	75	21	7
West Wales	75	54	18
South East Wales	75	153	51
TOTAL	300	300	100

Respondents for the qualitative stage were chosen to broadly represent childminders across Wales. The make up of the qualitative sample was as follows:

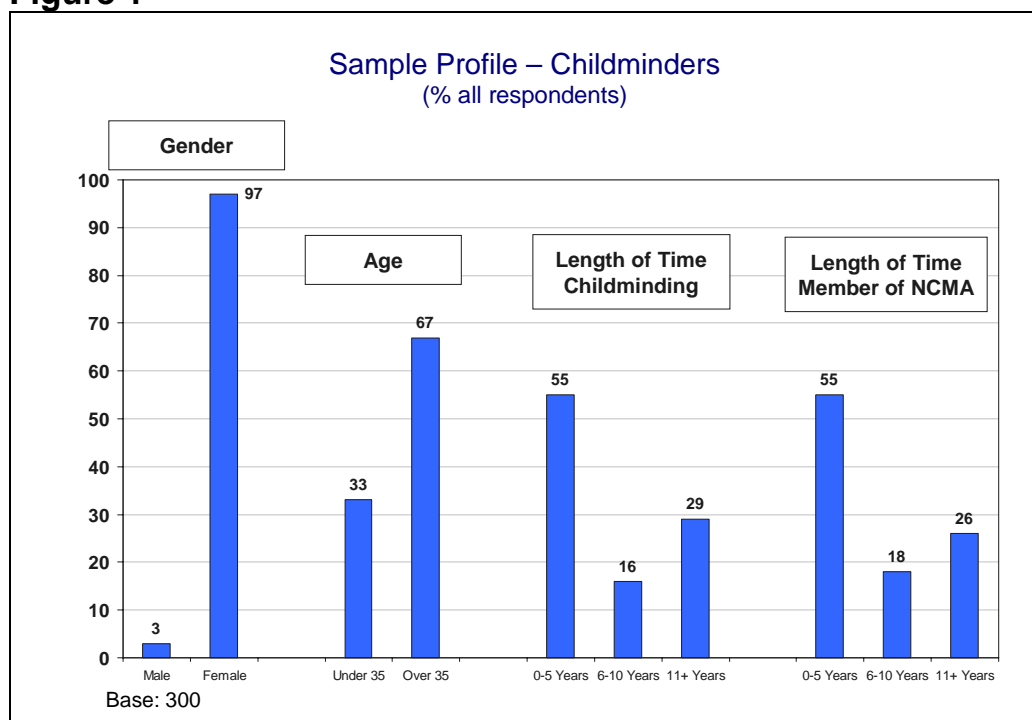
	Gender	Region	No. years childminding	Ability with Welsh	Children's Home Lang	Language/s speak with children
1	Male	West	5	Some Welsh	Welsh & English	Welsh & English
2	Female	South	2	Basic Welsh	Welsh & English	Welsh & English
3	Female	South	5	Basic Welsh	English	Basic Welsh
4	Female	North	6	Basic Welsh	English	Basic Welsh
5	Female	South	14	Basic Welsh	English	Basic Welsh
6	Female	North	2	Fluent	English	No Welsh
7	Female	North	7	Basic Welsh	English	Some Welsh
8	Female	West	18	Fluent	English	Welsh & English
9	Female	South	5	Fluent	Welsh	Welsh & English

4. MAIN FINDINGS

4.1 Sample Profile and Linguistic Ability

A third of childminders were under 35 years of age (Figure 1) with two thirds over 35. As would be expected the length of time they have been a childminder and the length of time they have been a member of NCMA are very similar with over half childminding/ being a member for under five years, a dip to just 16% childminding between six to ten years and a further 29% childminding for more than eleven years.

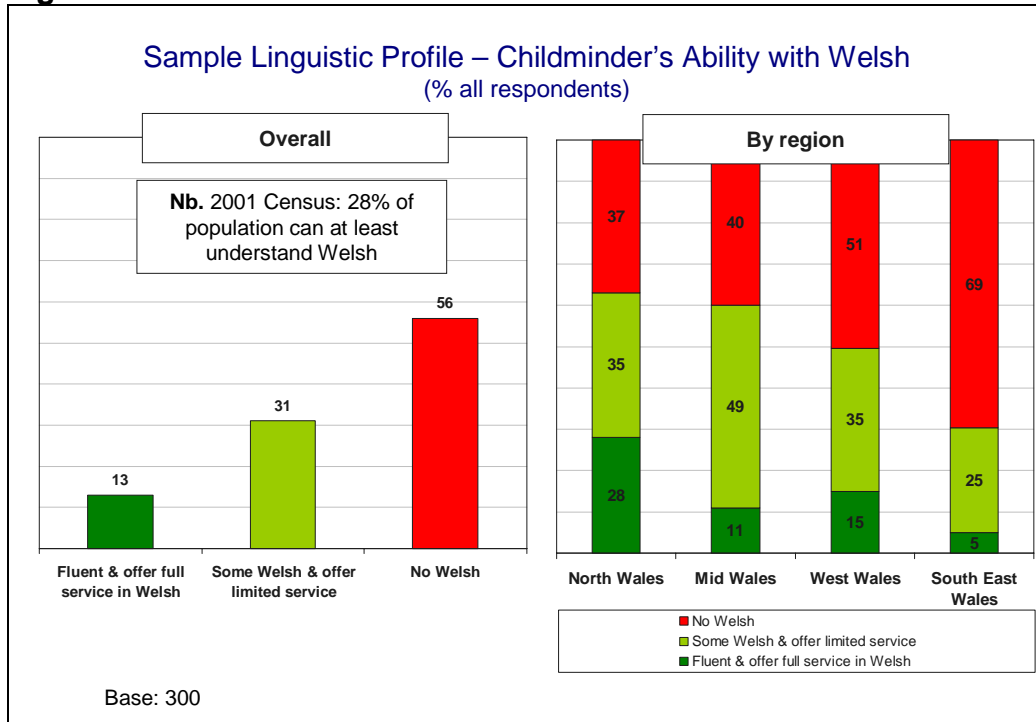
Figure 1



Looking at the sample linguistically 13% of childminders claim to be fluent in the Welsh language and are able to offer a full childminding service in Welsh (Figure 2). A further 31% of childminders said they spoke some Welsh and were able to offer a limited service in this language. Added together this means that 44% of NCMA registered childminders in Wales are able to provide at least a limited service in Welsh. This corresponds favourably with figures from the Census of 2001 which found that across the Welsh population 20% can speak, read and write in Welsh.

Looking at the profile of speakers by region, North Wales has the highest proportion of fluent Welsh speakers (28%), whilst South East Wales has the lowest number of fluent Welsh speakers (5%).

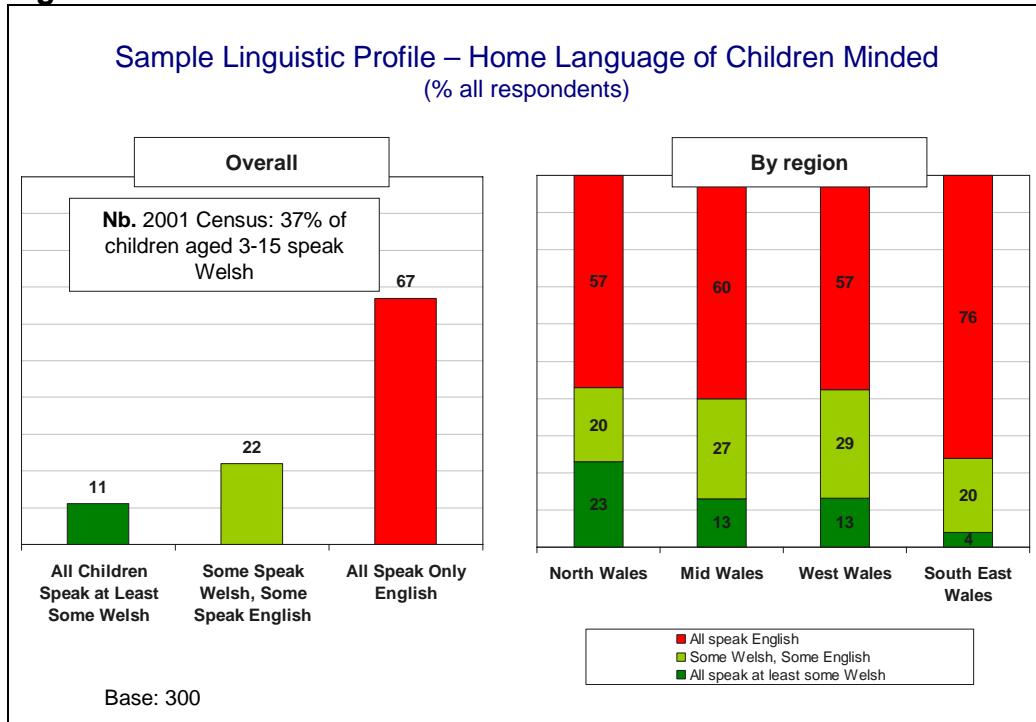
Figure 2



Just over one in ten (11%) childminders look after groups of children where all the children within that group speak at least some Welsh at home. Double this amount (22%) look after linguistically mixed groups of children where some speak Welsh at home and some speak English at home and just over two thirds (67%) look after groups of children where all the children speak English at home.

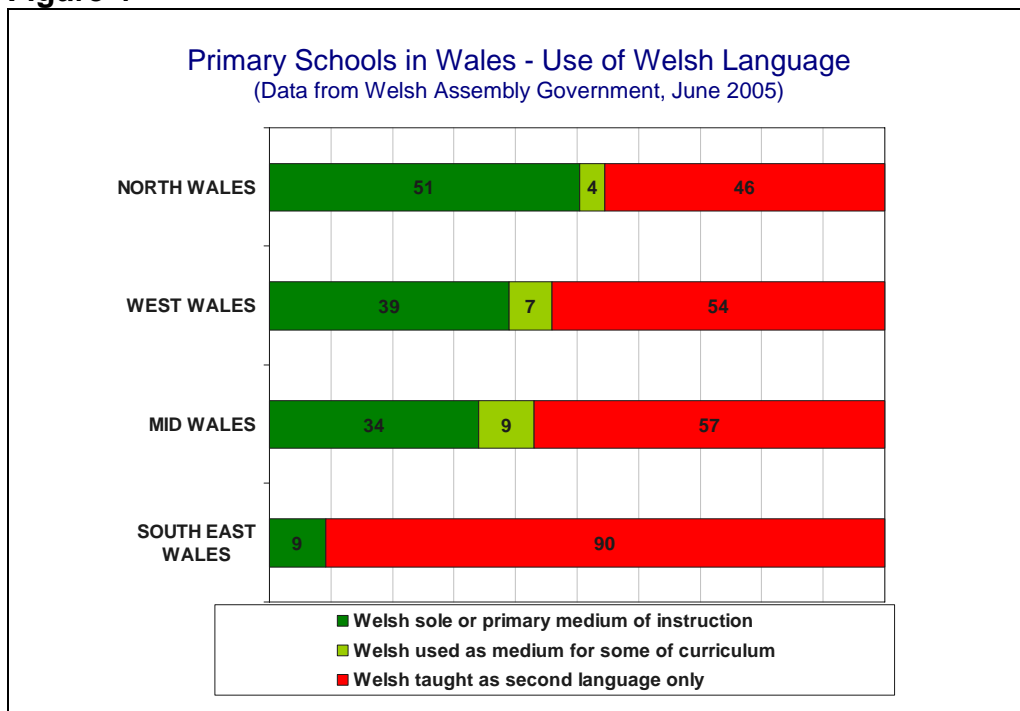
As before North Wales contains the highest proportion of Welsh speakers, and South East Wales the lowest proportion (Figure 3).

Figure 3



Putting the research into context, by using the data on Primary Schools provided by the Welsh Assembly Government (June 2005) Welsh language education at primary school level is given below in Figure 4 (broken down into NCMA regions).

Figure 4

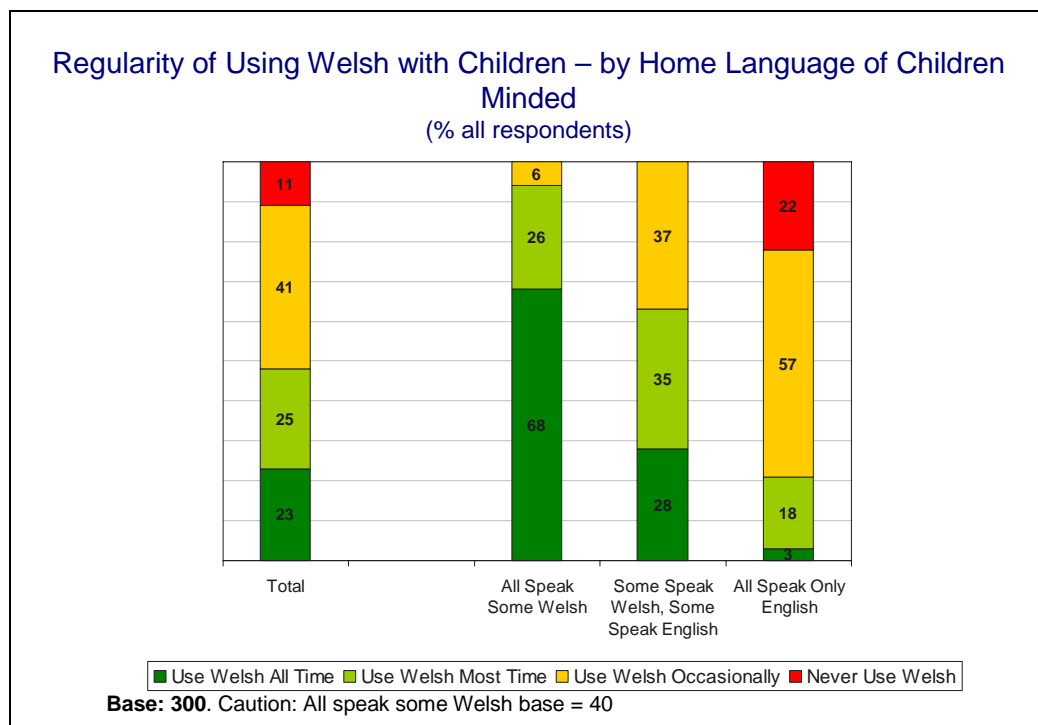


North Wales has the highest proportion of schools where Welsh is the sole medium of instruction with just over half the schools falling into this category, compared to under one in ten (9%) in South East Wales. These figures are particularly important and relevant to

this research in that childminders believe the primary driver behind Welsh language use is demand from Welsh language schools.

Looking at the regularity with which childminders use Welsh with the children they mind, just over one in ten (11%) of childminders never use Welsh. Looked at in detail these childminders only look after groups composed of solely English-speaking children. Amongst childminders looking after groups composed of entirely Welsh speakers over two thirds (68%) used Welsh all the time. Amongst linguistically mixed groups 28% of childminders used Welsh all the time. (Figure 5).

Figure 5



Reasons for not using Welsh to a greater extent were predominantly *children use English* (29%), *don't know enough Welsh* (24%) and *not fluent in Welsh* (7%).

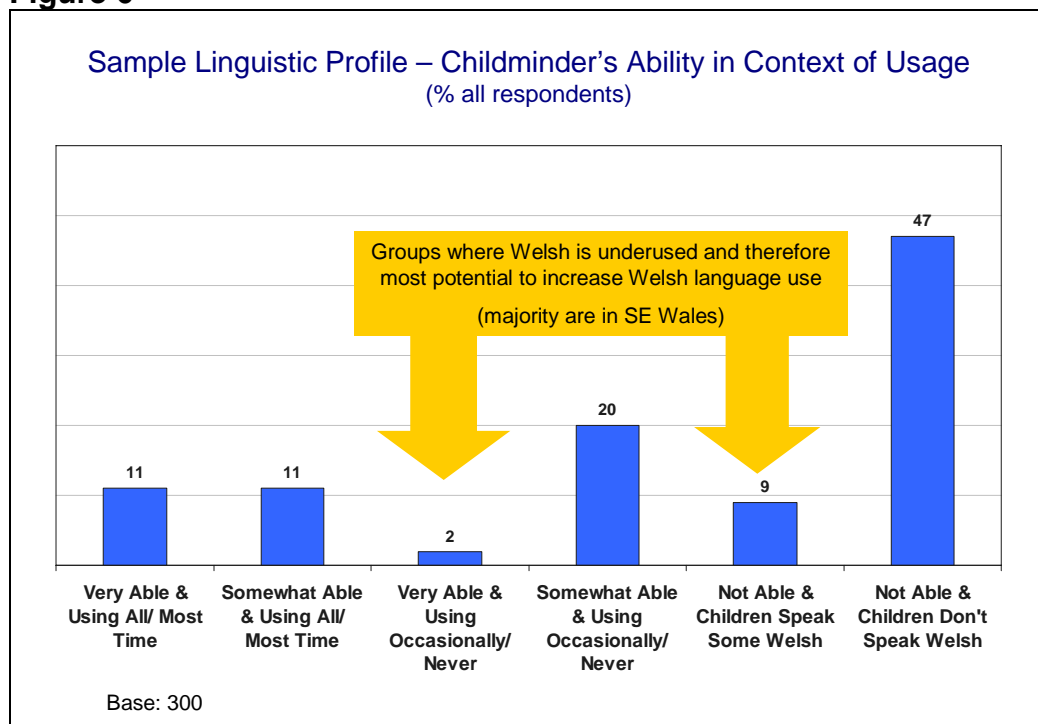
During the qualitative phase of the research one childminder made the point that she was employed to respond to demand and not to create the demand in the first place:

"I'm a childminder, not a teacher. I'm not here to teach them Welsh or to push Welsh on to families, but I know that if a child came to me from school with Welsh homework and the family asked me to help I'd be quite happy to help."

NE Wales, Fluent Welsh Speaker

By combining the Welsh language ability of the childminder with the frequency of their use of Welsh and the home language of the children they mind we can segment childminders in Wales into six well defined groups (Figure 6).

Figure 6

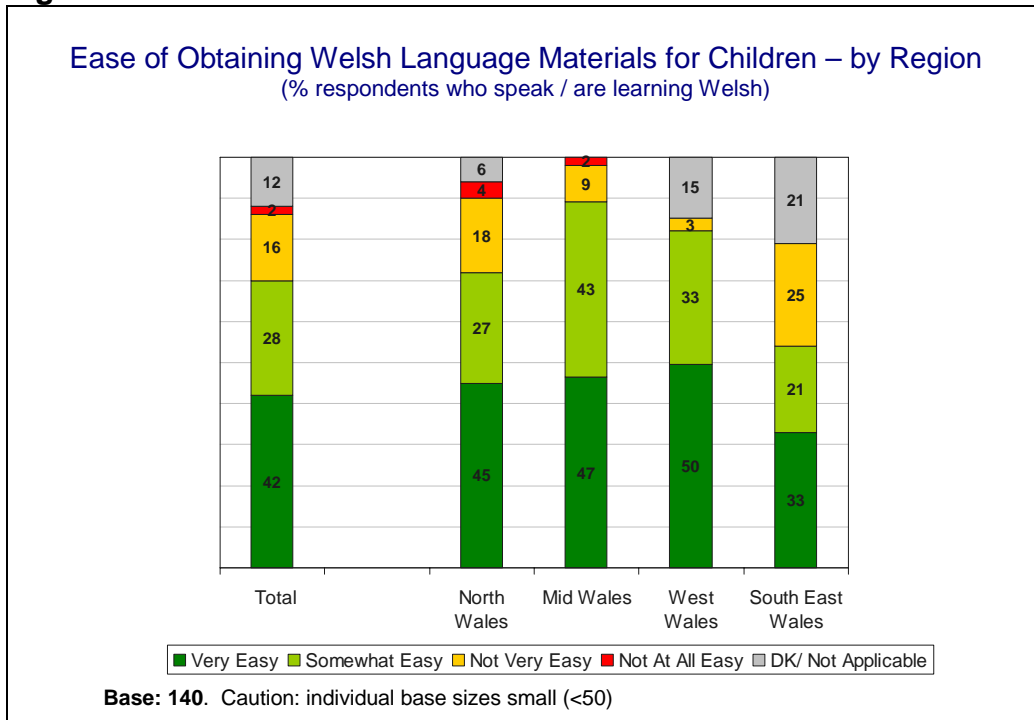


Two of the six categories demonstrate situations where childminders have considerable potential to do more with the Welsh language, either by using their language more with the children they mind or by learning some Welsh and using it with their linguistically mixed groups.

4.2 Welsh Within the Childminding Business

Obtaining Welsh language materials for children is not a significant issue for childminders in Wales. Seven out of ten said it was easy to obtain these materials with only 16% saying it was not very easy and 2% not at all easy (Figure 7).

Figure 7



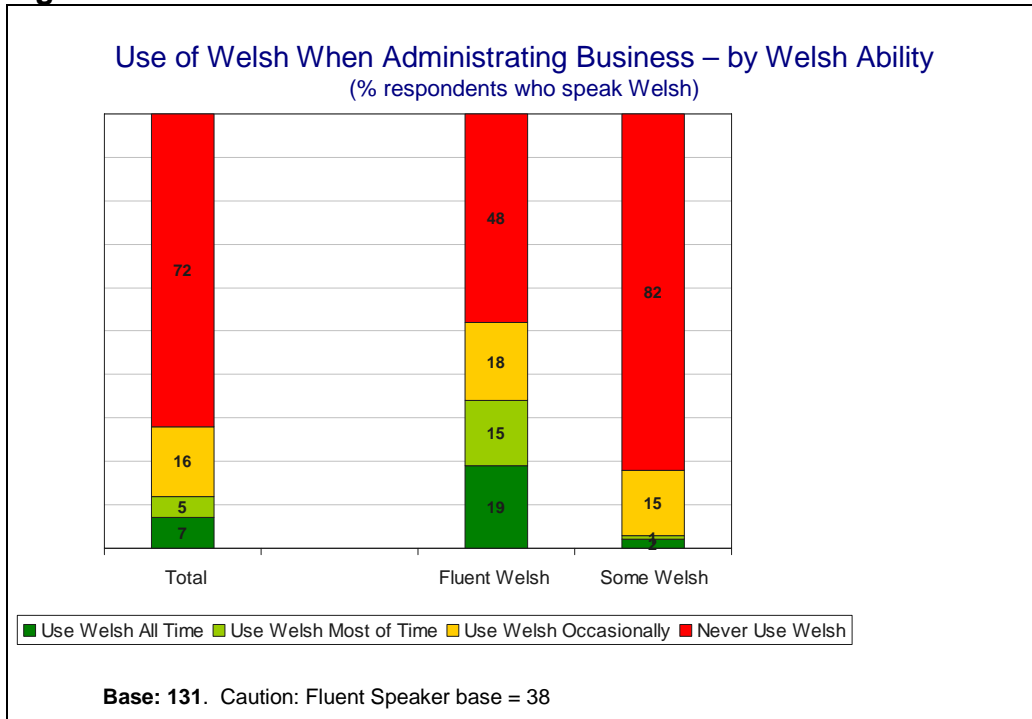
Nearly three quarters of respondents (72%) do not administrate their business in Welsh (Figure 8). As would be expected the proportion who do administrate their businesses in Welsh is higher amongst fluent Welsh speakers (34% all/ most of time) compared to those who speak only some Welsh (3% all/ most of time).

Barriers to administrating in Welsh are lack of confidence with the written language, particularly with the technical words. The lack of demand from parents is another barrier, as at least one parent usually speaks English as their first language. And following on from the second point there is felt to be a significant increase in workload by administrating in Welsh, as often English must also be used alongside.

“It’s not just one little form, its policies, procedures, the whole lot. Me I’d need help; I’d need someone to sit down with me to help me do it...speaking Welsh is fair enough, putting it down on paper, for me, it would be difficult.”

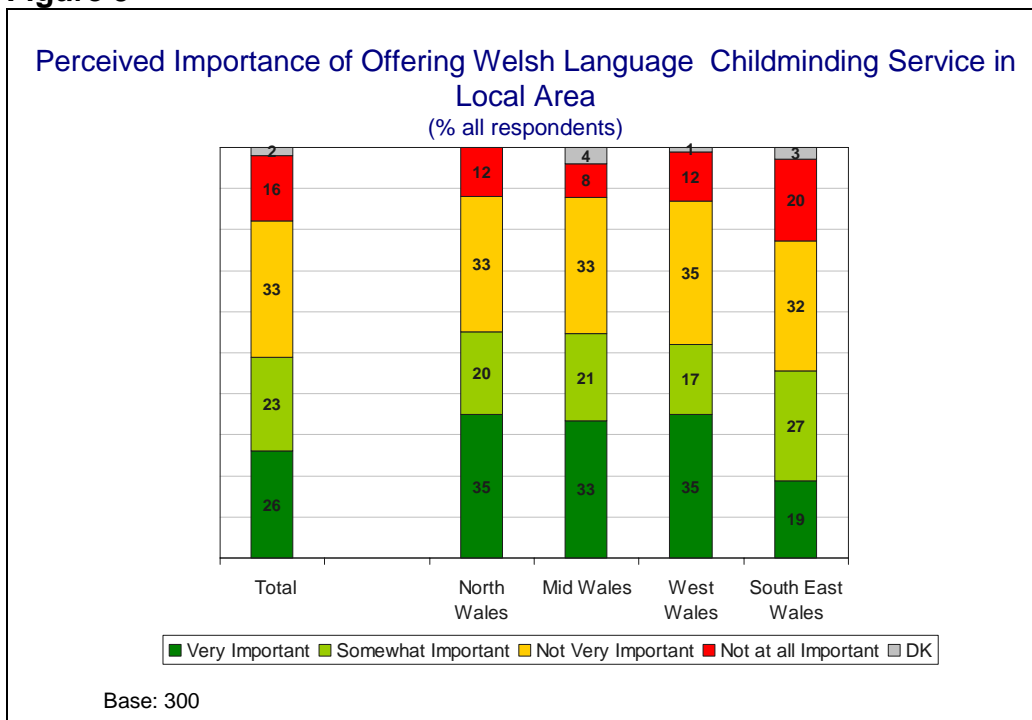
NE Wales, Fluent Welsh Speaker

Figure 8



Respondents were split almost 50:50 on the perceived importance of offering a Welsh language childminding service in their local area (Figure 9). Only South East Wales showed any marked difference to the other regions, with 19% saying it was very important to offer Welsh language childcare compared to 35% in North and West Wales, obviously linked to the level of Welsh spoken in SE Wales compared to other areas.

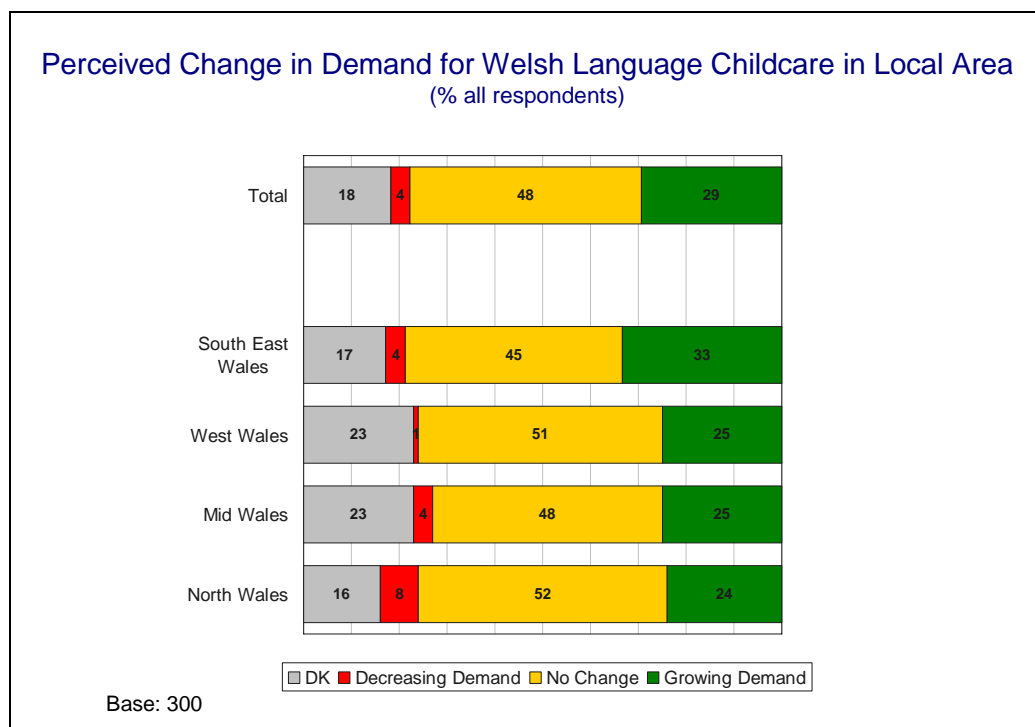
Figure 9



In total nearly a third (29%) of respondents believed that there was a growing demand for Welsh language childcare in their local area. The geographical area with the greatest proportion of childminders reporting a growing demand is the South East of Wales, where the current proportion of speakers is lowest.

Childminders believed the principal drivers behind the growing demand were Welsh schools (54%) and demand from parents (16%).

Figure 10

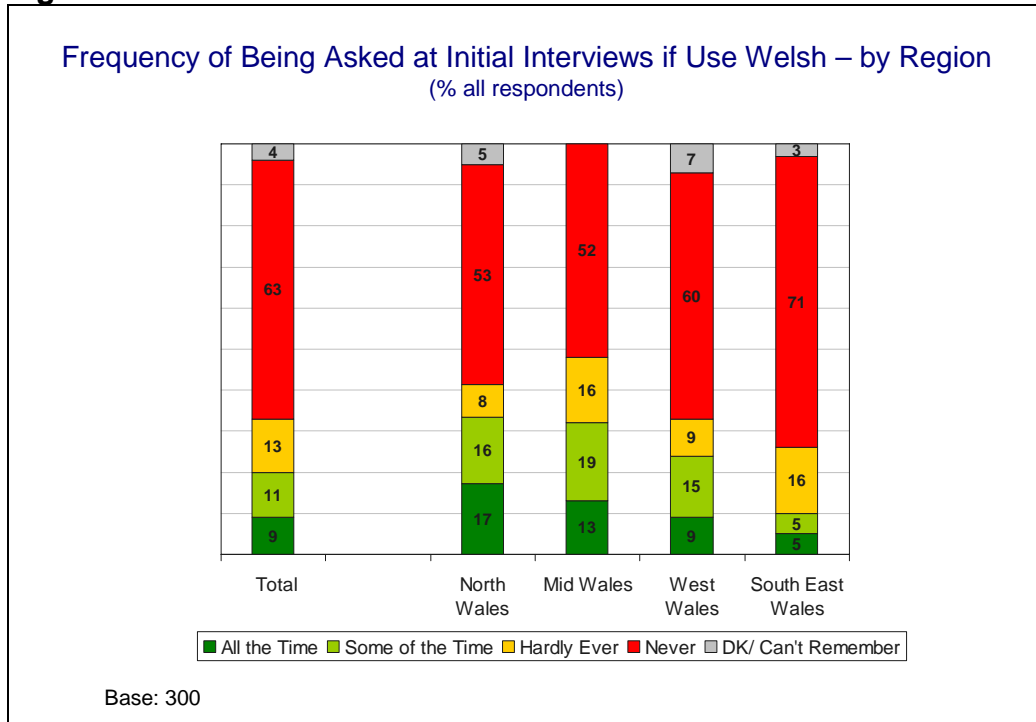


Nearly three quarters (74%) of childminders who advertised their services mentioned the fact that they were a Welsh speaker when promoting their business. One respondent from the qualitative stage had gone a step further and rebranded her business with a Welsh name and made all her literature bilingual:

"I feel there is such a call for the medium (in the area) and that's why I've changed my prospectus."
S E Wales, Fluent Welsh Speaker

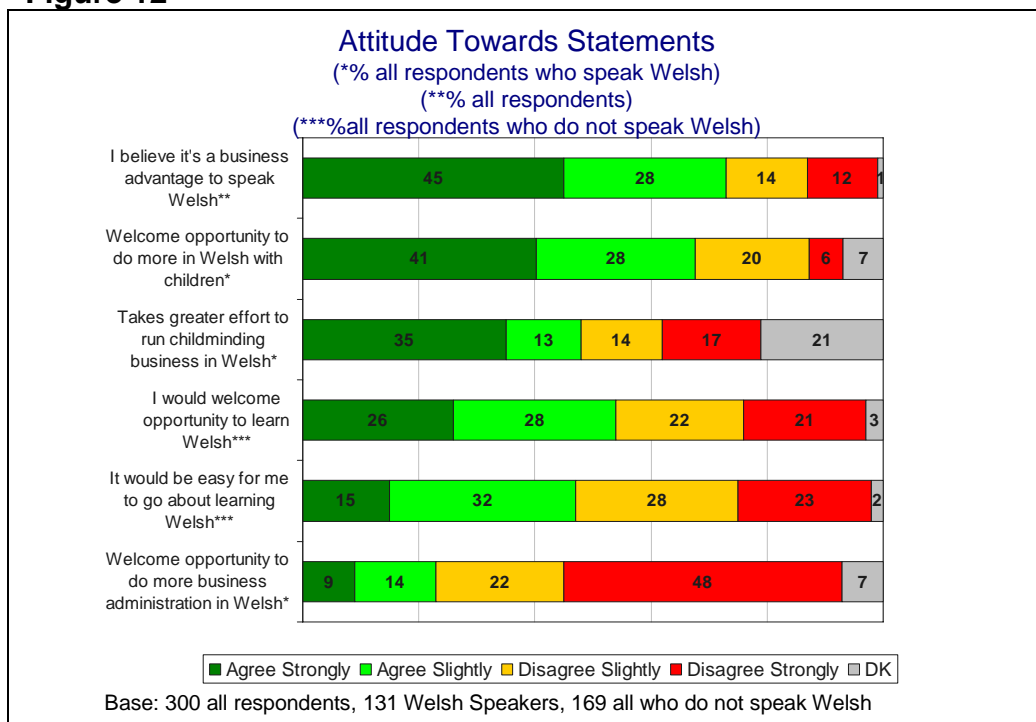
At the initial interview between the childminder and the parents of the child, nearly two thirds (63%) of parents never raise the subject of the Welsh language. This proportion is least in North and Mid Wales where just over half never mention the Welsh language.

Figure 11



Childminders were asked to agree or disagree with a series of statements about the Welsh language specific to childminding to help explore their attitudes towards Welsh in more depth (Figure 12). The most positively rated statement was *I believe it is a business advantage to speak Welsh* with nearly three quarters of all childminders agreeing. Agreement was highest among fluent speakers (98% strongly agreed) compared to those who did not speak Welsh (25% strongly agreed).

Figure 12



Across the statements the younger childminders (those aged under 35) were more positive about the Welsh language than older childminders.

Just under half (47%) agreed with the statement *it would be easy for me to go about learning the Welsh language*. When this attitude statement was explored in more detail in the qualitative stage of the research it became clear that childminders felt there were already sufficient language initiatives available to them in their local area. These ranged from courses offered by local schools to parents and childminders, to government sponsored courses aimed at all levels.

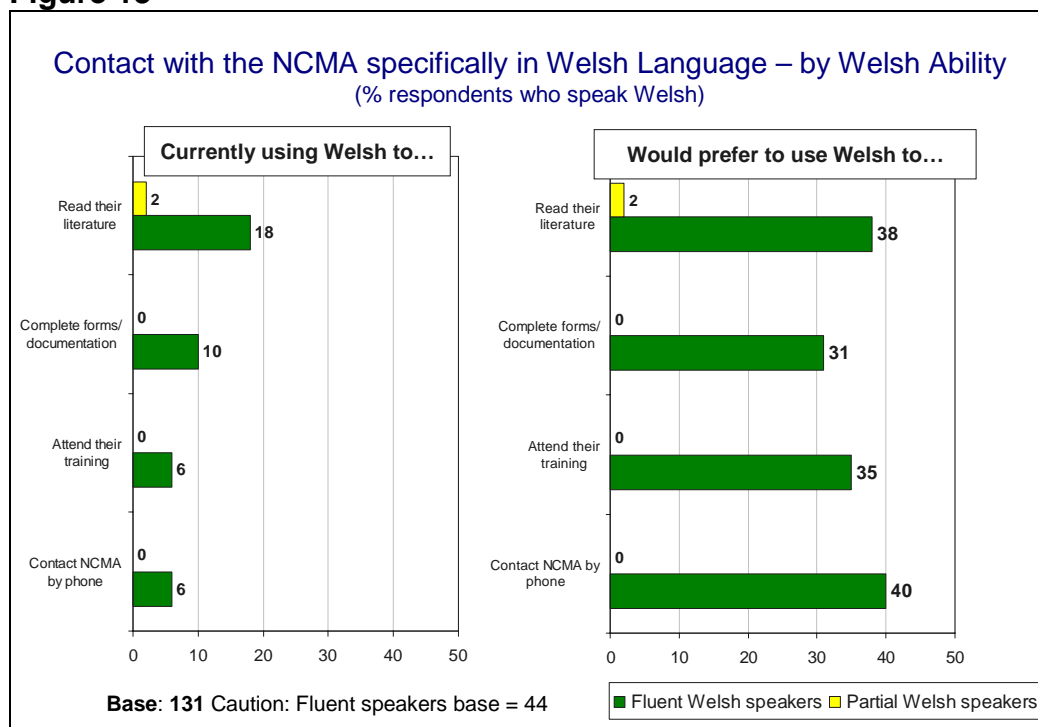
What the childminders were particularly interested in, however, were courses aimed specifically at using basic Welsh vocabulary with children. Themes suggested by childminders that could be covered in the courses include *colours, weather, where we're going today, nursery rhymes* and *tips on how to read bilingual books*. The ideal times to have such a course would be 10am – 12 midday and 1pm – 3pm (with children) or weekends (without children).

4.3 NCMA and Language Use

Only the fluent Welsh speakers (13% of the sample) currently use Welsh to a significant extent in their interaction with the NCMA, whether it is reading literature (18% use Welsh), completing forms/ documentation (10%), attending training (6%) or contacting NCMA by phone (6%). Among those respondents who spoke some Welsh, just 2% read the literature in Welsh. (Figure 13). When asked whether they would prefer to use Welsh in their dealings with NCMA, the proportion of fluent Welsh speakers saying that they would be interested was considerably higher for every dimension. It should be borne in mind, however, that fluent Welsh speakers account for 13% of the childminding population.

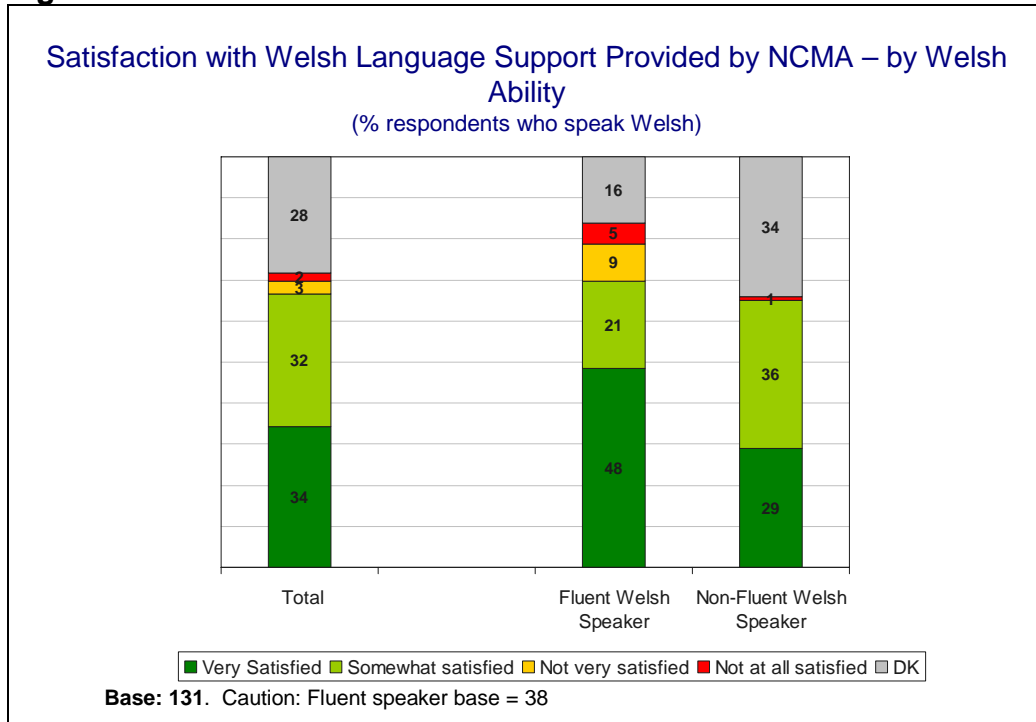
The research shows that there is a demand amongst fluent speakers to use Welsh to a greater extent, although the majority would still prefer to use English.

Figure 13



Two thirds of childminders are satisfied with the language support provided by NCMA (Figure 14) indicating that they do not look to the NCMA to fulfil any language needs.

Figure 14



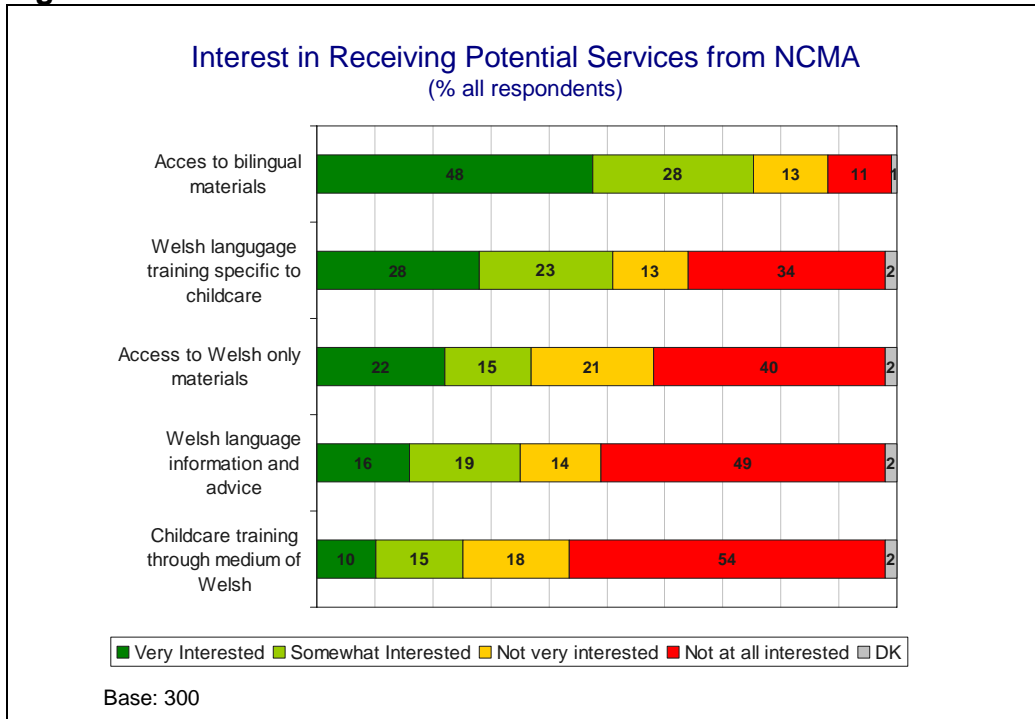
When asked what extra NCMA could do to help run a Welsh language childminding service nearly half (48%) said *nothing*. However, some were of the opinion that NCMA could endorse language initiatives, which would have a positive effect on their perceptions of them.

“If it was from the NCMA I think there would be more of an incentive to go.”

South Wales, Speaks some Welsh

The research went on to explore childminders’ interest in receiving potential services from NCMA (Figure 15). By far the best received service was *access to bilingual materials* which would be of interest to just over three quarters of childminders (76%) whilst interest in *access to Welsh only materials* was much lower (37%).

Figure 15



The least favourable potential service was *childcare training through the medium of Welsh* which was only of interest to a quarter of childminders.

APPENDIX

APPENDIX 1 – Survey Questionnaire

B2668 NATIONAL CHILDMINDING ASSOCIATION
Use of Welsh Language

Exec: Claire Peate

CODE REGION FROM SAMPLE:

- 1 NORTH
- 2 MID
- 3 WEST
- 4 SOUTH EAST

ASK TO SPEAK TO THE NAMED CONTACT FROM SAMPLE

Good morning/ afternoon/ evening. My name is from Beaufort Research. We're an independent market research company carrying out a short survey on behalf of the National Childminding Association. NCMA want to find out how their members feel about issues around the Welsh language and child minding. Can I ask you a few questions – it won't take longer than ten minutes or so.

- IF NO MAKE APPOINTMENT TO CALL BACK LATER.
- IF REFUSE THANK AND CLOSE.
- IF YES ASK: Before I start, would you like to take part in this interview in Welsh or English?

CODE

- 1 WELSH
- 2 ENGLISH

Please be assured that the answers you give me will remain entirely confidential and will not be attributable to you. Results from this and other interviews are aggregated before they are reported back to the NCMA.

Q1	Firstly, please can I ask you how long you have been a registered childminder?		Go to ...
			Q2
Q2	And how many years have you been a member of the NCMA?		Q3
Q3	Are you (READ OUT)		
	Part of a children come first childminding network	1	
	Working towards or have achieved Quality First	2	
	Working towards of have achieved a level 3 qualification	3	
	None of these	4	Q4a

Q4a	How many children do you currently have responsibility for, including your own children? What are the ages of each of the children?								
Q4b	And do you know which language each child speaks at home <u>most</u> of the time?								
Q4c	So starting with the child aged (INPUT Q4B AGE) what language do they speak at home <u>most</u> of the time? (REPEAT FOR EACH CHILD)								
Q4a	Q4b	Q4c							
		Language in home environment							
No. children	Age	Always Welsh	Usually Welsh	Welsh/English mix	Usually English	Always English	Other	DK	
1		1	2	3	4	5	8	9	
2		1	2	3	4	5	8	9	
3		1	2	3	4	5	8	9	
4		1	2	3	4	5	8	9	
5		1	2	3	4	5	8	9	
6		1	2	3	4	5	8	9	
Q5	Which of the following statements best describes how much Welsh you <u>can</u> speak and how you <u>could</u> apply it to childminding: READ OUT								
	I can speak Welsh fluently and am able to offer a full childminding service in Welsh							1	Q7
	I speak some Welsh and am able to offer a limited childminding service in Welsh							2	Q7
	I don't speak any Welsh							3	Q6a
Q6a	Are you currently learning Welsh, or have you taken Welsh language classes in the past?								
	Currently learning Welsh							1	Q6b
	Have taken Welsh classes in past							2	Q6b
	No							3	Q16
Q6b	And what is your experience of learning Welsh? PROMPT IF NECESSARY: WHAT ENJOYED, WHAT DIDN'T, WHAT WAS EASY, WHAT WAS DIFFICULT?								
									Q7

Q7	Thinking now about the children you mind, how regularly are you using Welsh with them? Would you say you use Welsh with them all the time, most of the time, occasionally or never?		
	Use Welsh all the time	1	Q9
	Use Welsh most of the time	2	Q8
	Use Welsh occasionally	3	Q8
	Never use Welsh	4	Q8
Q8	What would you say are the main reasons for you not using Welsh to a greater extent with the children you care for? What else?		
			Q9
Q9	How easy do you find it to obtain Welsh language materials aimed at children, for example books, games, wall charts and so on? Would you say it is: READ OUT		
	Very easy	1	
	Somewhat easy	2	
	Not very easy	3	
	Not at all easy	4	
	DON'T KNOW/ NOT APPLICABLE	9	Q10
Q10	Thinking now about your childminding business, to what extent do you use Welsh to administrate your business, by which we mean record keeping, writing your policies, reports and so on? READ OUT		
	Use Welsh all the time	1	Q12
	Use Welsh most of the time	2	Q11
	Use Welsh occasionally	3	Q11
	Never use Welsh	4	Q11
Q11	What would you say are the main reasons for you not using Welsh to a greater extent when administrating your business? What else?		
			Q12

Q12	Thinking now about your contact specifically with the NCMA, which language do you usually use when you:					
		Welsh	English	DON'T KNOW	NA	
a	Contact them by phone	1	2	9	0	
b	Complete their forms/ documents	1	2	9	0	
c	Read their literature	1	2	9	0	
d	Attend their training	1	2	9	0	Q13
Q13	And thinking again about your contact with the NCMA, which language would you prefer to use when you:					
		Welsh	English	No Preference	DON'T KNOW	
a	Contact them by phone	1	2	3	4	
b	Complete their forms/ documents	1	2	3	4	
c	Read their literature	1	2	3	4	
d	Attend their training	1	2	3	4	Q14
Q14	How satisfied are you with the support provided by the NCMA to childminders who wish to conduct their childminding business in the Welsh language? Would you say you are: READ OUT					
				Very satisfied	1	
				Somewhat satisfied	2	
				Not very satisfied	3	
				Not at all satisfied	4	
				DON'T KNOW	5	Q15
Q15	What extra could the NCMA do to help you run your childminding service in Welsh? What else?					
						Q16
Q16	Moving on now to the demand for childcare in your local area, how important would you say it is, where you live, to be able to offer a childminding service in Welsh? Would you say it is: READ OUT					
				Very important	1	
				Somewhat important	2	
				Not very important	3	
				Not at all important	4	
				DON'T KNOW	5	Q17a
Q17a	And thinking about your local area again, how would you say demand for Welsh language childminding is changing? Would you say: READ OUT					
				There is a growing demand	1	Q17b
				There is less demand	2	Q17b
				Demand for Welsh language childcare is the same as it always was	3	Q18 instr.
				Don't know/ not sure	4	Q18 instr
Q17b	Why do you think there is a GROWING/ DECREASING demand for Welsh language childminding in your area? What else?					
						Q18 instr

IF NO WELSH (Q5=3) SKIP TO Q19.						
Q18	When you advertise your services do you promote the fact that you speak Welsh?					
		Yes	1			
		No	2			
		Don't advertise	3		Q19	
		CAN'T REMEMBER	9			
Q19	During initial interviews with enquiring parents how regularly are you told that they would want you to use Welsh with their children? READ OUT					
		All the time	1			
		Some of the time	2			
		Hardly ever	3		SEE	
		Never	4		INSTR	
		DON'T KNOW/ CAN'T REMEMBER	9		Q20	
Q20	I'm going to read out a list of statements now and for each one please can you tell me whether you agree strongly, agree slightly, disagree slightly or disagree strongly to them.					
		Agree strongly	Agree slightly	Disagree slightly	Disagree strongly	DON'T KNOW / NS
IF WELSH SPEAKER (Q5 = 1/2)						
a	It takes a greater effort to run a childminding business in Welsh rather than English	1	2	3	4	9
b	I would welcome the opportunity to do more in Welsh with the children I mind	1	2	3	4	9
c	I would welcome the opportunity to do more business administration in Welsh	1	2	3	4	9
ASK ALL						
d	I believe it is a business advantage to be able to offer a Welsh language childminding service	1	2	3	4	9
						SEE INSTR.
IF NON-WELSH SPEAKER (Q5=3)						
e	I would welcome the opportunity to learn Welsh to use for my childminding	1	2	3	4	9
f	It would be easy for me to go about learning the Welsh language	1	2	3	4	9
						SEE INSTR.
IF Q19f =3/4 ASK Q21. OTHERS SKIP TO Q22						
Q21	Why do you think it would not be easy to go about learning the Welsh language? What else?					

Q22	I'm now going to read out a list of potential support services that the NCMA could potentially provide. For each one please tell me how interested you would be in receiving that service. READ OUT SCALE						
		Very interested	Somewhat interested	Not very interested	Not at all interested	DON'T KNOW / NS	
a	Welsh language information and advice line	1	2	3	4	9	
b	Childcare training through the medium of Welsh	1	2	3	4	9	
c	Welsh language training specific to childcare	1	2	3	4	9	
d	Access to bilingual materials such as books, DVDs, resource packs and posters	1	2	3	4	9	
e	Access to Welsh-only materials such as books, DVDs, resource packs and posters	1	2	3	4	9	See instr Q23
Q23	IF Q22d =1/2 ASK Q23 (OTHERS SKIP TO INSTR Q24) What bilingual materials other than books, DVDs, resource packs and posters would you be interested in receiving? What else?						
Q24	IF Q22e =1/2 ASK Q24 (OTHERS SKIP TO Q25) What Welsh-only materials other than books, DVDs, resource packs and posters would you be interested in receiving? What else?						
							Q25
Q25	What other Welsh language or bilingual support services would you like the NCMA to offer? What else?						
							Q26

Q26	For analysis purposes only please can you tell me which age bracket you fall into:		
		18-25	1
		26-35	2
		36-50	3
		Refused	9
			Q27
Q27	Thank you, that's the end of the interview. In the near future Beaufort Research would like to conduct more in-depth interviews with a few childminders to further explore the issue of language and childcare. The interview would be by phone, at your convenience, and would last about half an hour. As a token of our appreciation we would give you £25 for taking part. Would you be willing to be recontacted?		
		Yes	1
		No	2
	(If yes) thank you, your name will be put forward and you may be contacted again by Beaufort Research in the near future to arrange another interview.		
	Interviewer, when survey has completed record gender:		
		Female	1
		Male	2

APPENDIX 2 – Qualitative Topic Guide

BQ2668 NCMA Childminders Research

Topic Guide FINAL

1. INTRODUCTION

Hello

My name is Lisa Williams and I'm calling from Beaufort Research. You recently took part in a survey we conducted on behalf of the National Childminding Association and during that interview you agreed to take part in a more in-depth discussion to explore the issue of language and childcare. The discussion should last about half an hour, and you will receive £25 as a thank you for your time.

EXPLAIN THAT CONVERSATION WILL BE RECORDED

REASSURE RE CONFIDENTIALITY

Are you still prepared to take part in the discussion? **IF NO – THANK AND CLOSE**

IF YES CONTINUE

Is now a convenient time for you? **IF YES CONTINUE**

IF NO – Can I call you back at a more convenient time? MAKE APPOINTMENT

The interview can be conducted in English or Welsh – which would you prefer?

2. WARM UP

To begin with, can you tell me a little about yourself and your experience of childminding?

PROBE

- How long have they been a childminder?
- How long have they been a member of the NCMA?
- Can they speak Welsh? How fluent are they?
- Where and with whom do they speak Welsh? At home? With friends? In work?
- **IF NON-WELSH SPEAKER (NWS) – Would they like to learn Welsh? Why? Are there any advantages to learning Welsh?**
- How many children do they look after?
- Do any of the children in their care speak Welsh? How many?
- In what language do they speak with the children? Why this language?
- What dictates the language they use with the children? The language of the child's home? The parents' desire? Their personal ability? Confidence?

3. USE OF LANGUAGE

EXPLAIN THAT WANT TO KNOW MORE ABOUT HOW THEY USE (OR DON'T USE) WELSH WITH THE CHILDREN

IF USE BOTH ENGLISH & WELSH

- How do they go about minding both English and Welsh speaking children? Speak both languages to both? Or Welsh to WS and Eng to NWS? Is it easy or difficult to use both languages?

IF WS AND USE ONE LANGUAGE (Either English or Welsh?)

- Do they choose to have all the children in their care speak the same language? Why do they choose this?

IF WS AND DON'T USE WELSH

- Why do they not use Welsh while minding the children? Is it a confidence issue or a practical one? REFER to above if necessary – difficult to use both languages?
- If confidence issue – where is confidence most lacking? Speaking / Listening / Writing? What would help to overcome this?
- Are there anyways the NCMA could help to overcome this? E.g. a CD with pronunciations, or a book with phonetic spelling? A Welsh language course to improve their skills in the language?

4. HELP WITH INCREASING USE OF WELSH IN MINDING CHILDREN

IF USE LITTLE WELSH / ARE WELSH LEARNERS / HAVE DESIRE TO LEARN WELSH / NO DESIRE TO LEARN WELSH

- Would they ever consider using (more) Welsh with the children? What would help them to use (more) Welsh?
- **PROBE:** Resources? Local initiatives?
- Welsh learning courses? Have they ever attended a course to improve their Welsh? Where? When? Who ran the course? Did it help to improve their Welsh, or encourage them to use it more with the children, or both? Has this benefited their childminding business in any way? How or Why not?
- IF NOT ATTENDED COURSE – Are they interested in attending courses to improve their Welsh? How should these be provided / administered? For them to attend on their own, or with the children? In evenings or daytime? Who should provide them?
- Should the focus be on improving their personal ability in Welsh, or on providing them with training/resources specific to increasing use of Welsh with the children? I.e. more books/games in Welsh? Or provision of music/play sessions through the medium of Welsh?

ASK ALL Do they think the NCMA is best placed to be helping them with providing a bilingual childminding service? If so, how? What are they doing well?

If not, what more could they be doing? What type of information would be useful and which is the best way for it to be available? Booklets aimed at them? Or the parents, or both?

5. RESOURCES/INITIATIVES AVAILABLE IN WELSH

- Do they use any Welsh medium resources while minding the children? What are those resources?
Books, posters, song sheets etc?
- Were they provided with any? Is so, by whom? Or did they source them themselves?
- How easy or difficult is it to find these resources?
- Do they access any W lang resources from NCMA toy libraries / resource libraries? i.e resources that childminders can borrow through NCMA staff.
- Do they use resources from a similar scheme run by local authority or other organizations?
- What other resources would be useful to them? How should they be made available to them? Through organizations like the NCMA? In shops? Mail order? Internet?
- Is having access to these resources enough or do they need further support?

- Are there any local initiatives to encourage speaking Welsh to the children they mind?
- What are they? Toddler groups, music sessions etc? Welsh language classes? Who runs them? How often do they take place?
- Are they aware of any initiatives set-up by the NCMA in their area?
- Would they like to see more of these initiatives? What type of initiatives would be useful to encourage them to speak (more) Welsh to the children? Who do they think is best placed to organize these initiatives? Themselves or organizations like the NCMA?

6. DEMAND FOR WELSH MEDIUM CHILDMINDING

- How much demand is there in their area for WS childminders? What causes this demand? E.g. Language profile of the area or increase in desire for Welsh medium education
- If WS – Do they promote their ability to speak Welsh when advertising their services? If yes, how do they promote it? If not, why not?
- If NWS – do they feel at a disadvantage in not being able to offer a Welsh childminding service? If yes, how are they at a disadvantage? Why do they feel at a disadvantage?
- How is the subject broached with parents?
- Do parents ask about childminders ability in Welsh and how likely they are to use it with their child or in child's presence?
- What is their reaction to bilingual childcare? Do they welcome it or not?
- Do they (childminders) find that its significantly more effort to childmind bilingually?
- Are WS parents happy for their children to be mixed with NWS children? Is the use of Welsh ever an issue? Especially with NWS parents who don't want their children to learn Welsh?
- Are parents generally pro-Welsh, pro-English or pro-Bilingual? Has this changed over time? In which way has it changed?
- Does this effect how they run their childminding service / promote themselves? Does it have any implications for their business? E.g. more or less clients?

- Is there a need to 'educate' parents on the benefits of WS/bilingual childminding? If yes, do they think the NCMA could help with this? How could they go about this? What information should be included?

EXPLAIN THAT NOW WANT TO DISCUSS IN MORE DEPTH WHAT ROLE, IF ANY, THE WELSH LANGUAGE HAS IN THE DAY-TO-DAY RUNNING OF THE CHILDMINDING SERVICE

7. ADMINISTERING BUSINESS IN WELSH

EXPLAIN THAT NOW WANT TO DISCUSS THE LANGUAGE THEY USE TO ADMINISTER THE BUSINESS-SIDE OF CHILDMINDING

- In what language do they conduct the business side of childminding? (I.e. accounts, tax returns, ordering supplies etc) Why this language? Do they do some in Welsh and some in English? Or all in one language?
- If in Welsh, is it easy or difficult to conduct business in Welsh? How accessible are bilingual/Welsh forms? What do they think of the lay out of the forms? Are they back to back, or on 2 separate sheets? Which do they prefer?
- If not in Welsh and WS, were they aware that they can administer business in Welsh?
- If no, would they consider administering their business in Welsh now that they're aware? Why?
- If yes, why don't they administer their business in Welsh?
- What can be done to encourage them to administer more in Welsh?
- Would a booklet with look-up translations for technical language help?
- How should the Welsh / bilingual forms be set-out to encourage them to use Welsh more?

8. RELATIONSHIP WITH NCMA

ASK THEM TO THINK ABOUT THEIR EXPERIENCES IN DEALING WITH THE NCMA – by post, telephone etc

- How would they describe their relationship with the NCMA? Good / Bad. In what ways is it good / bad?
- In what language do they normally deal with the NCMA? Welsh / English / Both? Which do they prefer? Why?
- What experiences have they had with NCMA Staff? Good / Bad? How? Were they able to speak Welsh? Is this important?
- Do they feel the NCMA does enough to support Welsh medium / bilingual childminders? If yes, in what way do they support? If no, why? How could they provide more support?

READ OUT. THANK YOU, THAT'S THE END OF THE INTERVIEW.