Case Study: The impact of the ALN Childcare Pilot, Summer 2026
Meithrinfa Joio Day Nursery, Uplands, Swansea

Meithrinfa Joio Day Nursery is a CIW-registered, Hygge-accredited setting based in Uplands, Swansea. The nursery is rated Excellent across all four CIW inspection areas and has received recognition for its contribution to Welsh in childcare.

Staff have undertaken a wide range of training to support childhood development and Additional Learning Needs (ALN), helping to create an inclusive and nurturing environment for children and families. During the Swansea ALN Childcare Pilot, the setting advertised and provided care for two children, delivering a total of 105 funded hours of support.

Joio became aware of the pilot through correspondence with Clybiau Plant Cymru Kids' Clubs Childcare Business Development Officers (CBDO's). Promotion began with internal communication with families already accessing provision, providing families with the option to explore the possibility of funded 1:1 staff support at their setting.

Advertisements then became public, with information shared on social media and through local community groups.

As part of the evaluation of the pilot, we asked Meithrinfa Joio to reflect on their participation and the impact of the additional funding. Their responses highlight the positive difference the project made in supporting inclusive provision and creating opportunities for children, families, and staff. They also offer valuable advice for other settings interested in taking part in future funding schemes.

Speaking with Rhian, the deputy manager and ALN Lead Practitioner.

How did you prepare for the children's individual needs?

The process started with initial phone calls and conversations with families. These conversations discussed the children's strengths and interests, any ongoing dietary needs, environment preferences, and any known triggers that may cause dysregulation during the session. Documents were also shared including the children's IDP's and a One-Page-Profile was established, which is a standard part of the registration for all children at Joio. Families were welcomed to the setting for settling in sessions, which supported the transition and changes in the child's routine.

How confident were the staff members supporting the children accessing 1:1 support?
As staff had previous experience supporting children with ALN, and lots of training from the Local Authority, they felt mostly confident in their provision. Whilst apprehensive at first, staff members worked as a team to share important information to ensure that support needs were communicated, and the children were able to develop confidence and trust with their key workers.

What helped to improve staff confidence?
Having allocated 1:1 provision allowed the team to respond to their individual needs and use calming techniques such as time in the sensory room and following the child's direction. Previously, without this funding, some children of full-time school age would struggle in the 1:8 ratio without the ability to use quieter rooms or independent activities due to staffing constraints. The setting reported children feeling secure with their 1:1, which also supported the team members to be able to learn about the children's communication cues, as both children are pre-verbal. The setting also has robust policies and procedures in place, including an in-depth registration process which supports staff confidence.

What worked particularly well during the pilot?
The additional 1:1 support funded through the project increased staff capacity, enabling both children to take part in a trip to the local park. While outings are a regular part of the settings provision, the enhanced staffing ensured that the children's individual support needs could be met alongside the safe supervision of the wider group. This created additional opportunities for meaningful inclusion, allowing the children to participate confidently alongside their peers and fully engage in the experience. Both children thoroughly enjoyed their time outdoors, making the trip a positive outcome of the additional funding.

Is there a memorable moment or achievement you'd like to share?
A particularly memorable outcome was seeing how both children grew in confidence and settled into the setting over the summer. The additional funding allowed the setting to provide a secure, supportive environment and extend support to families who might otherwise have faced challenges accessing suitable provision. Over time, staff became increasingly confident in meeting the children's needs, and strong, trusting relationships developed. Although both children are pre-verbal, they became comfortable enough with the team to initiate and lead interactions in their own way, demonstrating increased confidence, engagement, and a genuine sense of belonging within the setting.

Has the pilot had any lasting impact on your setting?
Although Meithrinfa Joio had experience of supporting children with ALN, as a predominantly early years setting it was less common for school-aged children with additional support needs to access the provision on a regular basis. The additional 1:1 funding helped overcome some of the financial pressures associated with providing enhanced support, enabling staff to build their confidence and develop their skills. Having successfully participated in the pilot, the setting now feels better equipped to support more children with ALN in the future.

Final Thoughts
Is there anything you would do differently if a similar scheme was delivered again?
The setting felt that they would begin offering places earlier if similar funding were available again, allowing more children and families to benefit from the support. Staff reflected that, if the funding were delivered again, they would be able to offer an even wider range of activities tailored to the children's individual interests and preferences. Through taking part in the pilot, the team developed a greater understanding of what engaged and motivated the children, and this knowledge would help them to further enhance the experiences on offer in future. Gathering referrer signatures has been a challenge, as schools were closed during the pilot. In future, the setting will ensure this information is gathered before commencement of places.

What advice would you give to another setting looking to advertise or extend places in the future?
The setting would encourage other providers to consider taking part in similar funding opportunities, noting that the sign-up process was straightforward and well supported. Existing family networks and social media were used successfully to promote the available places. Social media was highlighted as an effective and cost-free way of reaching a wide audience of families.

Staff emphasised the importance of gathering as much information as possible about children before they begin attending the setting. This helps practitioners to better understand individual needs, interests, and preferences, enabling them to provide more tailored support from the outset. Developing strong partnerships with families was seen as fundamental to this process, with open communication and active listening helping to build trust and ensure that children's needs are understood. Where challenges arise in meeting specific needs, staff stressed the importance of working collaboratively with families to identify practical solutions and achieve the best possible outcomes for the child.

Although supporting children whose needs and preferences are initially unknown can feel daunting, staff reflected that the experience was highly rewarding and contributed to increased confidence, knowledge, and skills across the team. They also highlighted the value of additional funding for resources, which can enable settings to further adapt activities and environments to meet children's individual needs and interests.

Key worker comments
Staff member A
I really enjoyed working with the children over the summer. It was lovely to see them develop and become more confident with us as the weeks went on. The 1:1 support benefited them as I was able to better support their needs. For example, being able to take them to the sensory room if they were upset or following their lead to explore the different activities. I was able to meet the children's needs by working with the family, reading the information provided by the family, using my previous knowledge and training and also getting to know the child over the weeks really helped.

Staff member B
It was really nice to work with the children over the summer and not just term time. I could see how happy he was coming into the nursery. The family were also very grateful each time they dropped off and picked up and kept commenting on the good job that we were doing and how grateful they were that we were able to provide this space at nursery. I was able to support their needs by following their lead, knowing what activities they enjoyed and knowing about his interests. Although there were a few challenging moments, we were able to support these by using our training, knowledge and experience.

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😊 Additional Support Available This Summer | Cymorth Ychwanegol Ar Gael yr Haf Hwn 😊

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⭐ Physical or sensory needs
⭐ Social, emotional or behavioural needs
⭐ Speech, language or communication needs
⭐ Other identified support needs

If you think your child may benefit from additional support to attend Clwb Joio this summer, please contact us as soon as possible. Applications are submitted by the Holiday Club and should be made at least 5 working days before support is required. Please note that support is subject to eligibility and availability.

📞 Please message us or contact the nursery for more information. 01792 978705 Joiodaynursery@gmail.com

Yn Clwb Joio, rydym yn credu bod pob plentyn yn haeddu'r cyfle i fwynhau gwyliau haf hwyliog, diogel a chynhwysol.

Efallai y bydd Peilot Cymorth Gofal Plant Gwyliau Haf ADY Abertawe ar gael i gefnogi rhai plant o oedran ysgol gynradd sydd ag Anghenion Dysgu Ychwanegol (ADY) sy'n dod i'r amlwg neu sydd eisoes wedi'u nodi, drwy ddarparu cymorth ychwanegol un-i-un lle bo'n gymwys.

Gall cymorth fod ar gael i blant sydd ag:
⭐ Anghenion Dysgu Ychwanegol (ADY)
⭐ Anghenion corfforol neu synhwyraidd
⭐ Anghenion cymdeithasol, emosiynol neu ymddygiadol
⭐ Anghenion lleferydd, iaith neu gyfathrebu
⭐ Neu anghenion cymorth eraill sydd wedi'u nodi

Astudiaeth Achos: Effaith y Peilot Gofal Plant ADY, Haf 2026
Meithrinfa Joio Day Nursery, Yr Uplands, Abertawe

Mae Meithrinfa Joio Day Nursery yn lleoliad sydd wedi cofrestru ag AGC, sy'n Hygge-achrededig, wedi'i leoli yn yr Uplands, yn Abertawe. Mae'r feithrinfa wedi'i graddio'n Rhagorol ar draws y 4 maes cyfan ac wedi cael cydnabyddiaeth swyddogol am ei chyfraniad at ddiwylliant Cymreig.

Mae staff wedi ymgymryd ag ystod eang o hyfforddiant i gefnogi datblygiad plant ac Anghenion Dysgu Ychwanegol (ADY), gan helpu i greu amgylchedd cynhwysol a meithringar ar gyfer plant a theuluoedd. Yn ystod Peilot Gofal Plant ADY Abertawe, hysbysebodd y lleoliad a darparodd ofal ar gyfer dau blentyn, gan ddarparu 105 awr o gymorth.

Daeth Joio yn ymwybodol o'r peilot trwy ohebiaeth gyda Swyddogion Datblygu Busnes Gofal Plant (SDBGP) Clybiau Plant Cymru Kids' Clubs. Dechreuodd yr hyrwyddo gyda chyfathrebu mewnol gyda theuluoedd a oedd eisoes yn cyrchu'r ddarpariaeth, gan roi'r opsiwn i deuluoedd ystyried y posibilrwydd o gymorth staff 1:1 wedi'i ariannu yn eu lleoliad.

Daeth hysbysebion wedyn yn gyhoeddus, gyda gwybodaeth yn cael ei rhannu ar y cyfryngau cymdeithasol a thrwy grwpiau cymunedol lleol.

Fel rhan o werthusiad y peilot, gofynnwyd i Feithrinfa Joio fyfyrio ar eu cyfranogiad ac effaith y cyllid ychwanegol. Roedd eu hymatebion yn tynnu sylw at y gwahaniaeth cadarnhaol yr oedd y prosiect yn ei wneud wrth gefnogi darpariaeth gynhwysol a chreu cyfleoedd ar gyfer plant, teuluoedd a staff. Maent hefyd yn cynnig cyngor gwerthfawr i leoliadau eraill sydd â diddordeb mewn cymryd rhan mewn cynlluniau ariannu yn y dyfodol.

Wrth siarad â Rhian, y dirprwy reolwr a'r Prif Ymarferydd ADY. Ymatebodd Rhian i'r cwestiynau canlynol:

Sut aethoch chi ati i baratoi ar gyfer anghenion unigol y plant?

Dechreuodd y broses gyda galwadau ffôn cychwynnol a sgyrsiau gyda theuluoedd. Trafododd y sgyrsiau hyn gryfderau a diddordebau'r plant, unrhyw anghenion dietegol parhaus, dewisiadau amgylcheddol, ac unrhyw sbardunau hysbys a allai achosi diffyg rheoleiddio yn ystod y sesiwn. Cafodd dogfennau eu rhannu hefyd, gan gynnwys Cynlluniau Datblygu Unigol y plant, a sefydlwyd proffil un dudalen, sy'n rhan safonol o'r broses gofrestru ar gyfer pob plentyn yn Joio. Cafodd teuluoedd eu croesawu i'r lleoliad ar gyfer sesiynau ymgartrefu, a gefnogodd y trosglwyddo a'r newidiadau yn nhrefn arferol y plentyn.

Pa mor hyderus oedd aelodau'r staff wrth gefnogi'r plant i gyrchu cymorth 1:1?
Oherwydd bod gan y staff brofiad blaenorol o gefnogi plant ag ADY, a llawer o hyfforddiant gan yr Awdurdod Lleol, roeddent yn teimlo'n hyderus ar y cyfan yn eu darpariaeth. Er eu bod nhw'n bryderus ar y dechrau, roedd aelodau staff yn gweithio fel tîm i rannu gwybodaeth bwysig er mwyn sicrhau bod anghenion cymorth yn cael eu cyfathrebu, a bod y plant yn gallu datblygu hyder ac ymddiriedaeth gyda'u gweithwyr allweddol.

Beth helpodd i wella hyder staff?
Roedd cael darpariaeth 1:1 yn galluogi'r tîm i ymateb i'w hanghenion unigol a defnyddio dulliau tawelu megis amser yn yr ystafell synhwyraidd a dilyn arweiniad y plentyn. Yn y gorffennol, heb y cyllid hwn, byddai rhai plant oedran ysgol llawn amser yn ei chael hi'n anodd yn y gymhareb 1:8 heb allu defnyddio ystafelloedd tawelach neu weithgareddau annibynnol oherwydd cyfyngiadau staffio. Adroddodd y lleoliad fod plant yn teimlo'n ddiogel gyda'u sesiwn 1:1 a oedd hefyd yn cefnogi aelodau'r tîm i ddysgu am giwiau cyfathrebu'r plant, gan fod y ddau blentyn yn gyn-eiriol. Mae gan y lleoliad bolisïau a gweithdrefnau cadarn ar waith hefyd, gan gynnwys proses gofrestru fanwl sy'n cefnogi hyder staff.

Beth weithiodd yn arbennig o dda yn ystod y peilot?
Cynyddodd capasiti'r staff drwy'r cymorth 1:1 ychwanegol a ariannwyd trwy'r prosiect, gan alluogi'r plant i gymryd rhan mewn pleserdaith i'r parc. Er bod pleserdeithiau yn rhan reolaidd o ddarpariaeth y lleoliad, roedd y cynnydd mewn staff yn sicrhau bod anghenion cymorth unigol y plant yn cael eu diwallu. Roedd hyn yn creu cyfleoedd ychwanegol ar gyfer cynhwysiant ystyrlon, gan alluogi'r plant i gyfrannu'n hyderus gyda'u cyfoedion a chymryd rhan lawn yn y profiad. Mwynhaodd y ddau blentyn eu hamser yn yr awyr agored yn fawr, gan wneud y daith yn ganlyniad cadarnhaol i'r cyllid ychwanegol.

Oes yna foment fythgofiadwy neu gyflawniad yr hoffech chi ei rannu?
Moment arbennig o gofiadwy oedd gweld sut y gwnaeth y ddau blentyn dyfu mewn hyder a setlo yn y lleoliad dros gyfnod yr haf. Roedd y cyllid ychwanegol yn galluogi'r lleoliad i ddarparu amgylchedd diogel a chefnogol ac ymestyn cymorth i deuluoedd a allai fel arall fod wedi wynebu heriau wrth gael mynediad at ddarpariaeth addas. Dros amser, daeth y staff yn fwyfwy hyderus wrth ddiwallu anghenion y plant, a datblygodd perthnasoedd cryf a llawn ymddiriedaeth. Er nad oedd y naill blentyn na'r llall yn defnyddio geiriau llafar, daethant yn ddigon cyfforddus gyda'r tîm i gychwyn ac arwain rhyngweithio yn eu ffordd eu hunain, gan ddangos mwy o hyder, ymgysylltiad ac ymdeimlad gwirioneddol o berthyn yn y lleoliad.

A gafodd y peilot unrhyw effaith barhaol ar eich lleoliad?
Er bod gan Feithrinfa Joio brofiad o gefnogi plant ag ADY, fel lleoliad blynyddoedd cynnar yn bennaf, roedd yn llai cyffredin i blant oedran ysgol ag anghenion cymorth ychwanegol fynychu'r ddarpariaeth yn rheolaidd. Helpodd y cyllid ychwanegol 1:1 i oresgyn rhai o'r pwysau ariannol sy'n gysylltiedig â darparu cymorth estynedig, gan alluogi staff i feithrin eu hyder a datblygu eu sgiliau. Ar ôl cymryd rhan yn llwyddiannus yn y peilot, mae'r lleoliad bellach yn teimlo ei fod mewn gwell sefyllfa i gefnogi mwy o blant ag ADY yn y dyfodol.

Meddyliau Terfynol
A oes unrhyw beth y byddech yn ei wneud yn wahanol pe bai cynllun tebyg yn cael ei gyflwyno eto?
Roedd y lleoliad yn teimlo y byddai'n dechrau cynnig lleoedd yn gynharach pe bai cyllid tebyg ar gael eto, gan alluogi mwy o blant a theuluoedd i elwa ar y cymorth. Myfyriodd y staff y byddent, pe bai'r cyllid yn cael ei ddarparu eto, yn gallu cynnig ystod hyd yn oed ehangach o weithgareddau wedi'u teilwra i ddiddordebau a hoffterau unigol y plant. Drwy gymryd rhan yn y peilot, datblygodd y tîm ddealltwriaeth ddyfnach o'r hyn oedd yn ymgysylltu ac yn ysgogi'r plant, a byddai'r wybodaeth hon yn eu helpu i wella ymhellach y profiadau a gynigir yn y dyfodol. Bu casglu llofnodion atgyfeirwyr yn her, gan fod ysgolion ar gau yn ystod y peilot. Yn y dyfodol, bydd y lleoliad yn sicrhau bod y wybodaeth hon yn cael ei chasglu cyn i'r lleoedd ddechrau.

Pa gyngor fyddech yn ei roi i leoliad arall sy'n dymuno hysbysebu neu ehangu llefydd yn y dyfodol?
Byddai'r lleoliad yn annog darparwyr eraill i ystyried cymryd rhan mewn cyfleoedd cyllido tebyg, gan nodi bod y broses gofrestru yn syml ac wedi'i chefnogi'n dda. Defnyddiwyd rhwydweithiau teuluoedd presennol a'r cyfryngau cymdeithasol yn llwyddiannus i hyrwyddo'r lleoedd oedd ar gael. Amlygwyd y cyfryngau cymdeithasol fel ffordd effeithiol a di-gost o gyrraedd cynulleidfa eang o deuluoedd.

Pwysleisiodd y staff bwysigrwydd casglu cymaint o wybodaeth â phosibl am blant cyn iddynt ddechrau mynychu'r lleoliad. Mae hyn yn helpu ymarferwyr i ddeall anghenion, diddordebau a hoffterau unigol yn well, gan eu galluogi i ddarparu cymorth mwy pwrpasol o'r cychwyn cyntaf. Ystyriwyd datblygu partneriaethau cryf gyda theuluoedd yn hanfodol i'r broses hon, gyda chyfathrebu agored a gwrando gweithredol yn helpu i feithrin ymddiriedaeth a sicrhau bod anghenion y plant yn cael eu deall. Pan fydd heriau'n codi wrth ddiwallu anghenion penodol, pwysleisiodd y staff bwysigrwydd gweithio mewn partneriaeth â theuluoedd i nodi atebion ymarferol a sicrhau'r canlyniadau gorau posibl i'r plentyn.

Er y gall cefnogi plant nad yw eu hanghenion a'u hoffterau yn hysbys i ddechrau deimlo'n frawychus, myfyriodd y staff fod y profiad yn un gwerth chweil iawn ac wedi cyfrannu at gynnydd mewn hyder, gwybodaeth a sgiliau ar draws y tîm. Tynnwyd sylw hefyd at werth cyllid ychwanegol ar gyfer adnoddau, a all alluogi lleoliadau i addasu gweithgareddau ac amgylcheddau ymhellach i ddiwallu anghenion a diddordebau unigol plant.

Sylwadau gweithwyr allweddol
Aelod staff A
Mwynheais yn fawr iawn weithio gyda'r plant dros gyfnod yr haf. Roedd yn hyfryd eu gweld yn datblygu ac yn dod yn fwy hyderus gyda ni wrth i'r wythnosau fynd heibio. Roedd y cymorth 1:1 o fudd iddynt gan fy mod yn gallu diwallu eu hanghenion yn well. Er enghraifft, gallu mynd â nhw i'r ystafell synhwyraidd pe baent wedi cynhyrfu neu ddilyn eu harweiniad wrth archwilio'r gwahanol weithgareddau. Roeddwn yn gallu diwallu anghenion y plant drwy weithio gyda'r teulu, darllen y wybodaeth a ddarparwyd gan y teulu, defnyddio fy ngwybodaeth a'm hyfforddiant blaenorol, ac roedd dod i adnabod y plentyn dros yr wythnosau hefyd yn help mawr.

Aelod staff B
Roedd yn bleser mawr gweithio gyda'r plant dros yr haf ac nid yn ystod y tymor yn unig. Roeddwn yn gallu gweld pa mor hapus oedd e wrth ddod i'r feithrinfa. Roedd y teulu hefyd yn hynod ddiolchgar bob tro roeddent yn gollwng a chasglu, ac yn gwneud sylwadau'n gyson am y gwaith da oedd yn cael ei wneud ac mor ddiolchgar oeddent ein bod yn gallu darparu'r lle hwn yn y feithrinfa. Roeddwn yn gallu cefnogi eu hanghenion drwy ddilyn eu harweiniad, gwybod pa weithgareddau yr oeddent yn eu mwynhau a deall eu diddordebau. Er bod rhai adegau heriol, roeddem yn gallu eu cefnogi drwy ddefnyddio ein hyfforddiant, ein gwybodaeth a'n profiad.

Hysbyseb

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15 Jul ·

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⭐ Neu anghenion cymorth eraill sydd wedi'u nodi