

2018 Edition



Playwork – Beyond Quality

A quality framework for out of school and playwork settings



Produced by the Early Years Service, Children, Families and Adults, Cambridgeshire County Council

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Foreword to the 2018 Edition



Dear Playwork Provider

I am very pleased to introduce Playwork – Beyond Quality, our Early Years and Childcare Quality Framework for Playwork Settings, developed by the Cambridgeshire Early Years Service.

The Quality Framework has been designed using the Playwork Principles and the latest play research. It includes a checklist for the revised Early Years Foundation Stage Safeguarding and Welfare Requirements (2017) and offers support and guidance around Ofsted inspections.

It is designed to support you in undertaking ongoing, evidence based self-evaluation and to give you indicators on how to further improve your practice.

Cambridgeshire County Council is committed to supporting high quality before/after school and holiday provision. I believe the Quality Framework provides you with a tool that will support you to continue to improve practice and provide the very best play experiences for children.

The opportunity to use the Quality Framework is now yours.

Yours sincerely

A handwritten signature in cursive script that reads "Annette Brooker".

Annette Brooker

Head of Early Years Service

Cambridgeshire County Council



Background

We have named our revised Quality Framework, 'Beyond Quality' in reference to a book by Dahlberg, Moss and Pence, written in 1997, called 'Beyond Quality in Early Childhood Education and Care: Languages of Evaluation'.

In this book the authors are concerned that the search to define and measure quality has been reduced to a technical and managerial exercise leading to a tick-box approach carried out, and measured, by 'experts'. This approach is based on concepts of certainty, objectivity, and universality all of which are underpinned by facts and truth.

We, like the authors, believe that there are many different ways to approach quality which embraces participation, dialogue, complexity, multiple perspectives and encourages creativity and a desire to experiment.

Our approach encourages playwork settings to gather together documentation and artefacts in as many forms as possible – written, recorded, mapping, audio, photos, videos, art and craft work from the children – all in an attempt to capture and describe what happens in the setting. This process is described by Dahlberg et al as “making practice visible”. Then through dialogue and discussion, interpretation, critique and evaluation, listening and reflection understandings can be deepened, evaluations made and team judgments agreed – for the present.

Rather than this being seen as a one-off annual audit of quality, this collecting of artefacts and documents supported by discussion and dialogue, should be viewed as part of an ongoing process of continuous improvement.

Cambridgeshire County Council would like to acknowledge John Fitzpatrick, previously an Out of School Support Officer for the county, for his work in researching and producing this document.

Introduction

When you ask an adult to remember their play as a child they mostly have no problem describing a whole host of times they engaged in – den building, chase, tag, hopscotch, climbing trees, ball games, skipping and role play. They will talk about times when they played on their own, with their friends, brothers and sisters and other relatives. They played at home, in gardens, at school, in the woods, parks, streams and on the streets. They can describe what they felt – the pleasure, enjoyment, the thrills, the excitement, the fear, the tears, the breathlessness, and the laughter. Often they will say that there was not an adult around and they had the freedom to say and do things that they wouldn't do in front of their parents. However, when asked to define play and to determine its value we all begin to struggle to capture its elusiveness.

The impulse to play comes from within the child, and is deliberate only in the sense of being about what interests children themselves at that particular time. Play allows the child a freedom where the interests of others, especially those of the adult world, recede into the background. The intrinsic motivation of play, the fact that for children play does not involve the pursuit of any external goal or reward, raises challenges when defining objectives for play provision aligned to external agendas.

In this introduction to our new Quality Framework we will explore definitions of play from a variety of perspectives; the role of play provision and that of the playworker; and finally how those services that provide childcare and out of school provision can meet the requirements of the Early Years Foundation Stage.

Children's play

The Playwork Principles are the professional and ethical framework for playwork and they describe play as “a biological, psychological and social necessity...fundamental to the healthy development and well-being of individuals and communities” and as a “process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons”.

Diverse disciplines from education, anthropology, and sociology to ecology, psychology and biology have their own definitions, viewpoints, claims and counter claims as to what play, and its essential purpose, is. Henricks, a leading sociologist and the author of 'Play Reconsidered', in an attempt to describe these elusive qualities describes play as “the laboratory of the possible....to step sideways into another reality, between the cracks of ordinary life” (2006:1). There is now wide recognition that play is crucial to children's healthy development and quality of life and in looking at what contribution play may make to children's development and well-being Russell (2006:6) summarises the claims as:

- Practising adaptive skills needed in adult life
- Cognitive development, problem solving
- Development of identity and self
- Exploration and curiosity
- Adaptive potentiation
- Brain potential and growth
- Developing play skills and therefore social relations
- Developing children's folklore and cultures

- Catharsis, wish fulfilment and other therapeutic benefits
- Emotional health and resilience

In 2009, in their research brief on play and outcomes for children and young people, the DCSF acknowledged a general consensus that play contributes to the well-being and health of children in different ways and that the key benefits arising from play included the following:

- **Happiness** – plenty of time for play in childhood is linked to happiness in adulthood.
- **Physical activity** – active play facilitates children’s development of spatial abilities and an understanding of the world through the senses and movement.
- **Cognitive skills** – there is a close link between play and cognitive development.
- **Social and emotional learning** – make-believe play is related to better overall emotional health and social functioning.

Lester and Russell, in ‘Play for a Change’, a comprehensive review on the evidence underpinning current thinking on children’s play, acknowledge the role that play has in building resilience – the capacity for children to thrive despite adversity and stress in their lives. Through play children can develop positive feelings, enabling them “to cope with stressful situations through developing creative approaches and problem solving skills”. Children who make their own decisions, use their own initiative and feel good about themselves are more likely to develop positive self-esteem. ‘Best Play’ (NPFA, 2000) explores outcomes from play provision and summarises the benefits that are experienced at the time that a child is playing as:

- Providing children with opportunities to enjoy freedom, and exercise choice and control over their actions
- Offering children opportunities for testing boundaries and exploring risk
- Offering a very wide range of physical, social and intellectual experiences for children

And those benefits that develop over time as:

- Fostering children's independence and self-esteem
- Developing children's respect for others and offering opportunities for social interaction
- Supporting the child's well-being, healthy growth and development
- Increasing children's knowledge and understanding
- Promoting children's creativity and capacity to learn

With changing employment and family structures, more and more children spend significant amounts of time in out of school provisions; some spending their third largest amount of time in these environments, after home and school. Therefore out of school settings have become an increasingly important context of childhood, particularly as they sometimes constitute the main locations outside of school in which children play and socialise together.

A MORI poll for the Department of Education (2013) found that nearly two-thirds of parents (62 per cent) with children aged five or over who were working, or seeking work, required some form of wrap-around care (most often after school care).

New research from the Policy Studies Institute (2013) recognises that the freedom of children to get about in their local neighbourhoods without adult supervision is important to their wellbeing and development. However, only a quarter of primary school children are allowed to walk to school alone compared to 86% of children in 1971. Recent studies have shown that children expend more calories in activities outside the home than those in home-based or indoor after-school clubs. In the context of concerns about consequent obesity levels in the UK, this is an important finding and hence there are benefits to be gained from removing barriers to children going outside.

Play provision is founded on a strong theoretical base which recognises the intrinsic value of play for its own sake and that attributing instrumental values to play creates an inherent contradiction. This means that as soon as

we suggest that a child's play can be manipulated, steered or directed to a particular purpose or outcome it will no longer be play. It may be fun, it may have playful characteristics but it has become something else as a direct result of being led towards an intention other than to play. Because of the developmental importance of children's free play, and the satisfaction and pleasure they obtain from playing freely, playworkers aim for the minimum intervention in children's play consistent with keeping them free from harm. This approach has been characterised as 'low intervention, high response', a style of working which supports rather than directs the child.

The limitations of the setting, or constraints imposed by the nature of the service, may restrict the extent to which playworkers are able to work in this way. However, playwork skills are founded on the values and understandings described by the Playwork Principles and a good playworker will always aim to intervene in children's play as little as possible whilst using mindful and reflective observation skills. The prime focus and essence of playwork is to support and facilitate the play process and the role of the playworker is to support all children and young people in the creation of a space in which they can play.

Playworkers can offer a very different type of relationship and perspective from other adults working in occupations that bring them into contact with children and families. Children and families' connection with play provision is personal and non-formal. Playworkers can offer a very different perception of children having known them often over a longer period of time and in a wider variety of environments whilst involved in a more diverse range of experiences than many other professionals. This alternative perspective will clearly contribute to and widen the possibility of a greater shared understanding of an individual child or their situation and should therefore enhance the nature of relationships and of any planned interventions to support a child or their family. Playworkers should be aware of the importance of play, and promote

and protect the conditions that support it. Any intervention to promote play must acknowledge its characteristics and allow sufficient flexibility, unpredictability and security for children to feel able to play freely – children's play belongs to children.

The Early Years Foundation Stage (EYFS), April 2017

The Statutory Framework for the Early Years Foundation Stage (2017) sets the standards for learning, care and development for children from birth to five. It acknowledges that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

The key guiding themes of the EYFS are that every child is unique, the importance of positive relationships, creating enabling environments, and, that children learn and develop in different ways. These values are also embedded in the Playwork Principles which describes the professional and ethical framework upon which playwork settings operate.

Like the previous framework, EYFS 2014, the revised 2017 document states that provision before and after school or during the school holidays do not need to meet the learning and development requirements of the framework (see footnote 5 in paragraph 1.1). The Safeguarding and Welfare Requirements, which are defined in section 3 of the document, still need to be met to ensure compliance with current legislation.

Play provision works with the concept of the unique and competent child and aims to enable their independent, critical, experimental and resilient capacities through maximising play opportunities. The importance of recognising the individual child's interests, their needs and how to support them in the development of a secure foundation for life underpins playwork. Whilst children may learn through playing they do not play to learn. Learning is not the focus of planning and practice in play provision – ensuring that there are diverse and varied play opportunities is.

The descriptors contained within the Characteristics of Effective Learning, the non-statutory guidance materials that supported the implementation of the EYFS in 2012, identified the importance of playing and exploring; active learning; and creating and thinking critically which underpin most experiences children have within play provision. Nancy Stewart, co-author of 'Understanding the revised EYFS', describes play as "freely chosen and intrinsically motivated, done for its own sake and not for external reward", which reiterates the second Playwork Principle (Playwork Principles Scrutiny Group (PPSG), 2005). Stewart appreciates that a child choosing to build a brick tower one day can be described as playing, yet if an adult were to ask the child to build a tower the child would not describe the activity as play, as they had been directed by an adult.

The playworker's core function is to create an environment which will stimulate children's play and maximise their opportunities for a wide range of play experiences. A skilled and experienced playworker is capable of enriching the child's play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the play setting. Without violating the principle of low intervention, they are a channel of access to new materials and tools and can act as a stimulus to children to explore and discover. Playworkers are available to participate in the play if invited by choosing "an intervention style that enables children and young people to extend their play" (Playwork Principles Scrutiny Group).

Play provision has a primary purpose to support children at play – at the same time there are other functions it will also fulfil. It is crucial to use an approach that recognises and embraces the notion of tensions and flexibility whilst keeping sight of core underlying principles and the integrity that informs our work. In defining our approach we will need to recognise how this theoretical base applies to practice in a practical way, in addressing daily issues in how play provision is run.

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Section 1 Quality areas and standards

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1 The play space

The standard

Where children play has a significant influence on the quality of their play experiences. An interesting and challenging play environment can enrich and extend children's play. The playing child should be the prime consideration when planning and providing an indoor and outdoor quality play environment. Children are the experts in their play and should have a strong influence over shaping and adapting the content of the play space. A quality play environment offers a wide range of possibilities to children: to test and expand their interests and abilities; to make their own explorations and discoveries; to play without undue adult involvement; to interact, make change and transform their surroundings.

Consider

The statements below are prompts to help break down the standards. They are just suggestions and not a tick-list, so please be sure to include anything that you think helps illustrate how you meet this particular quality area.

Children's access to play spaces is limited to specific times and/or few choices.

Children are able to access physical, affective and transient play spaces with a variety of choices.

Children have regular access to outdoor natural environments and a variety of sensory experiences.

The play space is set up by adults and children's opportunities to modify it are limited.

Children can develop, adapt, manipulate and change the play environment.

Children can create, destroy, modify and experiment with a variety of play spaces.

Access to equipment and resources is limited to a small range and/or is by request.

Children have access to a range of equipment and resources to meet their diverse play needs.

Children regularly encounter new resources that stimulate their imagination and extend their freedom and control.



1. The play space

Please describe the ways in which you are working towards this quality standard and identify which indicators you meet providing evidence and examples.

What further actions do you need to make in order to meet this standard?

2 Play opportunities

The standard

“Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests in their own way and for their own reasons.” (The Playwork Principles, 2005). The playworker’s core function is to create an environment which will stimulate children’s play and maximise their opportunities for a wide range of play experiences supporting children’s imagination, curiosity and independence. Skilled and experienced playworkers are capable of enriching the child’s play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the play setting. The playworkers’ role in managing risk requires professional judgement regarding if, when and how to intervene in children’s play.

Consider

The statements below are prompts to help break down the standards. They are just suggestions and not a tick-list, so please be sure to include anything that you think helps illustrate how you meet this particular quality area.

Children have some options but the variety of play opportunities is limited.

Children are able to engage with a range of play types and play experiences.

Children have access to an increasing range and diversity of play experiences and opportunities.

There is a choice of activities but they are mainly designed, led and controlled by adults.

Children are able to control the content and intent of their play.

Children are able to introduce their own ideas to develop and create novel and stimulating experiences for themselves.

Children have interesting opportunities but limited access to test out, experience challenge and engage with risk.

Children have stimulating opportunities to experience challenge and engage with risk and there are opportunities for graduated progression.

Children feel confident and are supported to experiment with opportunities that further extend and test out their own boundaries and capabilities.



2. Play opportunities

Please describe the ways in which you are working towards this quality standard and identify which indicators you meet providing evidence and examples.

What further actions do you need to make in order to meet this standard?

3 Atmosphere

The standard

Playworkers consider the ambience and feel of the play environment and recognise children need a range of emotional and sensory experiences.

The setting should be emotionally warm and welcoming, inclusive and accessible to the children. Children's ability to play is strongly influenced by an explicit or implicit sense of what they are allowed, or not allowed, to do. In providing a play centred setting, care must be taken to be aware of the messages communicated by the playworkers that may inhibit children's play. Observation and reflective practice are important tools in supporting playworkers' understanding of how the setting impacts on different children and on the interrelationship between children, playworkers and the environment.

Consider

The statements below are prompts to help break down the standards. They are just suggestions and not a tick-list, so please be sure to include anything that you think helps illustrate how you meet this particular quality area.

There is a welcoming and friendly atmosphere.

There is a 'playful' feel to the setting.

The setting continually adapts to ensure that diverse and changing play needs are met.

The setting has a statement of its aims.

The setting has a vision that is play centred.

The setting advocates the importance of play with all users and with a range of partners.

There is sensitive supervision of all areas.

Children and adults feel safe and secure and are able to ask for help if needed.

Caring, assertive, respectful and playful behaviours are modelled by all practitioners.



3. Atmosphere

Please describe the ways in which you are working towards this quality standard and identify which indicators you meet providing evidence and examples.

What further actions do you need to make in order to meet this standard?

4 Relationships in the setting

The standard

All settings for children and their carers should take account of and promote equality, diversity and inclusion whilst recognising that each child is unique. Play is essential in how children build and develop a sense of self, make relationships, manage feelings and behaviour, increase self-awareness and build self-confidence and develop emotional resilience. Play enables children to experiment with uncertainty, creating and solving problems, winning and losing, making and breaking up with friends, negotiating, disagreeing and dealing with conflict and adapting to change. Settings need to recognise the importance of allowing children to explore their own cultures, develop their own identity and experience independence within a supportive environment.

Consider

The statements below are prompts to help break down the standards. They are just suggestions and not a tick-list, so please be sure to include anything that you think helps illustrate how you meet this particular quality area.

Children are welcomed and supported through settling in, transitions and endings.

There are responsive, inclusive, warm, supportive and respectful relationships in the setting.

The setting is committed to feedback, self-assessment and continuous improvement to maintain and develop relationships with children and families.

There are opportunities for children to understand and value difference, diversity and inclusion.

Difference, diversity and inclusion are reflected in the environment, resources and practices of the setting.

There is a strategy to promote inclusion, diversity and difference which recognises and removes barriers and supports children and families.

There are clear, fair and consistent expectations about the way people should behave towards each other.

Children are supported and encouraged to manage their own behaviour, deal with conflict and to develop shared agreements.

Playworkers develop and implement strategies that promote resilience and assertiveness.



4. Relationships in the setting

Please describe the ways in which you are working towards this quality standard and identify which indicators you meet providing evidence and examples.

What further actions do you need to make in order to meet this standard?

5 Children's rights

The standard

The individual play needs and preferences of children should inform the on-going planning and adaptation of play spaces. Children should be supported, according to their age, needs and abilities to make personal choices and experiences and to be actively engaged in making decisions affecting their lives. Children's rights, including their right to play, as stated in the UN Convention on the Rights of the Child (1989) should be respected, promoted and integrated throughout the setting.

Consider

The statements below are prompts to help break down the standards. They are just suggestions and not a tick-list, so please be sure to include anything that you think helps illustrate how you meet this particular quality area.

The setting is aware of individual children's play needs and preferences, likes and dislikes.

Children are consulted on their play needs and preferences, likes and dislikes using a range of methods.

The setting gathers feedback from children, parents and other professionals in order to inform future plans.

Children's rights are respected in the setting.

Children's rights are promoted and communicated in the setting.

Children's rights, and particularly their right to play, are promoted within and beyond the setting.

Children are listened to and appropriate responses given.

Children are actively encouraged to express their views and feelings in a range of ways.

Policies, procedures and playwork practice are reviewed to ensure full consideration of the range of children's rights.

5. Children's rights

Please describe the ways in which you are working towards this quality standard and identify which indicators you meet providing evidence and examples.

What further actions do you need to make in order to meet this standard?

6 Playwork practice

The standard

The role of the playworker is to support all children and young people in the creation of a space in which they can play (The Playwork Principles, 2005). The playworker enables or facilitates play opportunities and this is characterised as 'low intervention, high response'. Playworkers should do everything possible to ensure that the choice and control of their play stays with the child. Playworkers choose an intervention style that enables children to extend their play which requires significant skills both in observation of children's play and reflective practice in order to improve the play environment, provision and playwork practice. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Consider

The statements below are prompts to help break down the standards. They are just suggestions and not a tick-list, so please be sure to include anything that you think helps illustrate how you meet this particular quality area.

Playworkers are aware, alert and attentive to all children in their setting.

Playworkers make observations individually and as a team and use these to reflect on their own practice.

Playworkers reflect, analyse and evaluate their playwork in order to develop future practice.

Playworkers allow play to continue uninterrupted.

Playworkers choose appropriate intervention styles.

Playworkers review and develop strategies that sensitively enhance children's self-directed play.

Playworkers support and facilitate the play process.

Playworkers recognise and respond to play cues in a way that supports children to extend their play.

Playworkers use their knowledge of the play process and relevant theories to support the playing child.



6. Playwork practice

Please describe the ways in which you are working towards this quality standard and identify which indicators you meet providing evidence and examples.

What further actions do you need to make in order to meet this standard?

Section 2 Writing the action plan

Tasks	Who	Resources	Timescales	Impact
<p>When identifying the tasks, make sure that they are:</p> <ol style="list-style-type: none"> 1. practical and realistic 2. affordable 3. easily understood by all involved <p>It is useful to consider the sequence in which tasks will be completed and record them on the plan in that way e.g.</p> <ol style="list-style-type: none"> 1. audit current resources 2. research and cost new resources 3. purchase resources 4. introduce new resources to the setting 5. monitor use of the new resources <p>When writing tasks, start with a verb e.g. observe, monitor, review, audit etc.</p>	<p>Make sure that everyone identified in the action plan is clear about the tasks they need to complete.</p> <p>It may be possible to identify a lead person for each area that is being addressed through the action plan. They can ensure that actions are being implemented effectively.</p>	<p>When looking at resource implications, be as precise as possible. Resources may include equipment needed or staff time required.</p> <p>When undertaking quality improvements, it is likely there will also be some cost implications.</p>	<p>Be realistic about timescales.</p> <p>Be as specific as possible. A timescale of 'ongoing' will mean that an action may never be started.</p> <p>Agree a completion date for tasks that keeps momentum going but does not put staff under pressure.</p>	<p>When judging whether improvement has worked always consider the impact on the children and talk to them about the changes. Also consider how it has affected all aspects of the provision e.g. the staff, environment, parents etc.</p> <p>Set regular review dates for your action plan (at least every four months). Once an action has been fully implemented, consider how the quality improvement will be maintained.</p> <p>Sometimes, for a variety of reasons, planned actions either do not happen or do not have the expected impact. Important lessons can be learned from these experiences and they should be used positively. It may be necessary to consider a delay or alternative course of action.</p>

Please tick category (✓)

1 The play space ☐

2 Play opportunities ☐

3 Atmosphere ☐

4 Relationships in the setting ☐

5 Children's rights ☐

6 Playwork practice ☐

Setting name Completed by Date _ _ / _ _ / _ _

Tasks	Who	Resources	Timescales	Impact

Section 3 Safeguarding and welfare requirements checklist

from the Statutory Framework for the Early Years Foundation Stage (2017)

Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers and others (refer to Statutory Framework paragraph 3.3).

Out of School settings do not need to implement the learning and development requirements (footnote 5 at paragraph 1.1). Providers will need to determine and justify how many staff are need to ensure the safety and welfare of the children and if/what qualifications are required (paragraph 3.40).

Practitioners working in the EYFS in maintained schools should refer to the Early Years Quality Framework for Schools.

Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Child protection	A safeguarding policy and procedures for child protection that include: <ul style="list-style-type: none"> • Actions to be taken in the event of an allegation • Action to be taken if there are concerns about the welfare of a child. 					
	An appropriately trained Designated Person is available to take responsibility for all safeguarding issues including: <ul style="list-style-type: none"> • Taking responsibility for liaison with local statutory children's services agencies and the Local Safeguarding Children Board (LSCB) • Providing relevant support, advice and guidance to all staff in the setting on all safeguarding issues. 					
	Providers must have regard to the Government's statutory guidance 'Working Together to Safeguard Children', 2015.					

Other than childminders **or their childminding agency *does not apply to OOS* • For full details of requirements, you should refer to the Statutory Framework for the Early Years Foundation Stage (DfE, 2017, Section 3 – Safeguarding and Welfare Requirements).

Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Child protection	Providers must train all staff to understand their safeguarding policy and procedures and ensure they all have up to date knowledge of safeguarding issues.					
	Concerns about children's safety or welfare must be referred to the Multi Agency Safeguarding Hub (MASH) without delay.					
	Providers must inform Ofsted: ** <ul style="list-style-type: none"> • Of any allegations of serious harm or abuse by any person living, working or looking after children at the premises • Of the action taken in respect of the allegations. 					
Suitable people	Effective systems / procedures / policy in place to ensure the safer recruitment of suitable practitioners and committee members.					
	Providers must have effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children (including those living or working on the premises) are suitable.					
	Providers * must obtain an enhanced criminal records disclosure for every person aged 16 and over who works directly with children or lives/works on the premises. Additional criminal record check/s have taken place for any staff member that has lived or worked abroad (for full detail refer to Statutory Framework, paragraph 3.10).					

Other than childminders **or their childminding agency *does not apply to OOS* • For full details of requirements, you should refer to the Statutory Framework for the Early Years Foundation Stage (DfE, 2017, Section 3 – Safeguarding and Welfare Requirements).

Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Suitable people	Procedures to ensure all staff must disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children or who are living in the same household as the registered provider on the premises where childcare is provided. Disclosures must be made at the latest within 14 days of the date the provider became aware of the information (refer to Ofsted guide 'Disclosure and Barring Service' 090103).					
	Providers * must record information about staff qualifications and the identity checks and vetting processes that have been completed.					
	Providers have a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first). Refer to Section 35 of the Safeguarding Vulnerable Groups Act 2006. All staff on the Ofsted system need to be signed up to the DBS update service.					
	Committee members must complete not only their DB checks, but EY2's in the expected time frame. Please see guidance notes.					
Disqualification	Providers must notify Ofsted ** of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.					

Other than childminders **or their childminding agency *does not apply to OOS • For full details of requirements, you should refer to the Statutory Framework for the Early Years Foundation Stage (DfE, 2017, Section 3 – Safeguarding and Welfare Requirements).*

Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Safeguarding	<p>Disqualification by association –</p> <ul style="list-style-type: none"> • All staff have completed a declaration • At each supervision practitioners are asked if there have been any changes since signing their declaration. <p>Should a declaration be made, or circumstances change from making the declaration, providers should check a list of the offences and cautions for which a person may be disqualified. This can be found at http://www.ofsted.gov.uk/resources/compliance-investigation-and-enforcement-handbook-childminding-and-childcare</p>					
Staff taking medication/other substances	Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication, refer to the Statutory Framework 3.19.					
	Staff medication on the premises must be securely stored, and out of the reach children, at all times.					
Staff qualifications, training, support and skills	<p>Providers must ensure all staff receive induction training which includes:</p> <ul style="list-style-type: none"> • Emergency evacuation procedures • Safeguarding • Child Protection • PREVENT • Health and Safety issues. 					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Staff qualifications, training, support and skills	Providers must put appropriate procedures in place for staff supervision which includes opportunities to: <ul style="list-style-type: none"> • Discuss any issues regarding children’s development or wellbeing, including child protection concerns • Identify solutions to address issues as they arise • Receive coaching to improve their personal effectiveness. 					
	The manager must hold full and relevant Level 3 qualification and at least two years’ experience in an early years setting (or other suitable experience).***					
	At least half of all other staff must hold at least a full and relevant Level 2 qualification. ***					
	The named Deputy Manager must be capable and qualified to take charge in the manager’s absence.					
	Staff holding an Early Years Educator qualification must have GCSEs in English and Maths at grade C or above. ***					
	Childminders must have relevant EYFS training and ensure that assistants are competent in all areas of work they undertake.					
	All staff members who have a current paediatric first aid certificate must: <ul style="list-style-type: none"> • Accompany children on outings • Be able to respond to emergencies quickly (re premises layout and staffing). 					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Staff qualifications, training, support and skills	Staff must have sufficient understanding and use of English to ensure the well-being of children in their care.					
Key person	Each child must be assigned a key person.					
Staff : child ratios	Staffing arrangements must meet the needs of all children and ensure their safety.					
	Children must usually be within sight and hearing of staff and always within sight or hearing.					
	Providers must ensure and demonstrate that staff: child ratios meet the requirements of the Statutory Framework for the number and age of children and staff qualifications.					
	Childminders to refer to the Statutory Framework 3.41 – 3.43.					
Health medicines	Procedures must be in place for responding to children who are ill or infectious.					
	The provider must have a policy and procedures for administering medicines.					
	Training must be provided for staff where the administration of medicine requires medical or technical knowledge.					
	Written permission must be obtained from parents and / or carer where medicine is being administered to a child and providers must keep a written record each time medicine is administered. 3.46					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Food and drink	Meals, snacks and drinks must be healthy, balanced and nutritious.					
	Fresh drinking water must be available and accessible at all times.					
	Providers must obtain information about any special dietary requirements, preferences and food allergies that a child has, and any special health requirements and act on these.					
	There must be suitable facilities for the hygienic preparation of food.					
	All staff involved in preparing and handling food must receive training in food hygiene.					
	Cases of food poisoning affecting two or more children must be reported to Ofsted. ***					
Accident or injury	Providers must ensure there is a first aid box accessible at all times with content for use with children.					
	Providers must keep a written record of accidents or injuries and first aid treatment given.					
	Providers must inform parents and / or carers of any accident or injury sustained by the child on the same day.					
	Providers must notify Ofsted ** of any serious accident, illness or injury of any child in their care.					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Managing behaviour	Providers are responsible for managing children's behaviour in an appropriate way.					
	Providers, including childminders, must keep a record of any occasions where physical intervention is used and parents and / or carers must be informed on the same day.					
Safety and suitability of premises, environment and equipment	Providers must ensure their premises are fit for purpose and suitable for the age of children cared for.					
	Providers must comply with requirements of Health and Safety legislation (including fire safety and hygiene requirements).					
	Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or other emergency and must have: <ul style="list-style-type: none"> • An emergency evacuation procedure • Appropriate fire detection and control equipment in working order • Clearly identifiable fire exits • Fire doors free of obstruction and easily opened from the inside. 					
Smoking	Providers must not allow smoking in or on the premises when children are present or about to be present.					
Premises	Premises and equipment must be organised in a way that meets the needs of children (refer to the Statutory Framework 3.57).					
	Providers must provide access to an outdoor area or ensure outdoor activities are taken on a daily basis.					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Premises	Providers must follow their legal responsibilities under the Equality Act 2010.					
	Sleeping children must be frequently checked and should be in a separate room for children under the age of two. *					
	Providers must ensure there is an adequate number of toilets and hand basins available. Providers must ensure there are suitable hygienic changing facilities for any children who are in nappies.					
	Providers must ensure there is an area where staff may talk to parents and / or carers confidentially and for staff to take breaks away from areas used by children.					
	Providers must only release children into the care of individuals who have been notified to the provider by the parent and / or carer.					
	Providers must ensure children do not leave the premises unsupervised.					
	Providers must take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors.					
	Providers must consider what additional measures are necessary when children stay overnight.					
	Providers must carry public liability insurance to cover all premises.					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Risk assessment	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks.					
	Providers must determine where it is helpful to make some written risk assessments.					
	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.					
Outings	Providers must assess the risks or hazards to ensure all children are kept safe while on outings, including consideration of adult to child ratios.					
	Providers who transport children must ensure the vehicles and drivers are adequately insured.					
Special Educational Needs	Providers must have arrangements in place to support children with Special Educational Needs (SEN) or disabilities.					
	Providers who are funded by the local authority to deliver early education places must have regard to the Special Educational Needs (SEN) Code of Practice 2015.					
	Providers (in group provision) are expected to, and childminders are encouraged to identify a Special Educational Needs Coordinator (SENCo).					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Information and records	Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting and to ensure the needs of all children are met.					
	Providers must enable a two-way flow of information with parents and/or carers, and between providers.					
	Records must be easily accessible and available. Confidential information and records must be held securely. Providers must be aware of their responsibilities under the Data Protection Act 1998 and Freedom of Information Act 2000. General Data Protection Regulations 2018.					
	Providers must ensure that all staff understand the need to protect the privacy of children in their care.					
	Parents and/or carers must be given access to all records about their child (except where DPA 1998 applies).					
	Records must be retained for a reasonable period after a child has left the provision.					
Information about the child	Providers must record the following information for each child in their care: <ul style="list-style-type: none"> • full name; • date of birth; • name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); • which parent(s) and/or carer(s) the child normally lives with; • emergency contact details for parents and/or carers. 					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Information for parents and carers	<p>Providers must make the following information available to parents and/or carers:</p> <ul style="list-style-type: none"> • how the EYFS is being delivered in the setting, and how parents and/or carers can access more information; • the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home; • how the setting supports children with special educational needs and disabilities; • food and drinks provided for children; • details of the provider's policies and procedures (all providers except childminders must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting; and • staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency. 					
Complaints	Providers * must put in place written procedures for dealing with concerns and complaints and must keep a written record of complaints and their outcome.					
	Childminders must keep a record of any complaints and their outcome.					
	Providers must investigate written complaints within 28 days and notify complainants of the outcome.					
	Records of complaints must be made available to Ofsted ** on request.					
	Providers must make details of how to contact Ofsted ** available to parents and / or carers.					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Complaints	Providers must notify parents and / or carers about an inspection (by Ofsted **) and provide a copy of the report.					
	Providers must make Ofsted ** contact details available.					
Information about the provider	<p>Providers must hold the following documentation:</p> <ul style="list-style-type: none"> • name, home address and telephone number of the provider and any other person living or employed on the premises (this requirement does not apply to childminders); • name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision; • a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person; and • their certificate of registration (which must be displayed at the setting and shown to parents and/or carers on request). 					
Changes that must be notified	Providers must notify Ofsted (or the relevant childminder agency) of any significant changes (see 3.77) including a change of manager (see 3.78).					
Safeguarding	<p>Disqualification by association –</p> <ul style="list-style-type: none"> • All staff have completed a declaration • At each supervision practitioners are asked if there have been any changes since signing their declaration. <p>Should a declaration be made, or circumstances change from making the declaration providers should check a list of the offences and cautions for which a person may be disqualified. This can be found at http://www.ofsted.gov.uk/resources/compliance-investigation-and-enforcement-handbook-childminding-and-childcare</p>					

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Statutory requirement	Are you able to demonstrate that you have the following effectively in place/or planned for?	Yes	No	Review 1	Review 2	Review 3
Safeguarding	Prevent – All team members have training to understand and be able to implement the Prevent strategy.					
	Committee members must complete not only their DB checks, but EY2's in the expected time frame. Please see guidance notes.					
Health food and drink	Food labelling information can be found at: Food labelling and packaging – GOV.UK https://www.gov.uk/food-labelling-and-packaging/overview					

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Section 4 Playwork toolkit

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1 The Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

(Endorsed by SkillsActive – May 2005)

2 Play types

The following play types and explanations are adapted from those given by Bob Hughes in 'A Playworker's Taxonomy of Play Types' (1996). Play Types are a way of describing the behaviours of children at play. All play types are as important to the development of the 'whole child' as each other. If children are unable to engage in one or more of them, they may suffer from 'play deprivation' and can be damaged as a result.

Symbolic play

Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth. For example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.

Rough and tumble play

Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display. For example playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.

Socio-dramatic play

The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature. For example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.

Social play

Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended. For example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, i.e. games, conversations, making something together.

Creative play

Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. For example enjoying creation with a range of materials and tools for its own sake.

Communication play

Play using words, nuances or gestures, for example mime, jokes, play acting, mickey taking, singing, debate, poetry.

Dramatic play

Play which dramatizes events in which the child is not a direct participator. For example presentation of a TV show, an event on the street, a religious or festive event, even a funeral.

Deep play

Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. For example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.

Exploratory play

Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects. For example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.

Fantasy play

Play which rearranges the world in the child's way, a way which is unlikely to occur. For example playing at being a pilot flying around the world or the owner of an expensive car.

Imaginative play

Play where the conventional rules, which govern the physical world, do not apply. For example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.

Locomotor play

Movement in any and every direction for its own sake. For example chase, tag, hide and seek, tree climbing.

Mastery play

Control of the physical and effective ingredients of the environments. For example digging holes, changing the course of a stream, constructing shelters, building fires.

Object play

Play which uses infinite and interesting sequences of hand-eye manipulations and movements. For example, examination and novel use of any object e.g. cloth, paintbrush, cup.

Role play

Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example brushing with a broom, dialing with a telephone, driving a car.

Recapitulative play

Play that enables children to access behaviour of earlier human evolutionary stages. For example children exploring ancestry, rituals, stories, rhymes, and darkness. Children lighting and using fires, gardening, membership of clubs and gangs.

3 The play cycle

Psycholudics: Psychological models of children's play have featured in textbooks for many years, but the most recent and interesting theory is Gordon Sturrock's and Perry Else's 'Psycholudics'. Their theory adds a refreshing and much-needed practical element to the genre, because it can be directly applied to playwork settings.

1. Metalude

Sometimes called a reverie - internal to the child, the thinking about and contemplation of what they're going to do. To the onlooker, could look like they are 'doing nothing' or day dreaming!

2. Play cue

Can be issued in various forms – verbal/non-verbal request, body language, eye contact, could be (interpreted as) negative behaviour.

3. Play return

The answer or response to the play cue. Play returns don't just come from a person; they can come from the environment. A person can choose to respond or not to a play cue, so there is an element of choice. Negative returns can have a negative impact on the child.

4. Play frame

The space in which the child's play occurs. Play frames can last seconds or even years. A play frame can be a psychological or a physical space.

5. Play flow

The child is totally immersed in play, nothing else matters. Roles, ideas and interests may change quickly. The flow moves through to either Annihilation or Adulteration (see points 6a and 6b below).

6a. Annihilation

Play comes to its natural conclusion – the child may get bored, destroy whatever it is, or simply move on to something else. Can be challenging to playworkers in terms of intervention styles as well as challenging their ideas of the "correct" way for play to end.

6b. Adulteration

Play comes to an unnatural end or is polluted by adult intervention.

Dysplay

Play goes wrong for the child – dominated by adults or children, cues are not returned or the play cycle is never completed.

Adults' role during stages 4 and 5: adult supports and preserves the meaning of the child's play. This will mainly involve the adult just standing back. Occasionally engagement may be necessary but adults need to be aware this will change dynamics.

4 Play spaces

Any area – physical, affective, permanent or transient – that supports and enriches the potential for children’s self-directed play. A play environment may consist of one or any number of play spaces.

Affective play spaces

Spaces that

- a) pay attention to and support the variety of feelings and moods that children bring with them or have during play;
- b) have particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and
- c) have playworkers who seek to develop, via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

What might an affective play space look like and how could it be created? The following factors and the links between them and emotions should be regularly considered.

Lighting

Colours

Images

Aromas

Noise/ sound level (including silence)

Comfort (cushions, temperature, food etc)

Sensory stuff

Elements

Resources and loose parts

Attitudes and behaviour

Transient play spaces

Spaces that change or get modified, adapted or deconstructed using a wide range of movable resources, props, materials and structures – breaking up the wider physical space into different smaller spaces for different kinds of play at different times; examples may include: creating dens and hidey-holes;

using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or around to accommodate particular games; a transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

Permanent play spaces

Spaces that are fixed and cannot move such as kitchen sinks, pillars, fences etc but these may incorporate transient play spaces such as dens.

Physical play spaces

Spaces that support children in physically playing in any way they wish for both gross motor skills such as running, climbing, swinging, wrestling, sliding etc and fine motor skills such as using playdough.

5 Loose parts

The Theory of Loose Parts

Simon Nicholson came up with the 'Theory of Loose Parts' in 1971. He believed that in any environment, the degree of creativity and inventiveness is directly proportional to the numbers of variables in it. Nicholson suggests that a beach is a good example of a loose parts environment, with plenty of moveable and adaptable materials. Loose parts are the reason that most children can play for hours on a beach as they provide a high level of creativity and choice because there are endless possibilities for how they can be used.

Delivering this type of play can be a challenge where the building or outside space is shared, but with some creative thinking this method could still be used - especially in the holidays when you could seek approval from the parish council or local school to use a piece of land.

In a play setting, loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions that can be used alone or combined with other materials. Loose parts can be natural or synthetic. We can provide an array of loose parts for use in play such as:

stones	buckets	wheelie bins	balls
stumps	baskets	supermarket trolleys	shells
sand	crates	cable drums	seedpods
gravel	boxes	containers	straw/hay bales
fabric	logs	timber/bricks	pallets
twigs	flowers	tools	bricks
wood	rope	bolts, nails, screws	rope/cargo nets/tarpaulins
pallets	branches	car seats	wheels/tyres

Loose parts theory is about remembering that the best play comes from things that allow children to play in many different ways and on many different levels. Environments that include loose parts are infinitely more stimulating and engaging than static ones. The play environment needs to promote and support imaginative play through the provision of loose parts in a way that doesn't direct play and play opportunities, but allows children to develop their own ideas and explore their world.

"It all comes to this: if you want to see what children can do, you must stop giving them things. Because of course they only invent games when they have none ready-made for them... That's what makes them use up all they can find – clay and curb stones and nuts and winkle shells and clothes and empty condensed milk tins and walls and caps and stones and window-sills and buttons and doorsteps and lamp posts and rags and anything that comes handy. And that's how they come to play any number of games and discover new ones every day." Douglas, N (1916, 1931) *London Street Games* London Chatto and Windus.

Where to look!

Local tips
Timber merchants
DIY/ Building retailers
Breakers' yards
Army Surplus stores
Supermarkets
Garages
Charity shops
Donations

Within your setting – allowing children to use materials and resources in unique and creative ways (i.e. Monopoly money as a pack of cards, Lego in the sand pit)

What's involved?

- Obtaining loose parts and establishing working relationships with providers / partnership organisations
- Having established that you want the piece of equipment in the play setting, loose parts and their use should be risk assessed
- Organising, storing and cleaning (where appropriate) of loose parts
- Delivery and collection of loose parts
- Monitoring the use and value of loose parts – this can be done through observations and self-reflection

6 Guidance on reflective playwork practice

A Playwork Diary provides an important record of your playwork practice and may provide evidence of your knowledge and understanding of playwork.

It also provides you with an opportunity to develop and demonstrate your skills of observation, reflection and evaluation – all essential processes for professional practice.

A Playwork Diary can be from as little as one entry a fortnight covering a few minutes of the day. It needs to show your continued development of skills and knowledge in:

(a) Observation – being able to describe the small details and the bigger picture; the behaviour of individuals or groups; the specific and the general; over a short time or a long period; the relationships between children, between children and adults and between adults; the broad range of influences that can have an impact on children at play. Recognising types of play, play cues, play frames, obstacles to play, playwork practice, styles, teamwork.

Playworkers are expected to observe as objectively as possible. This means that you need to be aware of your own value judgements and assumptions and how these influence your ability to simply observe. It is also important to consider the possible affect of observing and keeping records on children, their right to play without feeling judged and their right to privacy and confidentiality.

(b) Reflection – being able to think about what you have experienced; reconsider events and your own role within them; analyse your observations, bring together a range of past experiences and ideas and relate them to your current playwork practice; consider theories and feelings; develop a deeper understanding of isolated situations through connecting to your wider knowledge and experience both personally and professionally.

Best practice in playwork means we need to make time for individual reflection and reflective discussions with colleagues as regularly as possible. We need to develop skills of reflection in action and self-witnessing. It is important to be open to looking at yourself and recognising how your own experiences impact on your work and to understand how others will bring different experiences and approaches into play.

(c) Evaluation – being able to make judgements about practice; identify impact on self and others; consider alternative approaches; use theory and knowledge in playwork to apply to day to day work; seek feedback from others; give and receive constructive criticism; recognise your own behaviour and motivation within your playwork; suggest areas for future change or professional development.

Reflection and evaluation require high levels of self-awareness and confidence. It is valuable to acknowledge strengths and areas for improvement without rushing to simple solutions. Trying a variety of approaches and recognising that things that work well on one occasion may not on another, and vice versa.

John Fitzpatrick and Bridget Handscomb

7 Playworker intervention styles

As a playworker you need to be sensitive to the play needs of children. You need to acquire skills in identifying when it is appropriate to join in play, intervene or just leave them be!

Children need time to make their own decisions and to learn from their experiences. If playworkers are continually interrupting children's play, the children can lose their natural independence and risk-taking skills. Children need to learn these skills to become resilient and develop persistence.

Playworkers should be aware of the impact that they have on children and create a balancing act of challenging, stimulating and interesting play environments, which are also emotionally and psychologically supportive at an appropriate level for each child.

Intervention style

Wait to be invited to play

Playworkers should only join in children's play if they have been invited, as adults can be seen to 'take charge'. Playworkers are present to facilitate children's play.

Enable play to occur uninterrupted by the playworkers

Children should have the opportunity to become 'lost in play', unaware of the outside world. If playworkers interrupt a playing child the play experience for the child may become lost.

Enable children to explore their own values

Children often behave and play in ways that we, as adults, may find inappropriate, risky or hurtful. Often children naturally adjust these as they play, as their play continually evolves. If playworkers allow children's play to take its course it is argued that children make suitable modifications to explore their own values and beliefs. The play space should be good, with a supportive and informed ambiance, which will enable children to explore their own values through their play. This is described as one of those 'as far as practically possible' actions.

Leave children to improve their own performance

Play is essentially an adult-free experience, where children learn their own skills through trial and error. Children can learn how to improve their skills and performance – for example, overcoming a fear of heights, or standing up to a bully. Playworker intervention can act to corrupt children's developing judgement, making them more reliant on the judgement of adults.

Leave the content / intent of play to the children

Play is what children do; they should be in control of what they do, how they do it and why they do it. They are the best people to decide what they want to do and why they want to do it. Play should not be seen as a diversion but an integral part of the child's developmental process.

**Let the children decide why they play**

Children shouldn't be pushed, induced or put under pressure to engage in a particular activity. This may override the child's developing risk assessment skills or lead to children becoming over dependent on adults providing reasons for doing things.

Enable the children to decide what is appropriate behaviour

This is another one of those 'as far as practically possible' actions. The play space belongs to the child, therefore they should have some responsibility of the behaviour that occurs within it. This should be reviewed regularly. However this approach does have its problems and playworkers can support the group of children in developing these rules and boundaries.

**Only organise when the children want it**

From time to time children will become bored, uncreative or un-stimulated. They may ask you to help by inventing something for them to do – a game, a film or a visit. You should be sensitive to your need to be pleased and needed, and to the child's dependency on you.

Taken from *Play Wales (2001) The First Claim – A Framework for Playwork Quality Assessment*

8 Criteria for an enriched play environment

The following criteria for an enriched play environment are adapted from those that appear in 'Best Play: what play provision should do for children' (NPFA 2000) which in themselves were adapted from those given in B. Hughes 'Play Environments: A Question of Quality', published by PLAYLINK. The examples given in each section are in no sense exhaustive, merely prompts. Children's play is uncertain, imaginative, creative, social, solitary, goalless, experimental, and at times chaotic, involving challenge and risk. In all play settings there should be opportunities for novelty and spontaneity, with children receiving cues, permissions and invitations in the environment to experiment and explore.

	What do you offer now?	What more can you do?
A varied and interesting environment. <i>Examples:</i> things at different levels; spaces of different sizes; places to hide; trees and bushes as well as things that have been made; places to inspire mystery and imagination.		
Challenge in relation to the physical environment. <i>Examples:</i> activities which test the limits of capabilities; rough and tumble; sports and games; chase.		
Playing with the natural elements – earth, water, fire, air. <i>Examples:</i> campfires, digging, playing snowballs, flying kites. Understanding the world, the nature of substances, the stars and the universe, gravity and our planet.		

	What do you offer now?	What more can you do?
Movement – e.g. running, jumping, rolling, climbing, balancing, swinging. <i>Examples:</i> beams and ropes; soft mats; bike riding; juggling equipment; ladders; space.		
Manipulating natural and fabricated materials. <i>Examples:</i> opportunities for creativity; materials for art; cooking, making and mending of all kinds; building dens; making concoctions; using tools and ropes; access to bits and pieces of all kinds.		
Stimulation of the five senses. <i>Examples:</i> music making; places where shouting is fine; quiet places; different colours and shapes; dark and bright places; cooking on a campfire; rotting leaves; a range of food and drink; objects that are soft, prickly, flexible, large and small.		
Experiencing change in the natural and built environment. Examples: experiencing the seasons through access to the outdoor environment; opportunities to take part in building, making camps, demolishing, or transforming the environment; gardening, construction and destruction.		

	What do you offer now?	What more can you do?
<p>Social interactions. <i>Examples:</i> being able to choose whether and when to play alone or with others; to negotiate, co-operate, compete and resolve conflicts. Being able to interact with individuals and groups of different ages, abilities, interests, gender, ethnicity and culture.</p>		
<p>Playing with identity. Examples: dressing up; role play; performing; taking on different perspectives and ways of being; imagination and fantasy; birth, death and ritual.</p>		
<p>Experiencing a range of emotions. <i>Examples:</i> opportunities to be powerful/powerless, scared/confident, like/dislike, in/out of control, brave/cowardly; role and pretend play situations, feelings and emotions.</p>		

9 The Manchester Circles

The Manchester Circles were devised by Stuart Lester and Wendy Russell as a structure for a quality assurance scheme for play projects in Manchester. Since this time, the model has been used to inform the latest version of 'Quality in Play' (Play England, 2008).

At the outset there is a presumption that the primary purpose of play provision is to provide a space in which children can play, and this primary purpose takes precedence over all other possible agendas and influences on the organisation. The child at play is placed in the inner circle, around which is the play environment, then the organisational framework and finally the wider context. The play environment in this model includes the physical and human environments and the role of the playworker.

Lester and Russell identify two central principles. Firstly, that if a project operates from a ludocentric (play-centred) model, then the influences of the playing child in circles two and three should be stronger than influences in the other direction. The playing child controlling the content and intent of their play and the way the playworker facilitates the play process should dictate what policies and procedures are needed rather than the other way round. This is endorsed in the Playwork Principles – “the prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.” (Play Principles Scrutiny Group, 2005). Recognising your legal and organisational imperatives whilst retaining a clear vision of the service purpose, plus balancing the needs of children, staff and communities is an immense challenge.

The second principle is recognition of the relationship and tension between the circles, “the action in the interaction”. Children’s play is uncertain, imaginative, creative, social, solitary, goalless, experimental, and at times chaotic, involving challenge and risk. The role of playwork is central in

managing some of these tensions and holding and protecting the space for play. The organisational structure, processes and systems that successfully support your organisation will need to be creative, organic and adaptive. It is crucial to use an approach that recognises and embraces the notion of tensions and change whilst keeping sight of core underlying principles and the integrity that informs our work. In other words, the play environment, including playwork interventions, and the organisational framework must support rather than constrain children’s freely chosen play.



Using this model you can ask the following questions:

- Why do we do things the way that we do?
- Where do we get our ideas from?
- What informs our practice?
- What influences are there on our practice?
- What are the barriers to children’s play?
- How can we advocate for play?
- How do we hold and protect the space for play?

10 Preparing for your Ofsted inspection

The best way to prepare for an Ofsted inspection is to always be prepared. Make sure that all your records are up to date and that your policies and procedures are in place. There is nothing special you will need to do to prepare for the inspection if you are continuously using 'Playwork – Beyond Quality'. By completing and reviewing the Safeguarding and Welfare Checklist you will be able to demonstrate the ways in which you meet the requirements of the Early Years Foundation Stage and ensuring that you have the required policies and procedures in place. By engaging in the cycle of continuous improvement with the Quality Play Standards you can demonstrate that you are consistently evaluating and reflecting on your practice. You may wish to complete an Ofsted Self-Evaluation Form (SEF), but there is no requirement to, if you are already using alternative methods to reflect on and improve your practice.

As an out of school provider, Ofsted will call you the day before your inspection to confirm that you will be onsite and that your inspection will take place the following day.

Inspectors will judge the overall quality and standards of your early years provision, by taking into account three key judgements:

- How well the provision meets the needs of the range of children for whom it is provided.
- The contribution of the provision to the well-being of children.
- The effectiveness of leadership and management.

Where possible, the whole staff team should be involved in the planning, delivering, evaluating and the continuous improvement of a consistently high quality service and with your management committee or owner, everyone should have a solid understanding of the Early Years Foundation Stage.

You will need to demonstrate:

- the quality of your leadership and management including the effectiveness of staff supervision, performance management, induction, training and ongoing professional development;
- arrangements for safeguarding children including child protection procedures and staff recruitment procedures;
- that all staff know how to recognise and respond to signs of abuse, and what to do when they have concerns about a child;
- how your provision works closely and in partnership with parents, partners and other professionals and providers;
- how you gather the views of parents, children and partners to contribute to your self-evaluation;
- that all parts of your premises are safe, secure and suitable for purpose;
- that equipment is suitable in terms of condition and is appropriate for your age group.

The inspection will also include the checking of:

- all Disclosure and Barring Service (DBS) records;
- a small sample of other policies, procedures and documentation, including:
 - a selection of recruitment records (where applicable);
 - qualifications, including paediatric first aid (to ensure ratio and qualification requirements are met and whether these in turn are having an impact on the quality of provision);
 - whether all staff have been trained to understand the setting's safeguarding policy and procedures;

- the arrangements for the deployment of staff;
- a sample of induction, training and professional development records;
- a sample of planning and assessment documents;
- your complaints record;
- the provision's self-evaluation where not already submitted to Ofsted which can be your Quality Framework.

Although out of school clubs do not have to meet the learning and development requirements, inspectors will make a judgement about how well the setting meets the needs of the range of children who attend. While providers are not required to deliver educational programmes and monitor children's progress, children still need to develop skills that will enable them to learn effectively and be ready for school. As an out of school club you are involved in the creation of a space in which all children can play which is different from school and the demands of the classroom. An out of school club gives children the time, space and the materials to explore, discover, experiment, investigate, be curious, take risks, be creative, make friends, challenge, question, be physical, resolve conflicts, and to become independent. In their play children are developing and learning all the time which will complement the education that they receive in school. By careful intervention you can support children's playful desires and through observation and reflection you can demonstrate how the out of school club contributes to a child's overall learning.

Once the inspection is complete the inspector will give you formal feedback and will produce a report and use a four-point grading scale for each of the three key judgements they make and the overall effectiveness of the provision. The grades are:

Grade 1: Outstanding

Grade 2: Good

Grade 3: Requires improvement

Grade 4: Inadequate.

Ofsted documents

Common inspection framework: education, skills and early years from September 2015 <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>.

Statutory Framework for the Early Years Foundation Stage, September 2017 https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf.

Section 5 Embedding playwork practice

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1 Guidance for writing a play policy

This is a guidance document to support play based settings to write their own play policy. To ensure that your policy is relevant for your setting, please consider the bullet points under each heading. Please do not copy and paste the examples given.

Write a short paragraph describing what you provision offers, consider:

- Who is welcome to attend the setting
- Opening hours

It may look something like this...

Our setting provides space and opportunities for all children to play before, after school and during the school holidays. We work towards creating a space in which all children can play and playfulness can thrive.

Our ethos

Write a short paragraph describing the main purpose of your setting, consider:

- Aims of your provision
- The importance of play
- How you facilitate play

It may look something like this...

Play is an essential part of a child's life and is fundamental to their healthy development and well-being. Our club takes children's play seriously. By playing, children can foster their independent, critical, creative, experimental and resilient capacities. The role of the Playworker is to create an environment which will stimulate children's play and maximise their opportunities for a wide range of play experiences.

How we implement our ethos

Describe what you do in your setting, consider:

- Playwork Principles, linking them to:
 - Environment
 - Benefits of risk and challenge
 - Social interaction
 - Participation and ownership
 - Role of the adult

It may look something like this...

The setting offers a child-led environment which follows the Playwork Principles. Children are actively encouraged to choose what they would like to do, how they would like to do it using the resources and space available to them, and who they want to be involved, including either their peers and/or adults. The playworkers in our setting respond to children's play cues and intervene when appropriate such as when asked to join in, provide further resources, and to support children to build relationships. We provide a range of opportunities which allow children to explore the benefits of taking emotional and physical risks and challenge themselves in new and different situations.



2 The role of the playworker

As playworkers, we have many roles when working with children. The list below offers teams the opportunity to consider and reflect on the key roles of a playworker; this list is not exhaustive and you may want to add to it.

- **A playworker supports, alongside children, the provision of a physical and emotional play space** to offer resources and play possibilities that will engage and stimulate children in their play. By observing, reflecting on and understanding the interests of children and their individual interactions with the play environment, a playworker will learn about each child and can then respond to their needs appropriately i.e. by adding, modifying or moving resources, offering new experiences i.e. junk materials, loose parts, engaging in their play experience with them or by standing back and observing the continuing play. A playworker should also reflect on the atmosphere of the play space to ensure staff support children to feel welcome, included, supported, understood and empowered.
- **Playworkers must have a good understanding of the play cycle**, to support children's play, ensuring play is enriched rather than stopped or changed. A low intervention, high response approach should be adopted by playworkers (Best Play 2007) i.e. playworkers intervene in children's play only when requested (low intervention) or when there is a significant danger to children's safety – in which case they would respond in an efficient and effective way (high response). For example, when a group of children are playing an imaginative superhero game, they ask for resources to make swords; a playworker responds quickly and shows where the junk modeling resources are stored and checks the glue and paints are accessible, then steps away to allow the play to remain under the control of the children.
- **A playworker understands that their attitudes impact on children's play** in a positive or negative way. Playworkers must reflect on their responses to children through their words, actions and body language to ensure permission to play is made clear and a playful atmosphere is offered. i.e. when playing outside children should be able to run, jump and shout. A playworker who is smiling and engaging with children, when invited, will be giving permission to children to be creative and enjoy their play.
- **A playworker supports children when taking physical and emotional risks** and provides resources that offer risk and challenge, i.e. open ended resources such as tyres, logs, planks, junk, earth, fire, water all offer many play possibilities and provide the potential for physical or emotional risk taking to take place. By making a professional judgement about when and how to intervene based mainly on children's safety, playworkers support children's exploratory play.
- **A playworker supports children's rights to play** and explains to other adults why play is important to children, i.e. An outdoor play space is restricted within a school due to other school events a Playworker will act as an advocate for play and work with the school to agree an alternative outdoor space to play.

3 The play environment

The playwork approach to planning should be to focus on the capability of the environment to support children's play. Planning of the whole physical environment should include design, equipment, resources and materials that stimulate and support a wide range of play experiences. This should include

- a variety of spaces and landscapes
 - outdoor and indoor spaces
 - wild areas
 - different heights and textures
- a range of flexible materials in abundant supply (including scrap materials)
 - loose parts
 - natural materials
 - tools
- access to the elements
- opportunities for the full range of sensory experiences (sight, sound, touch, smell and taste).

As children play, 'things' will get moved around as all types of play occur. New materials, loose parts and resources should be introduced into the environment and if you capture and record the changes that are made to the space by the children during their play this will make for rich observations.

Wherever possible you should have places for running, jumping, rolling, climbing, balancing, and going fast. You could make tools available for building and deconstruction and opportunities for making and mending. Clothes and materials should be on hand for children to dress up with and to be able to change their identity. There should be opportunities for children to test and challenge themselves and to create and solve problems.

By having an environment in which the children are encouraged to explore and experiment they will gain confidence and self-awareness and try more things out for themselves. They will see more possibilities in the space.

4 Planning

An example of a pictorial process to help with your planning.

Contents

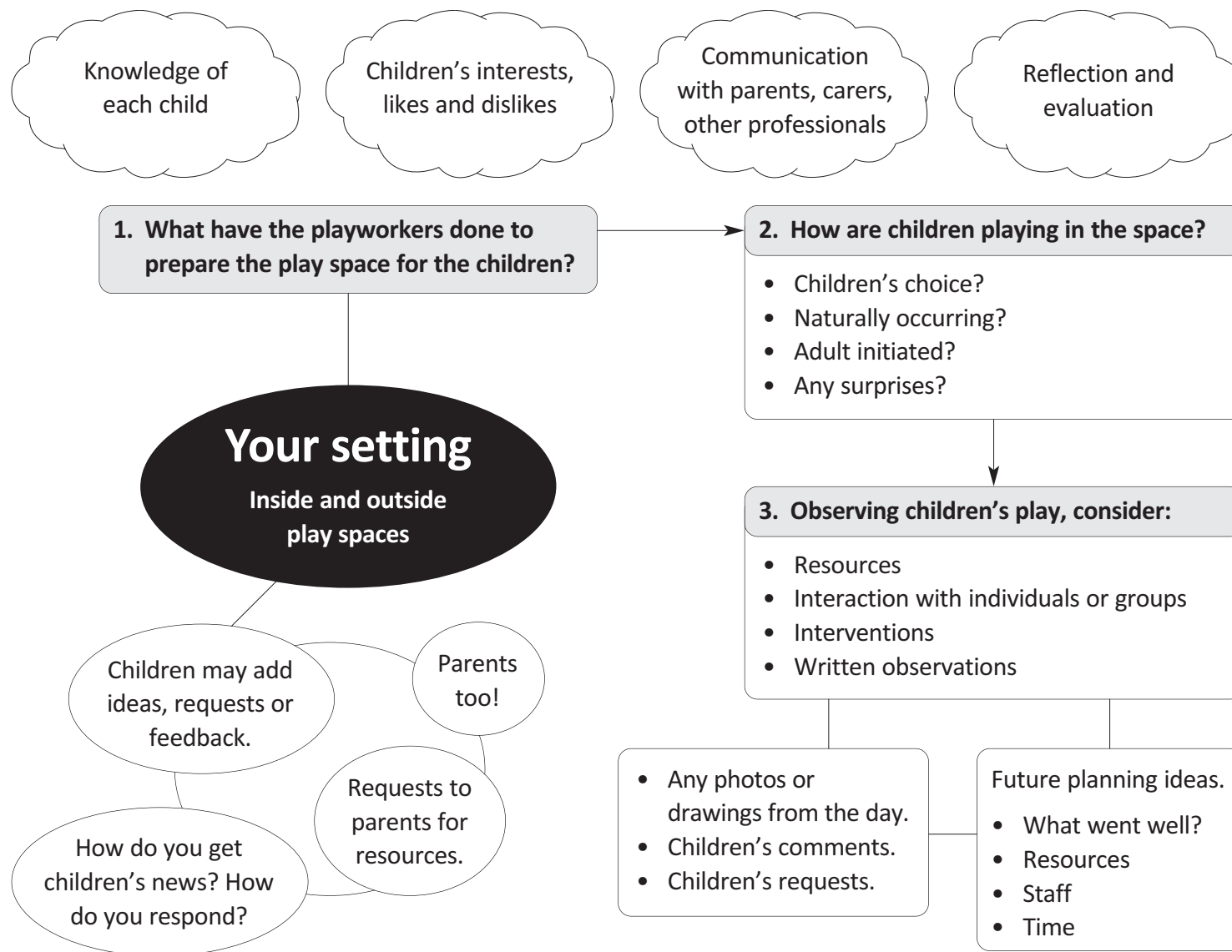
1. Planning guidance.
2. How your planning sheet may look at the beginning of the week.
3. How your planning sheet may look midweek.

Playworkers can use this method of planning to observe/reflect on:

- Use of space
- Range of play types
- Intervention styles
- Individual children
- Playwork practice
- Team and self-reflection


Added benefits:

- Raising the profile of play with parents, visitors.
- Children's Rights- children will have their say and feel valued.
- All staff will be involved.

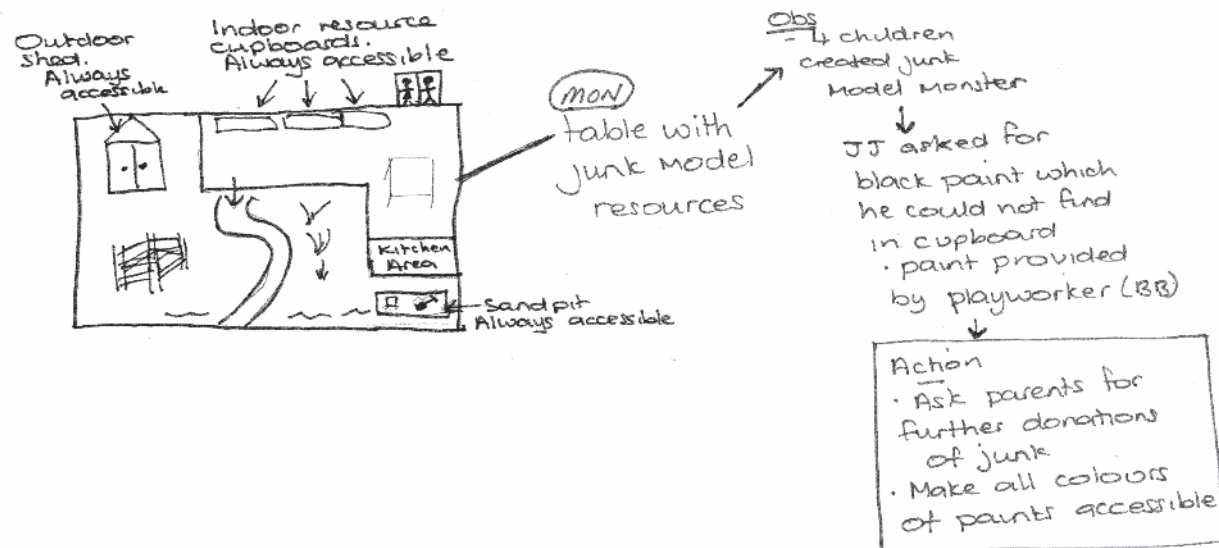


2. How your planning sheet may look at the beginning of the week

Weather: MON TUE WED THU FRI



Week beginning 9.9.13



3. How your planning sheet may look midweek

Weather: MON TUE WED THU FRI



Week beginning 9.9.13

Monday
B+J chalking on the path - lots of other children joined in. At end of session path covered in multi-coloured chalks.
→ Carried on throughout the week with children coming and going
Action - re-order chalk

Obs - logs not being used Mon/Tuesday.
JD moved into circle. T asked if we could toast marshmallows

Action
Fire pit on Friday
purchase marshmallows etc.

Action
Some staff uncomfortable with weapon play.
Discuss at team meeting

VW observed group pull down structure (Play-cycle annihilation)
SS picked up tube and used as a sword.

Monday
Long cardboard tubes propped on climbing frame

SD took sheets from indoors and asked for help to build her den. AT, TJ, SS joined in.
Playworker supported VW



Wednesday
Obs - PP digging in mud

- Action, add resources for mud kitchen on Thurs.

Outdoor sheet. Always accessible

Indoor resource cupboards. Always accessible



Imaginary game of sailing boats - all afternoon.

MD, ST, JT asked to turn tables upside down - playworker supported AT

Monday
table with junk model resources

Obs - 4 children created junk model monster

JJ asked for black paint which he could not find in cupboard
paint provided by playworker (BR)

Action
• Ask parents for further donations of junk
• Make all colours of paints accessible

Tue Children took junk model monsters outside and created a mud maize for them to explore (JJ, TD, RH)

5 Play resources

A group of playworkers looked in their cupboards and found...

balls – various sizes, textures, styles	catalogues	DVD / video player	lights	scents	story tapes and CDs
bats – various	chalks	electronic equipment	magazines	scissors – assorted (left- and right-handed, sharp, safety, corrugated, etc)	swing ball
BBQ	clothes pegs	for dismantling	magnets		table football, air hockey, pool
beads / buttons / bottle tops	cogs	electronic games	magnifying glass	scooters, trikes and bikes	tarpaulin
big blocks	collage / feathers / pom-poms	face paints	marble run	seeds	tea set
bike pieces	compost	farm and animals	mini bike	sewing and knitting materials	television
bingo	computer	figures, i.e. people	modelling materials (clay, play dough, papier-mâché, etc)	sewing machine	tents
blankets / duvets / sheets / materials	conkers	finger puppets	musical instruments	shaving foam, cornflour, custard powder	theatre
board games	construction sets – various sizes, e.g. Lego / Duplo / K'nex / Stickle Bricks / Technics	fire basket / pit	newspaper	shells	tools (wire cutters, spanners, spades, hammers, hand drills, etc)
books	cooking equipment	flint / matches	nuts, bolts, nails, screws	shop	tractors
brushes assorted sizes / textures	cooking ingredients	flour	paints – assorted textures / colours	skateboards	train set
bubble lamps	cottons	frisbees	parachute	skipping rope	trampoline
bubble wrap	craft knives	fuzzy felt	pegs	skittles	tyres
buckets	cushions	garage	pencils and crayons – assorted sizes, colours and types	small bricks	wallpaper
bug kit	darts	giant games	pens – assorted shapes, textures and colours	soft toys	water
camera / recording devices	dinosaurs	glues – assorted textures and types, glue gun	pirate ships	soil	wet and dry sand
car mat / track	dolls and accessories (house, clothes, prams, buggies, baths, bottles, etc)	go-karts	play money	spaghetti, rice	wire
card – assorted (corrugated, thick, thin, coloured, etc)	dressing-up – assorted (costumes, hats, shoes, bags, jackets, dresses, material, etc)	Hama beads	pots and pans	sticks – assorted materials and sizes	wood (pallets, planks, blocks, branches, logs, canes, etc)
cardboard boxes		hand puppets	projector	sticky tapes – assorted (sellotape, masking tape, parcel tape, etc)	
cardboard tubes		hoops	rollerblades	stilts	
cars		inflatables	rope, string, wool, ribbon	stones	
cash register		jigsaws	rubber bands		
		juggling balls	sand		
		junk			
		kites			
		lava lamp			
		leaves			

What's in your cupboard?

6 Guidance for writing a Risk-Benefit Assessment Policy

This is a guidance document to support play-based settings to write their own Risk-Benefit Assessment Policy. To ensure that your policy is relevant for your setting, please consider the bullet points under each heading. Please do not copy and paste the examples given.

Write a short paragraph describing why your setting uses Risk-Benefit Assessments. This could include:

- The setting's safety ethos
- Duties under the Management of Health and Safety at Work Regulations 1999
- Reference to the Childcare Safeguarding and Welfare Requirements.

It may look something like this:

In accordance with our duties under the Management of Health and Safety at Work Regulations 1999, the club is required to undertake regular risk assessments and take any necessary action arising from these according to provisions set out in the Health and Safety policy and elsewhere.

It is recommended settings include a statement regarding the ethos of the setting towards risk in play. Further information and guidance on what to include can be found at: <http://www.playengland.org.uk/news/2013/12/revised-guidance-for-play-providers-explains-the-benefit-of-managing-risk.aspx>

(Endorsed by the Health and Safety Executive)

It may look something like this:

We encourage an approach to risk assessment that takes into account the benefits of children and young people engaging in challenging play experiences whilst ensuring that they are not exposed to unacceptable risk of harm. We believe that it is essential that children get to know what they can achieve and manage, to grow physically and mentally stronger, to learn new skills and knowledge, and to deal better with what our uncertain world throws at them. In our setting children can practise taking risks within the relative safety of a play space – these opportunities may bring about an inevitable encounter to some risk of harm that occurs in any environment.

Write a short paragraph describing how these assessments are completed, who is responsible for maintaining and updating them and the methods and processes used. This may include:

- Daily checklists
- Assessment on the premises
- Assessment on equipment/resources/activities

It may look something like this:

A visual inspection of both the equipment and the entire premises – indoor and outdoor – will be carried out daily. This will, ordinarily, be carried out by a designated member of staff on arrival at the club and will be completed before any children arrive.

During the session, staff will be vigilant and continuously aware of any potential risks to health and safety arising from the club's environment, all surfaces and floors inside and out and all equipment used by children and staff.

Staff will also support and encourage children to identify and assess risks within the environment.

On discovering a hazard, staff will take all steps necessary to making themselves and any other people potentially affected, safe.

The manager is then responsible for ensuring that any necessary action is taken.

Recording accidents, incidents and dangerous occurrences

Write a short paragraph describing the setting's processes for recording accidents, incidents and dangerous occurrences, which may include:

- Incidents recorded on the Incident Record or Accident Record Sheets
- Timescales for completion of the report
- Where the record will be stored
- Tracking systems in place to identify regular occurrences.
- Legal responsibilities for reporting accidents to regulatory bodies such as the Health and Safety Executive and Ofsted.

Records must contain:

- The time, date and nature of the incident, accident or dangerous occurrence
- Details of the people involved
- The type, nature and location of any injury sustained
- The action taken and by whom
- The signature of the member of staff who dealt with the event, any witnesses and countersignature of the parents/carers of the children involved.

The setting may wish to cross reference other relevant policies such as:

- Health and safety policy
- Safeguarding policy
- Staff Induction policy

7 Risk-Benefit Assessment

Activity:

Consider:

- What you are planning to do
- What resources you may need.

Who could be harmed?

Consider:

- Children/young people
- Adults.

What are the risks or hazards involved?

Consider:

- Specific injuries
- Hazards in the environment
- Allergies
- Missing children
- Safeguarding children
- Off-site implications
- Children's individual needs.

What are the benefits to allowing the activity?

Consider:

- Enjoyment
- Experience and development of skills:
 - Managing risk
 - Independence
 - Social skills
 - Self esteem
 - Specific skills developed by proposed activity

What can be done to reduce the risks?

Consider:

- Discussion with children and adults
- Supervision levels/ratios
- Individual needs
- Setting clear boundaries, i.e. expectations of behaviour
- Adapting the environment
- Safety equipment
- First aid kit and first aiders
- Mobile phone/ emergency contact numbers.

Should the activity go ahead? ☐ Yes Date of initial assessment:

Future comments (please date):

Signed: Name: Job title:

Person involved	
Name (in full):
Address:

 Postcode:
Phone:

Description of events	
Remember a child has the right to challenge/redress up until the age of 21 years and 3 months, so ensure you log as much detail as possible, in case it needs to be recalled at a much later date.	
<ul style="list-style-type: none"> Detail any injuries – be specific. You may wish to use a body map (see overleaf). Do not be subjective – keep to the facts. You may want to log what happened just before the incident. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Witnesses</p> <p>.....</p> <p>.....</p> <p>.....</p>

Any other comments

.....

.....

.....

.....

Any actions taken

- What time did you inform the parent or carer of the incident?
- Did the parent/carer collect the child early?
- Was first aid administered?
- Was hospital or medical intervention required?
- Did you notify anyone such as Ofsted or the Health and Safety Executive?

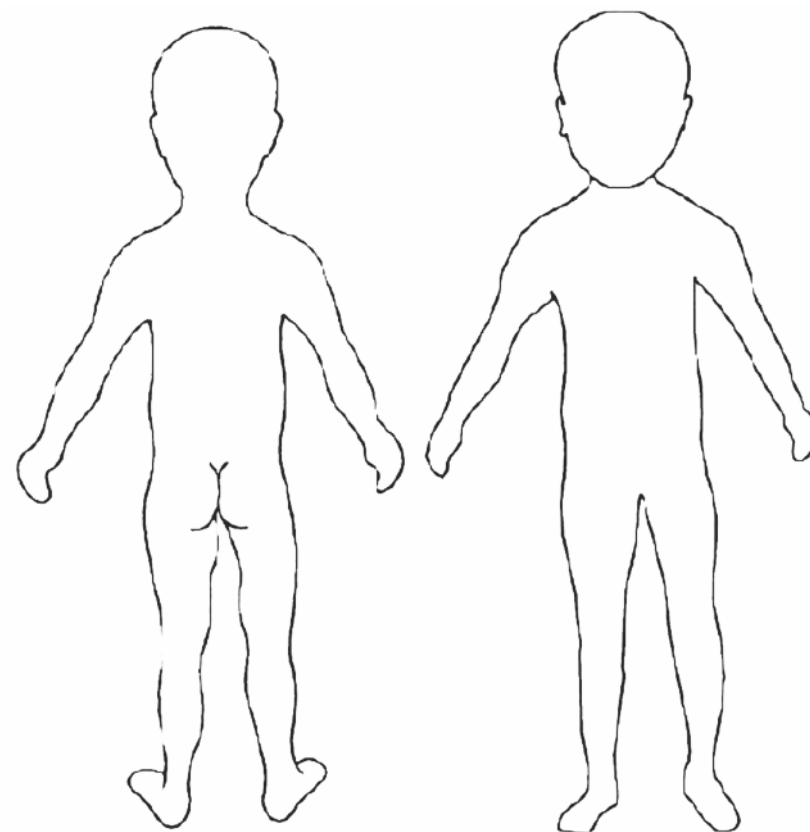
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Body map



Signatures

Signature of person completing form:

Print name:

Date: Time:

Parent/guardian signature (if required):

Print name:

Date: Time:

9 Useful websites for out of school provision

Local information and key local websites

Cambridgeshire County Council – section for early years and childcare providers.

'Jigsaw' magazine; monthly newsletter; local training opportunities; playwork qualifications; safeguarding and child protection; business and management advice, etc. Use the menus options to navigate to other pages for childcare providers.

www.cambridgeshire.gov.uk/eyc

Learn Together Cambridgeshire website

A range of resources for Cambridgeshire schools and settings.

www.cambslearntogether.co.uk

Cambridgeshire County Council: Childcare Careers Information and eycJobs

In addition to listing early years and childcare job vacancies, these web pages also include details of growth and business opportunities within the sector.

www.teachincambs.org.uk/eycjobs

www.cambridgeshire.gov.uk/residents/jobs-&-volunteering/careers-in-childcare

Cambridgeshire's Family Information Directory

The Family Information Directory is a comprehensive listing of childcare providers in Cambridgeshire. It includes up to date details of childminders, nurseries, pre-schools, breakfast and after school clubs and holiday schemes.

www.cambridgeshire.gov.uk/familiesdirectory

National information and key national websites

Office for Standards in Education, Children's Services and Skills (Ofsted)

Ofsted inspects and regulates services which care for children and young people, and those providing education and skills for learners of all ages.

www.gov.uk/topic/schools-colleges-childrens-services/inspections

Department for Education

Early Years Foundation Stage documents and further government documentation.

www.gov.uk/early-years-foundation-stage

The Foundation Years

A one-stop shop for resources, information and the latest news on the foundation years. It brings together information from many sources that will help you to support children to develop and flourish.

www.foundationyears.org.uk

Information Commissioner's Office (ICO)

The UK's independent authority set up to uphold information rights in the public interest, promoting openness by public bodies and data privacy for individuals: Under the Data Protection Act individuals and organisations that process personal information need to register with the Information Commissioner's Office (ICO), unless they are exempt.

www.ico.org.uk/for_organisations/register

Children & Young People Now magazine

Practical advice and support for people involved in the childcare sector. It will be accompanied by an email bulletin containing news updates and job vacancies.

<http://www.cypnow.co.uk>

Children England

Children England provides a wide range of support to voluntary and community sector organisations working with children, young people and families.

www.childrenengland.org.uk

Safeguarding and child protection

Cambridgeshire Local Safeguarding Children Board (LSCB)

Cambridgeshire LSCB training schedule; local inter-agency procedures; advice and guidance on child protection and safeguarding matters such as serious case reviews, e-safety, etc.

(LSCBs were set up by the government to ensure that organisations work together to safeguard children and promote their welfare.)

www.cambslscb.co.uk

National Society for the Prevention of Cruelty to Children (NSPCC)

Advice, support, publications including posters and research around child protection and safeguarding matters.

www.nspcc.org.uk/services-and-resources/research-and-resources

The Disclosure and Barring Service (DBS)

(Replaces the Criminal Records Bureau / CRB) and Independent Safeguarding Authority / ISA). Helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

www.gov.uk/government/organisations/disclosure-and-barring-service

E-safety – THINK U KNOW (Child Exploitation and Online Protection, CEOP)

An interactive website that supports ongoing need to discuss sex, relationships and the internet. Support is available for children, young people, parents/carers and childcare practitioners.

www.thinkuknow.co.uk

Internet Watch Foundation (IWF)

The UK hotline for reporting criminal online content. This not-for-profit organisation works with the global internet industry and the European Commission

www.iwf.org.uk

MIND

Information and advice about mental health issues in children, young people and adults.

www.mind.org.uk

Play resources

The Youth Store

Offers resources to support clubs and organisations working with children and young people in Cambridgeshire. Many items can be borrowed free of charge, some require a hire fee and others are charged by materials used.

www.theyouthstore.org

Scrapstores (Cambridge City and Witchford, near Ely)

Groups and individuals can collect a wide selection of materials that can then be recycled and re-used again for art and craft activities.

www.cambridge.gov.uk/scrapstore

<http://re-imagine.btck.co.uk>

www.ccorr.org.uk

www.scrapstoresuk.org

Inclusion

KIDS: Working with disabled children, young people and their families

National charity providing information, resources and support to promote the inclusion of children with disabilities in society.

www.kids.org.uk

Health and Safety (including Food Safety)

Health and Safety Executive (HSE)

HSE is the national independent watchdog for work-related health, safety and illness. Access to guidance and advice with workplace safety including legal requirements.

www.hse.gov.uk

Health and Safety Executive: RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)

Information on RIDDOR which puts duties on employers, the self-employed and people in control of work premises (the Responsible Person) to report certain serious workplace accidents, occupational diseases and specified dangerous occurrences (near misses).

www.hse.gov.uk/riddor

COSHH – Control of Substances Hazardous to Health

Provides practical advice and guidance on the Control of Substances Hazardous to Health Regulations 2002. You can find information on what the law requires advice on completing COSHH assessments.

www.hse.gov.uk/coshh

The Child Accident Prevention Trust (CAPT)

The UK's leading charity working to reduce the number of children and young people killed, disabled or seriously injured in accidents.

www.capt.org.uk

Cambridgeshire Food Business Registration

All premises used for a food business are required by law to be registered:
Access information on how to register from your local district council.

Cambridge city	www.cambridge.gov.uk/food-business-registration
South Cambridgeshire	www.scambs.gov.uk/content/food-safety-hygiene-and-training
Huntingdonshire	www.huntingdonshire.gov.uk/licensing/all-licences-and-permits/food-business-registration
East Cambridgeshire	www.eastcambs.gov.uk/business/food-business-registration
Fenland	www.fenland.gov.uk/foodbusinessregistration

Children's rights

The Children's Rights Alliance for England

CRAE is an alliance of over 380 voluntary and statutory organisations committed to the full implementation of the Convention on the Rights of the Child.

www.crae.org.uk

Fair Play for Children

Promoting the Child's Right to Play since 1973 in the UK and worldwide according to the Convention on the Rights of the Child.

www.fairplayforchildren.org

Unicef, United Kingdom

Unicef's work is based on the United Nations Convention on the Rights of the Child (UNCRC), which is the most complete and widely ratified statement of children's rights ever produced.

<https://unicef.org.uk>

Playwork practice

Play England

Play England campaigns for all children and young people to have freedom and space to play throughout childhood.

www.playengland.org.uk

Ip Dip

A magazine for professionals working in play and playwork.

<http://ip-dip.com>

The Free Play Network

Aiming to promote greater public understanding of the need for better play opportunities for children, by promoting discussion, exchange of information, and guidance on best practice in development of children's play opportunities.

www.freeplaynetwork.org.uk

Rethinking Childhood

Tim Gill's website: Tim is interested in the changing nature of childhood. His work – which embraces writing, independent research, consultancy and public speaking – aims to have a positive impact on children's everyday lives.

<http://rethinkingchildhood.com>

10 Recommended reading

Books about play

Bekoff, M. & Byres, J. (Eds). (1998). *Animal Play: Evolutionary, Comparative and Ecological Perspectives*. Cambridge: Cambridge University Press.

Bruner, J., Jolly, A. & Sylva, K. (1976). *Play – its role in development and evolution*. Harmondsworth: Penguin.

Burghardt, G. (2005). *The Genesis of Animal Play: Testing the limits*. Cambridge, MA: The MIT Press.

Callois, R. (1979). *Man, Play and Games*. New York, NY: Schocken Books.

Cobb, E. (1977). *The Ecology of Imagination in Childhood*. New York, NY: Columbia University Press.

Garvey, C. (1990). *Play*. Cambridge, MA: Harvard University Press.

Gill, T. (2007). *No Fear: Growing up in a risk averse society*. London: Calouste Gulbenkian Foundation.

Henricks, T. (2006). *Play Reconsidered: Sociological perspectives on human expression*. Urbana, IL and Chicago, IL: University of Illinois Press.

Huizinga, J. (1955). *Homo Ludens: A study of the play element in culture*. Boston, MA: Beacon.

James, A. & Prout, A. (Eds). (1997). *Constructing and Reconstructing Childhood: Contemporary issues in the sociological study of childhood*. London: Falmer Press.

Kalliala, M. (2006). *Play Culture in a Changing World*. Berkshire: Open University Press.

Kilvington, J. & Wood, A. (2016). *Gender, Sex and Children's Play*. London: Bloomsbury Academic.

Prout, A. (2005). *The Future of Childhood*. London: RoutledgeFalmer.

Sutton-Smith, B. (1997). *The Ambiguity of Play*. Cambridge, MA: Harvard University Press.

Ward, C. (1978). *The Child in the City*. London: Penguin Books.

Winnicott, D. W. (1971). *Playing and reality*. New York, NY: Basic Books.

Books about playwork

Brown, F. (Ed). (2003). *Playwork. Theory and Practice*. Buckingham: Open University Press.

Brown, F. & Taylor, C. (Eds). 2008. *Foundations of Playwork*. Glasgow, Open University Press.

Else, P. (2009). *The Value of Play*. London: Bloomsbury.

Else, P. & Sturrock, G. (1998). *The Playground as Therapeutic Space: Playwork as Healing* (the Colorado Paper). Leigh-on-Sea: Ludemos Press.

Hughes, B. (1996). *Play Environments: A Question of Quality*. London: Playlink.

Hughes, B. (2001). *Evolutionary Playwork and Reflective Analytic Practice*. London: Routledge.

Hughes, B. (2002). *A Playworker's Taxonomy of Play Types* (2nd ed.). London: Playlink.

Hughes, B. (2002). *First Claim – Desirable Processes: a Framework for Advanced Playwork Quality Assessment*. Cardiff: Play Wales.

Hughes, B. (2006). *Play Types: Possibilities and Speculations*. London: London Centre for Playwork Education and Training.

Kilvington, J. & Wood, A. (2018). *Reflective Playwork: For all who work with children* (2nd ed.). London: Bloomsbury Academic.

Lester, S. & Russell, W. (2008). *Play for a Change*. London: National Children's Bureau.

Nicholson, S. (1971). *How NOT to cheat children: the theory of loose parts* (62: 30-34). (n.p.): Landscape Architecture.

Play Wales. (2002). *First Claim – Desirable Processes*. Cardiff: Play Wales.

Play Wales and Play Education. (2001). *First Claim: a Framework for Playwork Quality Assessment*. Cardiff: Play Wales.

Russell, W. (2006). *Reframing Playwork, Reframing Challenging Behaviour*. Nottingham: Nottingham City Council.

Russell, W., Handscomb, B. & Fitzpatrick, J. (Eds.). (2006). *Playwork Voices: In celebration of Bob Hughes and Gordon Sturrock*. London: London Centre for Playwork Education and Training.

Sturrock, G., Russell, W. & Else, P. (2004). *Towards Ludogogy Parts I, II and III: The art of being and becoming through play*. Sheffield: Ludemos Associates.

