



Llywodraeth Cymru  
Welsh Government

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# Play Sufficiency Assessment

## Toolkit

### **PART FOUR**

#### **Additional information**

**Tools to support Local Authorities in  
conducting the Play Sufficiency Assessment**





# PART FOUR

## Tools to support Local Authorities in conducting the Play Sufficiency Assessment

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**Tool 1 – Options Analysis**

List the advantages for each option, giving 1 point for each advantage and -1 for every disadvantage.

Option	Advantages (+1)	Disadvantages (-1)	Score
<p><b>Conduct the Assessment 'in-house'</b></p>	<p>Here you may wish to consider:</p> <ul style="list-style-type: none"> <li>• If you would benefit from access to national support network</li> <li>• The range of local knowledge that will be needed to undertake the assessment</li> <li>• To what extent this will support you to undertake future assessments</li> </ul>		
<p><b>Use support from a local, regional or national partner organisation to provide capacity</b></p>	<p><b>!Unexpected End of Formula</b> Here you may wish to consider:</p> <ul style="list-style-type: none"> <li>• To what extent partnership working supports sustainability</li> <li>• Current practices/capacity in terms of partnership working</li> <li>• To what extent this activity engenders partnership working</li> <li>• The capacity of partners to contribute use of local expertise</li> <li>• The capacity of other organisations to become involved</li> </ul>		
<p><b>Outsource to an external agency to undertake</b></p>	<p>Here you may wish to consider:</p>		

<p><b>specific aspects</b></p>	<ul style="list-style-type: none"> <li>• To what extent outsourcing fills a skills gap</li> <li>• To what extent outsourcing supports with capacity</li> <li>• To what extent this will support you to undertake future assessments</li> </ul>	
<p><b>Outsource to an external agency in full</b></p>	<p>Here you may wish to consider:</p> <ul style="list-style-type: none"> <li>• To what extent outsourcing fills a skills gap</li> <li>• To what extent outsourcing supports with capacity</li> <li>• To what extent this will support you to undertake future assessments</li> <li>• To what extent this supports learning experience for Local Authority</li> <li>• The capacity for Local Authorities officers time to provide information to external agency</li> <li>• There capacity of partners to provide information</li> </ul>	

### **Tool 2 – Lead Officer Model Job Description**

#### **Role of Officer responsible for co-ordinating the Play Sufficiency Assessment**

##### **Main Purpose:**

- To lead the Play Sufficiency Assessment ensuring that it meets the requirements as set out in the Statutory Guidance enabling the Local Authority to identify both strengths and shortcomings and establish Action Plans to address gaps in provision where they are identified

##### **Responsibilities, Duties and Tasks:**

- To ensure that the broad range of stakeholders and partners required to gather information are engaged
- To identify, with partners mechanisms and procedures for consultation with children, providers, parents/carers, ensuring the utilisation of methods to engage groups which are traditionally hard to engage
- To ensure that data systems are current, maintained and upgraded as necessary
- To lead and oversee all activities of the Play Sufficiency Assessment ensuring that statutory duties are met
- To interpret the Statutory Guidance and the toolkit from the Welsh Government and to determine the methodology for gathering data
- To implement and manage systems for the collection and collation of appropriate data to produce an assessment of sufficient play opportunities
- To initiate relevant processes in the Local Authority and with external partners to address gaps in the sufficiency of play opportunities
- To create and develop systems to ensure the smooth flow of information across a number of internal and external partners to ensure all relevant data regarding sufficiency is utilised
- To take responsibility for developing and implementing Play Sufficiency Assessment plans and internal management/working groups
- To work with a range of key partners who have an involvement and interest in the Play Sufficiency Assessment
- To prepare progress reports for Directorates, Cabinet and individual partners as requested
- To keep abreast of local and national developments in Play Sufficiency Assessments.

Approaching the assessment corporately will ensure a comprehensive response. Welsh Government recognises that Local Authorities and their partners have a range of skills required to undertake a Play Sufficiency Assessment.

- Knowledge and understanding of play and the factors which impact on playing
- Experience of partnership working to develop policy
- Research and auditing skills
- Ability to undertake and analyse quantitative methods of social research, such as surveys
- Ability to undertake and analyse qualitative methods such as consultation groups
- Ability to identify gaps in provision
- Strong knowledge of local demographic needs
- Knowledge and experience of undertaking community consultation
- Knowledge and experience of participation with children and young people
- Knowledge of policy context

### **Tool 3 – Play Sufficiency Working Group Model Terms of Reference**

#### **Aim**

To work collaboratively to contribute to the development of the Play Sufficiency Assessment.

#### **1. Terms of Reference**

1.1 Under Chapter 2, Section 11 of the Children and Families (Wales) Measure 2010, all Local Authorities have a duty to assess for sufficient play opportunities.

1.2 The Local Authority is the strategic lead with regards to Play Sufficiency and is expected to work with partners to assess sufficiency of play opportunities in its area. It must complete its first assessment of play sufficiency by 1 March 2013.

1.3 The Play Sufficiency Assessment will be reviewed annually, to complete a new assessment every third year.

1.4 The Play Sufficiency Assessment will contribute to the overall needs assessment and the Securing Play Sufficiency Action Plan must be incorporated into the Single Integrated Plan.

1.5 The Local Authority is also the strategic lead with regards to play sufficiency as described in the second part of the duty. This will be commenced after consideration has been given to the assessments and plans for securing sufficient play opportunities.

#### **2. In undertaking the development and implementation of the above aims the Group will:**

2.1 provide accurate and up to date information and data to ensure the assessment takes into account:

- Population
- Diverse needs
- Space available for children to play
- Supervised play provision
- Structured recreational activities for children
- Access to space/provision
- Securing and developing the play workforce
- Play within all relevant policy and implementation agendas
- Information, publicity and events

2.2 take account of other consultations that have or are being carried out across the Local Authority.



2.3 seek support, advice and guidance from the Welsh Government, other Local Authorities, and Play Wales by sharing good practice/lessons learned.

2.4 ensure tasks are completed by the relevant department and within agreed time frames

2.5 ensure the timeline is monitored for slippage

2.6 agree the final layout of the Play Sufficiency Assessment findings.

### **3. The Principles adopted by the Working Group**

The Assessment should:

3.1 be carried out in a manner that is both ethical and moral

3.2 ensure that there has been sufficient representation from all partners with an interest in the Assessment

3.3 provide information to the Local Service Board to enable it to ensure that the Play Sufficiency Assessment is integrated into the planning, implementation and review of the Single Integrated Plan

3.4 provide a completed document that will inform the action plan for securing sufficient play opportunities within the Local Authority

3.5 provide a document that is available to the public on how the Local Authority will ensure sufficient play opportunities.

### **4. The Governance of the Working Group**

4.1 The Group will have representation of county council employees and key partners including the voluntary play sector.

4.2 The information shared at the group is recorded through notes of meeting.

4.3 The Play Sufficiency Working group will feedback its progress to the \_\_\_\_\_ (*add group and frequency*).

**Tool 4: Model Skills Audit Template**

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
Statutory Guidance: Policy Framework. <ul style="list-style-type: none"> <li>- Principle Statement</li> <li>- Context</li> <li>- Partnership Working</li> <li>- Maximising Resources</li> <li>- Play Sufficiency Assessment</li> <li>- Single Integrated Plan</li> </ul>	Across all Local Authority departments  Children and Young People’s lead officer  Play Officer lead  Children and Young People’s Partnership (CYPP)			
Matter A: Population	Children and Young People’s Partnership (CYPP)  Research/Performance Management Team  Infrastructure Project			

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Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
	audits (if recently updated)			
Matter B: Providing for diverse needs	Children and Young People's Partnership (CYPP)  Specific voluntary organisations  Children with Disabilities Team  Voluntary play organisations  Inclusion Officers			
Matter C: Space available for children to play	Planning Officers  Research Officers			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
	GIS Mapping Officers Play Officer or play organisations Parks Department Infrastructure Project Audits Town and Community Councils Voluntary play organisations Children’s survey			
Matter D: Supervised provision	Family Information Service (FIS) Play Officer			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
	Voluntary play Organisations  Head of Leisure  Children and Young People’s Partnership (CYPP)  Play Services  Community Development Service  Core Aim 4 Lead officer  Head of Youth Service  Education Services CYPP sub group co-ordinator			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
	Child Care Sufficiency Plan Officer  Flying Start  Sure Start  Clybiau Plant Cymru Kids' Clubs (CPCKC)			
Matter E: Charge for play provision	Children and Young People's Partnership (CYPP)  Research/Performance Management Team  Infrastructure Project audits (if recently updated)			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
	Play Services Leisure Services			
Matter F: Access to space/provision	Transport Highways Housing Associations Family Information Services Marketing and Communication Officer Childrens Survey Social media			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
<p>Matter G: Securing and developing the workforce</p>	<p>Core Aim 4 Group Lead Officer</p> <p>Early Years Development and Childcare Partnership (EYDCP)</p> <p>Child Care Sufficiency Plan Officer</p> <p>Play Services</p> <p>County Voluntary Council</p> <p>Workforce Development Plan Officer</p> <p>Flying Start</p> <p>Sure Start</p>			



Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
Matter H: Community engagement and participation	Community Development Service  Communities First  Play Services  Voluntary play organisations  Community Safety Partners  Children and Young People’s Partnership (CYPP)  Town and Community Councils			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
<p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Education Department                      Planning                      Traffic and Transport                      Health Social Care and Wellbeing (HSCWB)                      Plan Lead Officer                      Core Aim Groups 1, 5, 6 &amp; 7                      Community Development Service                      Communities First                      Play Services                      Voluntary play organisations                      Community Safety</p>			

Matter	Where the information may be held	Contact person	Other people involved	Date information gathered / to be gathered
	Partners Social Media			

An extended tool 4 is available on the Play Wales Web site: <http://www.playwales.org.uk/playsufficiency>

### **Tool 5 – Sample Survey Questions and Notes for Facilitators**

**These questions can be adapted to gauge the general views of a population group, or be used by specific groups to review the provision they offer children. Alternatively, a few may be selected as part of other Local Authority surveys. In each case, the same questions should be used to ensure good comparison with other groups, and over time.**

The sample answers are not exhaustive and facilitators can encourage more extensive responses.

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According to the United Nations Convention on the Rights of the Child (UNCRC) you have the right to say what you think should happen when adults are making decisions that affect you. These questions are to help us find out what you think about the places where you play or spend time with your friends near where you live when you are not in school or nursery.

#### **1 How often do you go out to play and hang out with friends?**

*(Note for facilitator: this provides information that can contribute to information about the amount of time children play in their community)*

- I play or hang out with friends most days
- I play or hang out with friends a few days a week
- I hardly ever play or hang out with friends outside
- I don't play or hang out with friends outside

#### **2. When you go out to play and hang out, what do you like doing?**

*(Note for facilitator: this is designed to help children think about what they like doing before answering the other questions. You may choose not to use it for analysis, but it can be a useful tool to think about what you can be providing)*

- Riding bikes
- Chatting and being with my friends
- Running and chasing games
- Playing hide and seek
- Playing armies and soldiers
- Looking for bears, dragons, fairies and things
- Rolling down hills
- Exploring
- Having a walk
- Having adventures
- Looking for bugs and stuff
- Playing in the mud
- Playing in the water

Climbing things  
Building dens  
Playing ball games  
Hanging out  
Being in the trees  
Making swings  
Fishing  
Looking for dragonflies and butterflies  
Making bike tracks and courses  
Having a picnic  
Spending time with the grown-ups in my family  
Being in the fresh air  
Other stuff

**3. Playing and hanging out makes me feel ...**

*(Note for facilitator: this is designed to help children think about what they like doing before answering the other questions. You may choose not to use it for analysis, but it can be a useful tool to think about what you can be providing)*

Happy  
Excited  
Scared  
Bored  
Lonely  
Afraid  
Active  
Brave  
Quiet  
Peaceful  
Adventurous  
Loud  
Sad  
Glad to be with friends  
Glad to be on my own  
Glad to be with my family  
Other feelings?

**4. When I am playing or hanging out in my neighbourhood**

*(Note for facilitator: this is designed to help you determine to what extent children are satisfied with local play opportunities and experiences. You can suggest to children that they think about their answers to questions 2 and 3 and ask how much they can do these things near their homes)*

I can do most of my favourite things  
I can do some of my favourite things

I can do hardly any of my favourite things

**5. Where is your favourite place to play or hang out when you are not in school?**

*(Note for facilitator: this is designed to help children think about what might be possible – they should tick the places they like BEST even if there are none of these in their neighbourhood)*

- Garden or friend's garden
- Streets near my house
- Local grassy area or field
- A place with bushes, trees and flowers
- Play area with swings, slides and other stuff to play on
- The woods near my house
- Football field or sports pitch
- School playground
- Play area that has water or sand in it
- Cycle or skate park
- Community centre or leisure centre
- Beach, seaside, river
- Somewhere else?

**6. In your neighbourhood, which of these is true?**

*(Note for facilitator: suggest to children that they think about those places in the question above and ask how many of these are available in their neighbourhood)*

- There are lots of my favourite places to play or hang out
- There are some of my favourite places to play or hang out
- There are hardly any of my favourite places to play or hang out

**7. When you go out to play**

*(Note for facilitator: this is designed to help children think about to what extent they can travel independently through their neighbourhood)*

- I can go out on my own
- I can go out with my friends
- I only go out with my brother or sister
- I only go out with an adult
- I don't go out to play at all

**8. What stops you playing out?**

*(Note for facilitator: this is designed to help to identify some of the barriers to, or, reasons why children are not playing out in their neighbourhood)*

I'm not allowed to go out to play and hang out  
I'm too busy with homework  
I'm too busy with playing games on the Xbox/PS/Wii  
I'm too busy with clubs like football or other things  
I don't go out to play if its raining or cold  
I don't go out to play and hang out as it's too dark  
I don't go out to play and hang out because of bullies  
I don't go out to play and hang out because of other grown-ups  
I don't like getting wet and muddy  
I'm not allowed to get wet and muddy  
There's too much dog mess where I like to play  
There's nothing to play with there  
There's nobody to play with there  
There are too many motorbikes there  
It's hard to cross the road to get there  
I'm not allowed to cross the road to get there  
Something else?

**9. How can we help you come to play and hang out more often?**

*(Note for facilitator: this is designed to help you to think about initiatives or plans that could address some of the barriers playing children face in their local area)*

Find safer ways to cross the roads to go out/get around  
Talk to adults who tell us not to play or hang out  
Help us deal with the bullies  
Ask dog owners to pick up the dog mess  
Help my parents understand that its okay to play and hang out  
Something else?

**Some questions about you:**

*(Note for facilitator: these questions allows you to check that those answering are representative of the local child population)*

Are you a boy or a girl?

Boy  
Girl

How old are you?

Which nursery or school do you go to?



*(Note for facilitator: this helps you to identify the group of children that have answered the survey)*

What is your postcode at home?

### Survey Monitoring Form

You will have gathered population data and so should have a reasonable idea about the demographics in your area. A good survey will ensure that the views collected are representative of the local demographics.

This form allows the person facilitating the survey to check that the children sampled is representative of the local population. It also helps to ensure that the views of children who may not normally take part in traditional consultation exercises are gathered. It will also help demonstrate that you have sought the views of children with diverse needs.

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**Name and contact details of facilitator:**

**Time and date of survey:**

**Location of survey:**

**Number of children taking part:**

**Age:** (as relates to Statutory Guidance) boys                  girls                  total:

**Number of children considered disabled:**

<b>Child's impairment</b>	<b>Number of children:</b>
Learning disability	
Visual impairment	
Hearing impairment	
Deaf-blind	
Physical or motor impairment	
Physical health problem	
Mental health problem	
Combination of impairments	
Unspecified	

**Number of children from different ethnic/cultural groups**

**Ethnic/Cultural Background**

**Number of children:**

Asian or Asian British

Black or Black British

Chinese or East Asian

Gypsy Traveller

Mixed

White British

White from another country

**Number of children whose first language is Welsh:**

**Number of children whose first language is other than English:**

**Other relevant information:**



	<b>Survey questionnaires</b>	Paper or online surveys can be undertaken in schools or other community groups.
<b>Children aged 12-17</b>	<b>Survey questionnaires</b>  <b>Interactive activities</b>	<p>Paper or online surveys can be undertaken in schools or community and youth groups.</p> <p>Children can be asked the questions during group activities with the facilitator. The facilitator records the responses.</p> <p>Ideas can be found in:</p> <p><i>Participation: Spice it up!</i> This is a resource for all professionals who work with children – including Local Authority staff; teachers; play and care workers and health professionals. (ISBN 1841870757)</p> <p>The facilitator can clarify to children that the terms ‘play’ and ‘playing’ includes spending time with friends in their local area.</p>

**Tool 7 – Impact Assessment Template**

**Name of strategy/project/policy/process/function:**

**Name and contact details of the Officer(s) responsible for the assessment:**

**Purpose and aim(s) of the policy, process or service:**

**Who will benefit mainly from this policy, process or service?**

**What information and/or data (evidence) has been obtained to impact assess this policy, process or service?**

**Has a negative impact been identified in any group?**

**Is that impact legal? (ie does it unlawfully discriminate in relation to equality legislation)**

If the answer is yes, outline the reasons why.

**Could the impact be minimised or removed?**

**Does the policy, process or service have a positive impact on any group?**

Include the reason for positive impact and outline how and why this will be positive.

**If there is no evidence that the strategy, policy or project promotes equality and diversity or improved relations could it be adapted to do so?**

If the policy, process or service does not have a positive impact, state any changes that could be made to incorporate this.

**Conclusion**

Summarise the outcome of the screening process including decisions made about proceeding or not to the full impact assessment stage.

**Tool 8 – Considerations to Include in Access Audits for Settings**

**Getting There**

It is important to be aware of the transport links to the setting, so information can be shared with carers and visitors.

**Public transport**

	Yes	No	Action
Is there a regular bus service?			
Are the buses accessible?			
Is the stop nearby?			
How often do they run?			
Is there a regular train service?			
Is the station nearby?			
Is the station accessible?			
How often do they run?			



**Reasonable adjustments:**

- Plan local trips within walking distance.
- Contact the local bus company for times when 'kneeling' buses are used along the route.
- Check accessibility with the local station.
- Use accessible mini buses, coaches when going on longer distance trips.
- Ask parents/carers at first contact/phone call if they need transport information.

**Transport that you provide for children at your setting**

	Yes	No	Action
Would you need to make any changes to the transport you provide?			
Would you have sufficient room in your vehicle to transport extra equipment for a child?			
Are you presently using accessible buildings and services?  <b>i.e. toddler groups, holiday outings or playgrounds.</b>			

**Reasonable adjustments:**

- When making visits to risk assess outings, also remember to look at the accessibility of: toilets, entrances and exits, seating, accessibility of fixed play equipment, and if any discounts or assistance when using a facility with a child with a disability are available.
- Show groups and services you are accessing with children your audit and encourage them to look at accessibility.

**Private car**

(Parents dropping off and picking up children)

	Yes	No	Action
Can cars stop near the entrance?			
Is there car parking on site?			
Are there dropped kerbs from the roadside to the entrance?			
Is the parking area on level ground?			
Kerbs need to be dropped or lowered across driveways, but this will also help everyone access the pavement. Kerbs should also be colour-contrasted with the pavement and the road to help people with visual impairments to access the pavement.			

**Entrances and exits**

	Yes	No	Action
Are there steps leading up to the entrance? <b>If yes, how many and how steep?</b>			
Is the intercom/doorbell at a height that wheelchair users could use? <b>ie at the most 1200mm above floor level.</b>			

<p>Do you have ramped access?  <b>(See information box below if you have a ramp fitted already)</b></p>			
<p>Is the door easy to pick out from its surroundings?</p>			
<p>Can the door be opened easily?  <b>ie it's not heavy or needs forcing.</b></p>			
<p>Is the entrance wide enough for modern wheelchairs and equipment?  <b>The recommended width for a door is 800mm as it allows easy access, but an entrance door should be at least 750mm wide.</b></p>			
<p>Are any glass panels around the entrance clearly marked?  <b>ie frosted, stain glass, or framed.</b></p>			

### **Reasonable adjustments:**

- If a child using a wheelchair cannot access your building make it explicit in your information and always offer appropriate assistance.
- If a disabled child with a physical impairment is requesting a place, pre-visit the child at home to find out how the parents overcome access difficulties.

### **Ramps (only if you have one already):**

Ramps need to be gently sloping, fitted with colour-contrasted handrails with a durable non-slip surface. The maximum gradient for a ramp is 12 ie 1:12, anything higher is very steep and may require assistance when being used. The gentler the gradient the easier it is to use.

**Inside the building**

**Steps and ramps**

	Yes	No	Action
Are there any steps immediately inside the building?			
Are there any sets of steps that lead to indoor/outdoor areas?			
Do any ramps/steps used have handrails?			
Are any ramps at reasonable inclines?			

**Reasonable adjustments:**

- Use an alternative route that does not use stairs.
- Work with the child and their family; undertake lifting and moving training.

**Doors**

	Yes	No	Action
Are doors easy to open? <b>i.e. not heavy or need to be forced.</b>			
Are doorways wide enough? <b>ie 800mm to fit an adult wheelchair.</b>			
Are doors easy to identify from the surroundings? <b>ie through colour-contrasting.</b>			
Painting the doorframe a different/contrasting colour to the door helps people to find entrances and exits to rooms, because it is easily identified from the surroundings.			

**Reasonable adjustments:**

- Write a statement of accessibility for parents/carers informing people you have stepped access, but a willingness to find alternative ways to get around access difficulties.

**Corridors**

	Yes	No	Action
Are handrails fitted along corridors?			
Are corridors wide enough? <b>i.e. 800mm to fit an adult wheelchair.</b>			
Are corridors kept clear of obstruction?			



**Floors**

	Yes	No	Action
Are floor surfaces even?			
Are floor surfaces non-slip?			

**Reasonable adjustments:**

- Ensuring floor surfaces are well maintained and in a good state of repair.

**Fire exits**

	Yes	No	Action
Are flashing fire alarms fitted?			
Does the fire procedure include a safe area or specific route for people using wheelchairs?			

**Reasonable adjustments:**

- Contact your local fire service requesting they visit you and the children in your setting to help put together a fire plan. Ask them if any changes need to be made to it for a child with a physical impairment.
- If you have a fire alarm or smoke detection devices, think about how you would let people with hearing impairments know that they had been activated.



**Toilets**

	Yes	No	Action
Are toilets accessible?			
Are your toilets large enough for wheelchairs? <b>ie 800mm entrance width with enough room for another adult.</b>			
Are there changing facilities for older children?			

**Reasonable adjustments:**

- An appropriate changing space should be agreed by the child and their parent/carer.
- Find out where equipment such as changing mats/portable toilet seats can be loaned if required. Many parents can provide equipment used at home.

### Communication and signage

To support physical access to services it is important to develop accessible information resources.

	Yes	No	Action
Is your parent information available in different formats? Large print, audio-tape etc.			
Is it in contrasting colours? <b>ie black print and white and yellow paper, or white print on dark blue paper.</b>			
Is it in clear language? <b>ie in plain English, free of complicated sentence structures and confusing vocabulary.</b>			
Are there welcoming statements? <b>ie you welcome all children, and parents/ carers can approach you for support.</b>			

Is information for children and their parents available in the language of the community?			
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- Reasonable adjustments:**
- Re-format existing parent information to 16 point (minimum size) using san serif fonts with clear spacing and simple colour combinations.
  - Have a copy of your parent information available audibly.

**Communication devices**

**Induction Loop:**

An induction loop system enables a hearing aid wearer to communicate more effectively. The system tunes into a specific frequency, which cuts out background noise and helps the hearing aid wearer to hear the person they are talking to more clearly.

**Reasonable adjustments:**

- Portable induction loop systems can be hired.
- Find out where to find advice and support when working with a child or adult with a hearing impairment.
- Use a quiet, well lit area for communicating with children and adults with hearing impairments.

**Minicom Systems:**

A Textphone/minicom is a system that enables people who cannot use a conventional phone to do so, such as people who are deaf and those with a hearing or speech impairment.

**Signs**

Signs should be in both words and symbols to enable everyone who uses your services to follow them. Signs should be of a reasonable size for all to see, in bold, easy to read print. If you have laminated signs and information, try to use matt laminate slips, rather than gloss laminates, because people with visual impairments find the gloss reflects too much light, which makes the information difficult to see.

**Reasonable adjustments:**

- If you use activity or area signs involve the children in creating the signs, by taking matt photographs of them using the area. You do not necessarily have to have a symbol, but a picture/photograph would help.

**Play equipment and furniture**

**Furniture**

	Yes	No	Action
Is there a quiet area or chill-out zone?			
Are some tables of an appropriate height to be used by wheelchair users?			
Is there a mixture of chairs provided?			
Do they give adequate support?			

Is the furniture in the setting easy to manoeuvre around?			
Having equipment of different heights and sizes enables all children to sit and play together, as they can use the tables and chairs that best suit their needs. A mixture of chairs both with and without armrests should be provided where possible, as chairs with armrests can provide support for people sitting down or standing up, yet they are not suitable for everyone.			

- Reasonable adjustments:**
- Ask parents/carers if their child has any equipment and how to set it up safely, such as standing frames and walkers.
  - Find out where equipment can be loaned.
  - Booster seats may be an alternative, or collapsible tables.

**Outdoor play space**

	Yes	No	Action
Is the surface of the outdoor play area in good repair?			
Could a child with a physical impairment access this space using the same route as other children?			
Is seating provided?			
Are there any steps or ramps in this outdoor space?			

- Reasonable adjustments:**
- Find an alternative route to access the outdoor play space.
  - Take indoor seats outside during outdoor play sessions.
  - Consider if you would be prepared to lift a child over access obstacles such as steps.

**Equipment**

	Yes	No	Action
Do you have any specialist or sensory equipment?			
Have you adapted games and activities to meet the requirements of disabled children?			
Is the general equipment accessible and inclusive?			
<p><b>Reasonable adjustments:</b></p> <ul style="list-style-type: none"> <li>▪ Find out where specialist and sensory toys can be hired/borrowed.</li> <li>▪ Ask the children about changing rules and adapting games, such as bean bags throw games while sitting on chairs.</li> <li>▪ When purchasing new toys, books and pictures think about whether they depict disabled people in a positive way.</li> </ul>			

**Practitioners training**

	Yes	No	Action
Have you or other staff trained in sign language/Makaton?			
Have you or other staff had any experience of working with children with complex impairments?			
Have you or other staff accessed Inclusive Play training?			
Do staff have access to a range of training and professional development in order to ensure that they have access to materials about a range of disabilities?			



Do staff have access to a range of training and professional development in order to ensure that they have access to materials about a range of cultural issues?			
--	--	--	--

- Reasonable adjustments:**
- Find out where to access support if you were approached for a place for a disabled child.
  - Create a training action plan and find out more about Inclusive Play training.

**Tool 09 – Play Space Assessment Template**

Name of site:			Site observation made by:	
Site observations:	Observation day and date:	Observation period (e.g. half term/after school/during school day/weekend/evening)	Time of observation period:	Weather:
Key features of site:	Brief description of main features including access points (such as slopes, trees, shrubbery, vantage points, areas to hide, things to climb up or clamber over, seating and gathering points, level areas; as well as any manufactured play equipment features that may have been installed). Note any specific areas of usage shown, for example by worn grass, broken branches, bike tracks, litter, graffiti. These can be further detailed below in any activity observations made			
Usage by children and adults: (numbers)	Male:	Female:	Approx. age: (e.g. Under 3, 4-7, 8-12, 13-15, 16-17)	Total:
Children in a group:				
Solo children:				
Accompanied by adults:				
Adult only:				

Activity observed by presence of children:		If not present, record of signs of children being there and making use of site:
Walking, travelling through the space:		
Sitting, gathering, hanging out:		
Riding bikes, scooters, skateboards:		

Use of natural features (e.g. trees, bushes, mounds, hills):		
Playing with elements (water, earth [mud], fire, air):		
Use of senses (taste, smell, sight, sound, texture):		
Movement (e.g. running, jumping, climbing, balancing, rolling):		
Rough and tumble:		

Risk and challenge (physical):		
Playing with props/ loose parts:		
Playing with identity:		
Use of motorised vehicles (e.g. motorbikes or quads):		
Dog walking:		

**Play Space Action Plan** – recommendations for developing and enhancing the site to increase ‘playability’, including any actions for protecting the way that children and young people are currently using the site, making reference to activities observed.

Actions for developing and enhancing play space:

For example – Children are making use of the raised wooded area alongside the play space for building dens and playing tip. Access to this area is currently blocked by a wire fence that has been pushed down – explore formalising access to this space.

Actions for protecting play space:

For example – The existing swings are in need of refurbishment but are extremely well used. Refurbish and incorporate into new space design. Consider more natural safety surfacing (sand or bark).

## **Tool 10 – The Playwork Principles**

Playworkers operate under the ethos of the Playwork Principles. The Playwork Principles help in explaining the role of the playworker:

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.

## Tool 11 – Quality Assessment Tool

This Quality Assessment tool is based on the First Claim Framework and will support play settings to determine to what extent they are offering access to a rich play environment.

**Does the play setting allow staff to adhere to the Playwork Principles?**  
(Never? Sometimes? Often? Mostly?)

**Does the environment we create with children enable them to play with:**

**Fire** (Never? Sometimes? Often? Mostly?)

*For example: candles, tea lights, matches, storm kettle, cotton wool, twigs, sticks, barbeque, tongs, old baking trays or woks*

---

**Water** (Never? Sometimes? Often? Mostly?)

*For example: plastic bottles, jugs, buckets and bowls, polythene sheets/tarpaulins, water bombs, bins, aqua-rolls, pipes and guttering, hose, trowels, washing-up liquid, tubs, water pistols*

---

**Air** (Never? Sometimes? Often? Mostly?)

*For example: plastic bags, polythene, balloons, inflatables, earth balls, zip wire, stuff to make kites, windsocks, planes, wind chimes, flags, banners, pumps and syringes, fan, pipes, funnels, panpipes, didgeridoo*

---

**Earth (and snow, clay and sand)** (Never? Sometimes? Often? Mostly?)

*For example: trowels, forks, spades, buckets, bowls, tubing, sections of down pipes/guttering, sledge*

---

**Identity** (Never? Sometimes? Often? Mostly?)

*For example: hats, wigs, belts, make-up, face paints, mirrors, cameras, wide range of different types and sizes of fabrics and pieces of material, masks, skin-tone paints, bags, jewellery, glasses*

---

**Concepts** (Never? Sometimes? Often? Mostly?)

*For example: witch's hat, judge's wig, white netting, swords/guns, clock, scales, barometer, baby's bottle, weathervane, binoculars, kaleidoscope, bunch of keys, globe, helmets, microphone, giant dice, measuring tape/jugs, veils, coffin, thermometer, children's atlas, encyclopaedia, cookery book, cultural artefacts (masks, religious symbols, animals, dragons, unicorns)*

---



**The Senses** (Never? Sometimes? Often? Mostly?)

*For example: varied lighting – lamp, fairy-lights, torches, candles, darkness, incense sticks, cooking and food-tasting, herbs and spices, flowers and plants, wide range of music from around the world, instruments, a variety of natural textures, colours and images*

---

**A Varied Landscape** (Never? Sometimes? Often? Mostly?)

*For example:*

*Indoors – large and easily movable stuff (stepladders, stage blocks, mats, free standing partitions), ceiling and wall hooks, corners and hidey-holes, steps*

*Outdoors – structures, different heights/levels, hills, mounds, slopes, trees, bushes, bridges, pits, swings, aerial runway, garden, ditches, tunnels, open and closed spaces*

---

**Materials** (Never? Sometimes? Often? Mostly?)

*For example: pots/pans, parachute, inflatables, surf boards, cargo nets, hammocks, bean bags, fire-pit, holes in the ground, trolleys, wheelie bins*

---

**Building** (Never? Sometimes? Often? Mostly?)

*For example: cardboard, wood, pallets, tarpaulins, sheets/curtains, chicken-wire, egg boxes, withies, rope, tools, nails, hooks, wheels, tyres, plus range of smaller loose parts*

---

**Change** (Never? Sometimes? Often? Mostly?)

*For example: props and means to change, move, redecorate and redesign in order to create new transient or semi-permanent spaces*

---

**Focuses** (Never? Sometimes? Often? Mostly?)

*For example: new and wacky or unusual resources e.g. earth ball, unicycle, shredded paper, luminous paint, piles of bandages, mirror ball, dead mouse, microphone, free-standing door, large or distorted mirrors, special events*

---

**Choices** (Never? Sometimes? Often? Mostly?)

*For Example: a wide range of props and possible options with free access by all children*

---

**Alternatives** (Never? Sometimes? Often? Mostly?)

*For example: outdoor pursuits (e.g. canoeing, climbing), trips off-site, residentials, sleepovers, camp-outs, visiting specialists (art, dance, music, circus etc.), star-gazing, old fashioned toys*

---

**Tools** (Never? Sometimes? Often? Mostly?)

*For example: hammers, screwdrivers, saws, nails/screws, drills, chisels, craft knives, cutters, staplers, forks/spades, pliers, hoe/rake, shovels, crowbar, axe, brushes, needles, nuts/bolts, clips/pegs, sieves, measures, spirit level*

---

**Loose parts** (Never? Sometimes? Often? Mostly?)

*For example: ropes, tubs, barrels, blankets, bricks, breeze blocks, pallets, boxes, vessels, mats, crates, cushions, ladders, poles, sticks, tape, pegs, old electrical equipment*

---

**Risk** (Never? Sometimes? Often? Mostly?)

*For example: props and opportunities for climbing, balancing, building, biking, wrestling, jumping, fire-building, tool use.*

---

A Playwork Provision Assessment should provide the following information:

- Name of setting.
- Type of setting.
- Area/community.
- Ages.
- Number of places.
- Number of inclusive places offered.
- Opening days/dates/times.
- Cost.
- Qualitative narrative.

## **Tool 12 – Employee Workforce Questionnaire Template**

### **Personal Information**

Name

Address

Gender

### **Employment Information**

#### **Do you work for a**

Local Authority

Charity or not-for-profit organisation

Private employer

School

Not applicable

Other (please specify)

#### **What sector do you work in?**

Playwork

Youth work

Education

Early Years

Social Care

Social Work

Outdoor recreation

Sport and Leisure

Health

Police

Women's Aid

Planning

Transport

Not applicable

Other (please specify)

#### **What is your job title?**

#### **Briefly tell us your job role**

#### **Do you work:**

On a full-time basis

On a part-time basis

As a volunteer

On a temporary (i.e. seasonal)

Sessional hours  
Not applicable

**What is the highest qualification you have achieved?**

GNVQ  
GCSE  
AS Level  
A Level  
A2 Level  
NVQ  
National diploma  
National certificate  
First diploma  
First certificate  
Key skills  
BTEC award  
OCN credit(s)  
Access to FE  
Access to HE  
Welsh Baccalaureate  
Baccalaureate (other)  
Foundation Degree  
HE First Degree  
HND  
HNC  
HE Postgraduate  
HE Professional or HE Vocational  
Other undergraduate qualification  
No formal qualification  
Other (please specify)

**If you are you working towards a further qualification, please indicate:**

GNVQ  
GCSE  
AS Level  
A Level  
A2 Level  
NVQ  
National diploma  
National certificate  
First diploma  
First certificate  
Key skills  
BTEC award  
OCN credit(s)  
Access to FE  
Access to HE  
Welsh Baccalaureate

- Baccalaureate (other)
- Foundation Degree
- HE First Degree
- HND
- HNC
- HE Postgraduate
- HE Professional or HE Vocational
- Other undergraduate qualification
- Not applicable
- Other (please specify)

### **Training Needs**

#### **What training needs do you think you have?**

- General course on understanding children's play
- Course on children's play specific to your job role
- Playwork Level 2 qualification
- Playwork Level 3 qualification
- Playwork Level 4 qualification
- Playwork HE qualification

#### **Are you able to access this training locally now?**

- Yes
- No

#### **If you answered yes to the above question, please tell us who provides this training**

#### **Please tell us how you are currently able to fund training?**

- Local Authority
- Current employer
- Pay myself
- College
- Other (please specify)

#### **When would you be able to attend training sessions?**

- Daytime
- Evenings
- Weekends

#### **How far can you travel?**

#### **Where would you ideally like to study?**

**How would you like to study?**

Classes  
Seminars  
E-learning  
Home study

**How long can you commit to training?**

Short course  
Extended study  
Block study  
Please give any specific details

**Briefly tell us why you feel you need to better understand children’s play**

---

**Equality Monitoring**

**Marital Status**

**Do you have any disabilities or health problems that affect your work?**

Yes  
No

**If yes, what is your primary type of disability?**

Visual impairment  
Hearing Impairment  
Physical and/or mental difficulty  
Behavioural, emotional or social difficulties  
Multi-sensory impairment  
Autistic spectrum disorder  
Speech, language and communication difficulty  
Moderate learning difficulties  
Severe learning difficulties  
Profound and multiple learning difficulties  
Specific learning difficulties

**Do you live and/or work in Wales?**

Yes  
No

**What is your ethnic origin?**

Asian-Bangladeshi

Asian-Indian  
Asian-Pakistani  
Other Asian background  
Black-African  
Black-Caribbean  
Other Black background  
Chinese  
Mixed-White/Asian  
Mixed-White/Black African  
Mixed-White/Black Caribbean  
Mixed-White/Other  
White  
Not known  
Information refused  
Other (please specify)

**What is your first language?**

Welsh  
English  
Other (please specify)

**Are you a Welsh speaker?**

Fluent  
Not fluent  
Not Welsh speaker

**What is your preferred language of learning?**

English  
Welsh  
Other (please specify)

**Are you a lone parent?**

Yes  
No

**Is there any other information you would like to add?**

**Tool 13 – Employer/Setting Questionnaire Template**

**Employer/setting Questionnaire template**

<b>Employer details:</b>	
<b>Name of setting:</b>	
<b>Contact name:</b>	
<b>Address</b>	
<b>County:</b>	
<b>Postcode:</b>	
<b>Telephone:</b>	
<b>Email:</b>	

**Your play setting**

**Q1. On average over the last 12 months, how many children attended the play setting?**

**Q2. Of those identified in Q1, how many were in the following age groups?**

Please enter numbers

Very young children (0-3)	
Younger children (4-7 years)	
Older children (8-12 years)	
Young people (13-15 years)	
Young people (16-17 years)	
<b>Total</b>	



**Q3. Of those identified in Q1, how many are:**

**Number of children considered disabled:**

**Child's impairment**

**Number of children:**

- Learning disability.
- Visual impairment.
- Hearing impairment.
- Deaf-blind.
- Physical or motor impairment.
- Physical health problem.
- Mental health problem.
- Combination of impairments.
- Unspecified.

**Number of children from different ethnic/cultural groups**

**Ethnic/Cultural Background**

**Number of children:**

- Asian or Asian British.
- Black or Black British.
- Chinese or East Asian.
- Gypsy Traveller.
- Mixed.
- White British.
- White from another country.

**Number of children whose first language is Welsh:**

**Number of children whose first language is other than English:**

**Playworkers in your play setting**

**Q4. In total, how many individuals provided playworkers are there in your setting?**

Please note these are the roles playworkers play, rather than their level of qualification.

<b>Type of playworker</b>	
Senior Playworker	
Playworker	
Assistant Playworker	
Play Development Worker	
Play Ranger	
Mobile Playworker	
Inclusion Playworker	
Student Playworker	
Other playworker role (please specify)	
<b>Total</b>	

**Q5. Of those playworkers identified in Q4, how many were in the following categories?**

Note: travel and other sundry expenses do not count as payment

Unpaid (voluntary) fewer than 10 hours per week	
Unpaid (voluntary) 10 hours or more per week	
Paid part-time/sessional for fewer than 10 hours per week	
Paid part-time/sessional for 10 hours or more per week	
Paid full-time for over 30 hours per week	
<b>Total</b> (this should be the same number as Q4)	

**Playwork qualifications and continuous professional development**

**Q6. Of those playworkers identified in Q4, how many hold a playwork qualification at the following levels?**

Enter numbers in table.

No qualification	
Level 2	
Level 3	
Level 4	
Higher Level qualifications	
<b>Total</b>	

**Q7. Has your play setting provided any of the following Continuing Professional Development (CPD) opportunities for its playworkers in the last 12 months either directly or by funding the opportunity?**

Insert the number of playworkers who have undertaken each type of CPD.

	<b>Provided by the play setting (number of people)</b>	<b>Funded by the play setting (number of people)</b>
Playwork conferences		
Education outside playwork		
Online learning (i.e. internet)		
Reading playwork books, magazines and journals		
Watching playwork DVDs, videos, CD-ROMs		
Working with a playwork mentor		
Working with/observing playworkers		
Workshops/training events/courses		
Other (please specify)		

**Playwork gaps**

**Q8. Has your play setting been able to provide the widest range of play opportunities to children?**

For example, has demand from existing participants, or new participants, exceeded the provision that the play setting and its playworkers is able to offer?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

**Q9. If no, please indicate why? (tick all that apply)**

Lack of playworkers with the appropriate skills/qualification/experience	<input type="checkbox"/>
Playworkers do not have the time available	<input type="checkbox"/>
Our playworkers work in other play settings/for the Local Authority/school	<input type="checkbox"/>
A playworker, or playworkers, have left/retired from the play setting	<input type="checkbox"/>
We cannot afford to train playworkers	<input type="checkbox"/>
We cannot afford to pay playworkers to attend training	<input type="checkbox"/>
We cannot afford to pay playworkers to provide the sessions	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>

**Q10. If you answered 'No' to Q8, have you tried to fill/recruit for the gap in your staffing levels?**

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

**Q12. Please describe any reasons why you have not tried to fill/recruit for the gap in your playwork provision.**

**Q13. What are the main problems you experience when recruiting new playworkers?**

--

**Q14. Do you plan to make any changes to playwork provision over the next 12 months?**

Yes	
No	

**Q15. If 'Yes', please indicate which changes you plan to make:**

Increase the number of playworkers	
Improve the level of qualifications our playworkers have	
Introduce a new training programme	
Replace our current playworkers because they will be leaving	
Decrease the number of playworkers	
Reduce the amount of play provision we offer	
Apply for CSSIW registration	
De-register with CSSIW	

Please provide reasons for changes

--

**Q16. If you plan to increase the number of playworkers, how many will be in each of the following categories?**

Unpaid (voluntary) fewer than 10 hours per week	
Unpaid (voluntary) 10 hours or more per week	
Paid part-time and paid sessional; fewer than 10 hours paid work per week	
Paid part-time and paid sessional; 10 hours or more paid work per week	
Paid full-time; Over 30 hours paid work per week	
All additional	

**Q17. What type of CPD opportunities would you like your playworkers to access in the next 12 months?**

Opportunity	Number
Induction	
Level 2 playwork qualification	
Level 3 playwork qualification	
Level 4 playwork qualification	
Higher Level qualifications	
Workshop/training event/course	
Playwork conference(s)	
Working with a mentor	
Other (please state)	

**There is a range of methods currently used to help manage performance, provide feedback and support, and identify learning needs**

Please tick any that you use in your setting

Job description

- Induction
- Regular supervision
- Learning needs analysis
- Appraisal
- Staff observation by manager
- Staff observation by peers
- Others (please describe)

These are all important methods that leaders and managers should be using to help improve and maintain safe, quality practice amongst staff. If you are not using some or all of these, what are the reasons?

**Q18. Do you have any other comments that you would like to feedback concerning playworkers and playwork settings?**

Please provide details in the box.

## **Tool 14 – Model Risk Benefit Management Policy**

The model risk management policy provides a format that can be adapted for local use. The policy sets out the risk-benefit approach to managing risks and allows input of procedures for particular aspects of the policy, for example; frequency of inspections and routine maintenance programmes.

### **Sample Risk Management Policy**

This policy has been developed to provide a coherent, consistent and balanced approach to the management of risk by \_\_\_\_\_ to ensure greater clarity of understanding around this issue.

In doing so, the policy aims to present some challenge to the existing risk adverse nature of our society that can limit children's play experiences.

The policy is supported by the following High Level Statement issued by the Health and Safety Executive (HSE) and the Play Safety Forum in 2012:

### **Children's play and leisure: promoting a balanced approach**

Health and safety laws and regulations are sometimes presented as a reason why certain play and leisure activities undertaken by children and young people should be discouraged. Such decisions are often based on misunderstandings about what the law requires. The HSE has worked with the Play Safety Forum to produce a joint high-level statement that gives clear messages tackling these misunderstandings. HSE fully endorses the principles in this Statement.

- This statement makes clear that:
- Play is important for children's well-being and development
- When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits
- Those providing play opportunities should focus on controlling the real risks, while securing or increasing the benefits – not on the paperwork
- Accidents and mistakes happen during play – but fear of litigation and prosecution has been blown out of proportion

### **Risk Management Systems**

'Risk Management' in this policy is used to refer to all elements involved in the management of risk that can, and should, incorporate much more than paper risk assessments alone. Where all these elements are appropriately supported there is potential to develop more robust and better-informed risk management systems.

### **Providing for risk and challenge in play provision**

This Local Authority recognises that childhood is full of new experiences, which necessarily involve some degree of risk taking, whether it be physical or emotional, because they require the individual to engage with that, which is uncertain. Childhood



is a continuous process of trial and error with the potential for achievement but also the inevitability of accidents. Children would never learn to walk, climb stairs or ride a bicycle unless they were strongly motivated to respond to challenges involving risk of injury.

We have a duty of care to try and protect individuals accessing our services and facilities from the potentially, long-term, damaging effects of being exposed to serious and unreasonable physical and emotional harm. However in doing this we must not overlook, or seek it at the expense of, also enabling children to actively participate in their own personal development of health, wellbeing and resilience, as a result of engaging in situations with uncertain outcomes.

### **Risk-Benefit Assessment**

Decisions about what is reasonable and the desirability of children engaging with hazards will be made using a risk-benefit approach. This process involves considering the potential benefits afforded by an opportunity alongside any potentially negative outcomes and then making a judgement about whether the potential for injury is proportional to the benefits i.e. do the potential benefits justify allowing risk of injury to remain?

For the purpose of risk-benefit assessments, benefits can be physical, emotional, social or environmental (and are likely to be a combination of all of these) and risk of injury can be identified by considering the likelihood of any potential injury occurring together with the potential severity of that injury.

### **Reasonable Controls**

During the risk-benefit process it may be necessary to identify control measures in order to reduce risk of injury to an acceptable level. However, the control measures that can reasonably be implemented will depend on the resources available and the cost of any potential control measures must be justified by being proportional to the risk of injury involved.

Prior to the implementation of control measures consideration should also be given to any potentially negative impacts that may result from making that intervention. For example, it is important that children's need to use their environment in novel and unexpected ways is not constrained in the search for providing absolute protection from injury.

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