

WEST SUSSEX COUNTY PLAY STRATEGY 2010 – 2015

*Helping make West Sussex the best county
for children and play*



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Introduction

Welcome to West Sussex County Council's Play Strategy. This document has been written for the purpose of developing Play across the County with a view to the National Play Strategy launched in 2009. In the delivery of this strategy it will be critical the County works in close partnership with the Parish, District and Borough authorities, in alignment with their local Play Strategies and with private, voluntary and independent sector organisations that have specific and associated interests in Play. The Strategy also aims to inform in key areas of infrastructure development i.e. Housing, Transport and those involved in the design of new housing developments.

Reflecting Article 31 from the United Nations Convention on the Rights of the Child - *'All children have a right to relax and play, and to join in a wide range of activities'* and, Article 12 - *'Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account'*; the focus of this Strategy is to ensure that all children, young people and their parents recognise that play is a vital part of childhood. The target age range is that of children and young people aged 8-14yrs acknowledging the wider age range of 5-16 years. This includes a commitment that all play provision is fully inclusive and accessible catering for children and young people from all backgrounds and of all abilities, with the active involvement and ownership of the local community.

'Inclusive provision is open and accessible to all, and takes positive action in removing disabling barriers so that disabled and non-disabled children can participate' (KIDS, 2005).

Ensuring that play provision, therefore is meeting the local needs of children and young people, in a way that appeals to them and so support the shaping of future play provision.

The key outcomes stated will ensure that play is recognised as a vital part of childhood; provide all children, irrespective of ability or environment with a safe, accessible, inclusive playable space in their residential area; help place children and young people at the heart of the community and as such make play a key local priority. Achieved through communication, partnership working, and the supporting and promoting of the current Play Strategies, furthering all the work, in West Sussex, relevant to play through the next 5 years.

The Strategy will be implemented through the forming of a Play Partnership governed from within the County's Children's Trust and via associated forums such as the West Sussex Play Forum, which holds membership and representation from all interested parties.

The continuing emphasis on Play in the national context and identified needs in our communities ensures that this strategy will become an

important aspect of the Children's Trust work in improving the outcomes for children and young people.

Understanding Play

'Play is freely chosen; personally directed, intrinsically motivated behaviour that actively engages the child...Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them, elaborating all the while a flexible range of responses to the challenges they encounter.'

NPFA, CPC and PLAYLINK (2000)

'There are wide-ranging benefits to ensuring good play opportunities for all children:

- Children are able to meet and socialise with their friends and enjoy themselves
- There are benefits to children's physical, emotional and mental health
- Children have the chance to learn about themselves and the world around them, in their own way and at their own pace.
- Parents feel their children are safe and cared for whilst they have the opportunity to work or train.
- Communities know that children are safe, enjoying themselves and are no threat to themselves or others'

Children's Play Council (2002)

This Strategy is formed under the following six key areas delivered through the engagement and working with Districts and Borough councils in support of their Play Strategies and other organisations, holding interests in Play from the Private, Voluntary and Independent sector.

Develop local community play spaces

Development of local community play spaces and where possible utilising external funding, supported by existing resources, where a need is shown.

Play as a vital part of childhood

Children's play should be supported regardless of their background, physical ability and where they live, forming a vital part of their day.

Making 'playing out' safe

Residential areas and routes will be safe, accessible interesting places to play with a variety of supervised and unsupervised free play provision.

Children and young people at the heart of the community

Children and young people have a clear stake in public space, supporting the development of the play space and their neighbours accept their play.

Play as a local priority

Play spaces, parks and open spaces are well maintained, well used and are attractive, welcoming, engaging and accessible for all local children and young people, including disabled children, and children from minority groups in the community.

Quality Workforce – Quality Play

Promoting and developing a well trained, high quality workforce, as a priority, is essential for quality play experiences for children. Staff will be supported in their training and the profession promoted as a rewarding career with many opportunities.

The Playwork Principles, written by the Playwork Principles Scrutiny Group (2004) and endorsed by SkillsActive the Sector Skills Council for Playwork, contribute to the professional and ethical framework for Playwork, they read:

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 well being 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 well being of children.

Playworkers support the 'Children's Charter for Play' (Play England, 2007) which includes the statement that '*children's play is enriched by skilled playworkers*' and that '*children benefit from staffed play provision*'.

Playworkers observe and support children's play using play types written by Bob Hughes (2002) to describe the play that is taking place:

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.

Socio-dramatic Play – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature.

Social Play – play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended.

Creative Play – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise.

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.

Symbolic Play – play which allows control, gradual exploration and increased understanding without the risk of being out of one's depth.

Deep Play – play which allows the child to encounter risky or even potentially life threatening experiences, to assess risk, develop survival skills and conquer fear

Exploratory Play – play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects.

Fantasy Play – play which rearranges the world in the child's way, a way which is unlikely to occur

Imaginative Play – play where the conventional rules, which govern the physical world, do not apply.

Locomotor Play – movement in any or every direction for its own sake.

Mastery – control of the physical and affective ingredients of the environment.

Object Play – play which uses infinite and interesting sequences of hand-eye manipulations and movements.

Role Play – play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature.

Recapitulative Play – play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages

**Play relates to all aspects of community life.
Developing play in our communities supports understanding and cohesion across generations, whilst giving children a positive stake in their world.**

Play's Strategic Links

In delivering this Strategy it will be critical that all Play Partners are identified and play an active part to achieve the core outcomes. Play Partners being; Youth Services, Education, Extended Services, Private, Voluntary and Independent Sector, Children's Trust, Parks and Open Spaces, Sport, Health, Library Services, Arts, Transport, Early Childhood Service.

West Sussex County Play Strategy 2010 - 2015

Play Strategy Statement Develop local community play spaces				
Objective	Tasks	What we will achieve	Completed	What we will need to be successful
Provide support across the County in attracting further funding to develop existing public play sites and create new spaces	Increase knowledge and support of funding avenues Offer continued support to organisations in making sure their play spaces are well maintained	Increase in high quality facilities, which are well maintained	Ongoing	County Play Officer time Links with financial services
Use <i>Playbuilder</i> ¹ projects to measure impact to support further developments, investment and practice across the County	Promote the impact of Playbuilder funding and the importance of play spaces within local communities	Robust evaluation and monitoring of play spaces involving children and young people acknowledging wider community impacts	December 2011 for completion of initial impact evaluation report	<i>Playbuilder</i> project lead or designated person time to complete impact documentation. County Play Officer time to collate, process and disseminate information
Assemble and utilise information on supervised and unsupervised play provision across the County including places to play 'when the weather is bad' (DCSF 2008:6)	Complete an audit of existing play provision Assign grading criteria for play areas across the County Map types of play provision and establish gap analysis	Determine priority need areas	Year 2	County Play Officer time Latest information from District and Borough councils.
Utilise, develop and promote play spaces to encourage the whole family and communities to use the sites to promote community cohesion and outdoor play	Link with Housing officers and Planners and look at Local Development Frameworks with regard to new housing developments and the ratio of new play spaces to these. Support the development of existing play facilities to increase challenge and enjoyment for the whole community.	Good design and placement of play spaces in housing developments.(see Case Study 5) Understanding of the wider play impact and increase in usage by the community.	Ongoing	Associated parties to be involved in the Play Shaper ² programme and to disseminate the information and use national design guidance from Play England and Commission for Architecture and the Built Environment (CABE)

¹ *Playbuilder* - Government funding

² *Playshaper*- Government funded, national initiative to help those who plan, design, build and manage public space understand the importance of children's play and their role in enabling it within the public realm

West Sussex County Play Strategy 2010 - 2015

Play Strategy Statement Play as a vital part of childhood				
Objective	Tasks	What we will achieve	Completed	What we will need to be successful
To support children's play regardless of their background, abilities and where they live. Making these spaces more exciting and accessible, particularly for children with disabilities, older children and young people.	We will explore development opportunities for play across the County. Support links with local areas with regard to play being supported in the most deprived areas across the County Specific focus on developing opportunities for children and young people with disabilities	Enable children's play provision to be local, accessible and inclusive.	Continuous	County Play Officer time Links with Aiming High for the Disabled ³ team, Social Housing sector, District, Borough and Parish Councils
We will provide better information about local areas to promote the play opportunities that are available across the County, via a website and other means.	Support the district and boroughs in mapping accessibility of play spaces and play provision. Work with partner organisations to make places accessible.	An audit of Countywide play opportunities. Information available to families, children and young people	Year 3	County Play Officer time to collate information Additional pages to be created on Yourspace /County website
We will engage and work with the health and sport and leisure sector to play a key role in supporting national campaigns and promoting play. Through the 'Play 4 Life' campaign and encouraging physical activity via sports and leisure activities.	Support the promotion of the Play 4 Life campaign through events and other means. Link with Health and Wellbeing Partnerships to explore opportunities e.g. Joint awareness raising campaigns and initiatives.	Evidence the link between play and health of children and young people.	Continuous	Links with Health & Wellbeing Partnerships and related National Health programmes/initiatives
Promote the importance of play and open green spaces, within other major programmes/providers i.e. Schools, Sure Start centres, play providers and Building Schools for the Future programme ⁴ .	Promote supervised and unsupervised play, particularly Play Ranger schemes to encourage children to be playing outside in their community. (See Case Study 1). Link with the Sure Start Children's Centres in their work of providing best place for play Support schools in their Building Schools for the Future capital investment	Children and young people to access play opportunities more frequently in their own time and in schools. For the importance of play to be recognised as part of the schools capital investment programmes	Continuous	Campaign through schools, children centres and other providers.

³ *Aiming High for Disabled Children* – is a Government plan to help disabled children and their families get the support and chances they need to live ordinary family lives.

⁴ *Building Schools for the Future(BSF)* – is the biggest ever school buildings investment programme. The aim is to rebuild or renew nearly every secondary school in England.

West Sussex County Play Strategy 2010 - 2015

Play Strategy Statement Making 'playing out' safe				
Objective	Tasks	What we will achieve	Completed	What we will need to be successful
Residential areas and routes will feel like safe, accessible interesting places to play with a variety of supervised and unsupervised free play provision	Support the development of supervised play (Case Study 1 and 3) Involving volunteers to supervise play locally Support clean, safe and well maintained play spaces assisted by community volunteers. Enable children to take and manage risks in a safe, accessible environment. Support reduction of fear of litigation	Increase in supervised play opportunities for children and young people i.e. Play Rangers led activities / initiative Increase in community volunteer led play initiatives. Accessible safe, clean and risk managed play spaces in all communities.	Continuous	Voluntary sector support Accessible play volunteer training District, Borough, Parish councils and other community based services.
Children and young people play in a way that respects other people and property.	Address bullying in the community and crime, using guidance provided by central government	To make play spaces and neighbourhoods safer places to play including respect of other people and property.	Continuous	Links with police, youth service, community wardens, CDRPs ⁵ and other partners involved in community policing
Highlighting and improving safe routes to and from play spaces	From data collected in the County Play audit assess the routes to and from play and make them as safe as reasonably possible.	Make routes to play spaces as safe a possible.	Year 2 onwards	County Play Officer time Transport department resources

⁵ CDRP Crime and Disorder Reduction Partnerships The Police, local authority, police authority, fire authority and Primary Care Trusts are statutory members of the CDRP. CDRPs are encouraged to engage with as many local agencies and voluntary groups as possible in order to achieve a truly community-based multi-agency approach to crime reduction.

West Sussex County Play Strategy 2010 - 2015

Play Strategy Statement Children and young people at the heart of the community				
Objective	Tasks	What we will achieve	Completed	What we will need to be successful
Encourage communities to become more tolerant and welcoming of children's play equal to children respecting the views of others.	Through working with local partners and the housing industry change public perception.	Children and young people have a clear stake in public space and their play is accepted by their neighbours;	Continuous	Playshaper programme day County Play Officer time Web page design and time on YourSpace/County website to add play related pages
Involve children and young people in developments in their communities and to take their views into consideration, particularly in the design of play spaces.	Review planning policy and involve children in the design of spaces, such as neighbourhoods. Promote the work of Commission for Architecture and the Built Environment (CABE) to develop areas that meet children's needs and interests	Support District, Borough and Parish Councils to involve parents and children's comments	Year 3	County Play Officer time Information pack on consulting and involving children
We will encourage children to play in public space, streets and neighbourhoods, through publicity, events and play activities.	Promote government guidance on supporting children's play and recreation	National Play Day events and further events held to promote play in communities	Year 1 onwards	County Play Officer time Play providers time

West Sussex County Play Strategy 2010 - 2015

Play Strategy Statement Play as a local priority				
Objective	Tasks	What we will achieve	Completed	What we will need to be successful
Raise awareness of the importance of Play and promote Play work as a profession through developing Play Events and conferences e.g. 'National Play-day' events and 'Lets Play Annual Playworkers Conference'	Promote supervised play by playworkers who enrich their play, as stated in the Charter for Children's Play which is to be adopted by the County Council and focus their work (see Appendix 1) Promote the work of playworkers and the impact of their role	Wider understanding of a Playworkers role and the importance of a qualified workforce To increase the number of playworkers working across the County	By the 2011 national targets	County Play Officer time
Engage with and develop capacity within the VCS to support Play activities.	Form links with the voluntary sector recognising them as a significant local provider of play	Development of a strategic approach to play with dynamic links across the voluntary sector due to the Voluntary Community Sector being able to deliver play in local areas with infrastructure organisations having the capacity to support them	Year 1	County Play Officer time
Form a Play Partnership reporting to the County Children's Trust	Support the Children's Trust with their updated statutory guidance for their roles and responsibilities in relation to play We will use the guidance for Children's Trusts and Local Strategic Partnerships on how they can plan services and neighbourhoods in relation to children's needs.	Embed play in local children's services and wider local authority business planning	Year 1 onwards	Working Play Partnership and support from the Children's Trust

West Sussex County Play Strategy 2010 - 2015

Objective	Tasks	What we will achieve	Completed	What we will need to be successful
<p>Represent the County Council at and support the development of the West Sussex Play Forum</p>	<p>Support links to the statutory, private, voluntary and independent sectors via the West Sussex Play Forum to promote and develop play at a local level. Support and develop the West Sussex Play Forum to advocate on behalf of and highlight best practice that raises awareness of the benefits of play</p> <p>Engage with the Children's Trust and other bodies, such as Play England for the promotion of play</p>	<p>A network of play professionals across the County with joined up working and thinking</p>	<p>Year One onwards</p>	<p>Support and time of the West Sussex Play Forum</p>

West Sussex County Play Strategy 2010 - 2015

Play Strategy Statement Quality Workforce, Quality Play				
Objective	Tasks	What we will achieve	Completed	What we will need to be successful
Invest in a skilled workforce for Play	<p>Attract resources to provide long-term support through working collaboratively with District and Borough Councils, external funds and potential funding streams available via Local Strategic Partnerships</p> <p>Work with National funding streams e.g. Train to Gain and Skills Active to raise awareness and secure individual funding for qualifications</p>	<p>National targets for developing a skilled workforce will be met</p> <p>Through recruitment, training and support. We will ensure we are able to attract and retain staff and volunteers from as many different backgrounds as possible thus enriching our own and the children's learning and understanding of a range of views, lifestyles and opinions.</p>	Ongoing - 2011	Children's Trust Workforce Development Workstream
Professionalise and up skill the workforce	<p>Promote Play as a professional career and work with Information Advice & Guidance practitioners to clarify the access routes in West Sussex</p> <p>Develop links with Further Education and Higher Education provision to support the adult (16+) progression pathways.</p> <p>Provide information on the benefits of training and development available to the existing workforce</p>	<p>Greater understanding on the professional status of play work</p> <p>Support the sector in implementing the Qualifications and Credit Framework programme</p> <p>Gain recognition for the value of playworkers in the children's workforce</p>	<p>Year 2</p> <p>Year on Year - March</p>	<p>Early Years and Childcare Lead</p> <p>Children's Trust Workforce Development Workstream</p> <p>Early Years and Childcare Lead</p>

West Sussex County Play Strategy 2010 - 2015

Objective	Tasks	What we will achieve	Completed	What we will need to be successful
	<p>Work in collaboration across the playwork sector in West Sussex to recruit viable cohorts of playworkers achieving qualifications.</p> <p>Develop strong links with key employers to promote Play work e.g. encourage play workers to attend conferences such as Spirit of Play, Lets Play and the National Playwork Conference in Eastbourne</p>	<p>A choice of jointly funded level 2 and 3 courses that will run with viable numbers of attendees.</p> <p>Current knowledge of the sector and developments within it.</p>	<p>Year on Year - March</p> <p>Year on Year - March</p>	<p>Early Years and Childcare Lead</p>
Develop flexible delivery methods for providing information on what Playwork is and what playworkers do through the Mobile Playwork and Education Project	Support training and development planning for settings and increase awareness and take up of short courses and qualification attainment in Playwork	A mobile and flexible resource for smaller Private, Voluntary Independent organisations to access quality play work CPD development opportunities	Year 1	Early Years and Childcare Lead
Increase the capacity of skilled playworkers	<p>Provide practitioners with a record of their achievements e.g. passports to learning and professional development record (Skills Active initiative)</p> <p>Promote collaboration across agencies and allied sectors through delivering 3 x seminars per year to support integrated working, exchanging ideas and practice and challenging status quo</p>	<p>An infrastructure for playworkers in West Sussex which contributes to sustaining quality provision of Play work</p> <p>The wider children's workforce is trained to understand the value of play and the crucial role of play in child development (see Appendix 2)</p>	<p>Year 3</p> <p>Year 2</p>	<p>Early Years and Childcare Lead</p> <p>West Sussex Play Forum</p>
Development of quality standards for Play	Promote documents supporting quality play, such as Best Play (NPFA, 2000) Promote the use of quality frameworks for settings such as 'Quality in Play' scheme	High quality play provision, including staffed play provision with widely understood quality mark	Year 3	Early Years and Childcare Lead County Play Officer

Case Study One – Play Rangers

Play Rangers work in relation to current legislative framework and meet the Every Child Matters outcomes. Play Rangers are professional, qualified playworkers that enhance opportunities for children and young people to play. They provide resources and encourage positive risk taking and build relationships. This enables the children and young people to feel safe to enable them to explore both themselves and the world around them, through their freely chosen play. (*See play types*) All children and young people have a right to access rich and stimulating environments.

What are Play Rangers?

Play Rangers offer free open access play sessions where children between the ages of 5 – 15 can come and play. Children are encouraged to help plan the sessions and choose the kind of activities that they would like.

Play activities include environmental play, arts and crafts, junk modelling, den building, parachute games, ball games, fire building and wide games.

The Play Rangers target their work to meet the Every Child Matters Outcomes, e.g. by encouraging healthy lifestyles through exercise, healthy eating, and encouraging them to be involved in their communities. The Play Rangers also build relationships with the children and young people, giving the children and young people a friend and role model that they can talk to.



How does the scheme work?

The Play Rangers work in parks, public spaces and within schools. They operate on an 'open access' principle, meaning that children are free to come and go as they please, as no registration is required. By being present in the parks Play Rangers do their up most to ensure children are kept safe yet at the same time provide opportunities for them to be challenged take risks and have fun outdoors come rain or shine. However due to the nature of the environment children are responsible for their own actions. It is advised that, children who are younger than 5 years of age, have parental supervision if they wish to join in.

Where and when do the Play Rangers work?

The Play Rangers work in teams of two in parks, open spaces and schools throughout the whole year. Information contained here is based on Arun District Play Ranger services.

What qualifications do the Play Rangers have?

All Play Rangers are well trained and to maintain good practice training is updated on a regular basis. Staff undertake Child Protection or Safeguarding Children training, Inclusion training, Fire Building and First Aid. Play Rangers may also hold a Playwork qualification from a Certificate in Playwork to a Foundation Degree.

Play Rangers put the fun back into play and support play in local communities!



Case Study Two - Play Development Officer

Play Development Officers are employed by district, borough or county councils to improve and develop play opportunities. This can be through facility and activity provision in partnership with existing and future play providers in the area. Developing the Council's Play Strategy and implementing priorities in the action plan, whilst coordinating and supporting the local Play Partnership and having an input into other Council policies related to young people and play.

Play Development Officers promote a Children's Rights philosophy, so involve children and young people wherever possible. Other work involves:

- Work with local communities, including children and young people to identify play needs
- develop and deliver appropriate play projects to meet those needs.
- Support and monitor related contracts and find out what funding is available to make sure projects are sustainable and support and enhance existing play projects.
- Take forward actions following consultation regarding access and barriers to accessing play opportunities
- Work closely with the private, voluntary and independent sector (PVI) providers.
- Promote good practice and information sharing, through events such as conferences for practitioners and play events such as National Play Day.

This role requires experience and qualification to a Level 3 in Playwork, and/or Foundation Degree in Playwork.



Case Study Three - Adventure Playgrounds

Adventure playgrounds were introduced to England after the Second World War and were very popular until 1970s. Since then their numbers declined but have had a recent resurgence in popularity because they are ideal places for children and young people to take and manage positive risks and encounter challenge.

Crawley's OFSTED registered Adventure playgrounds provide open access play opportunities to school aged children and run all year round, after school, at weekends and during school holidays. There can be 300 children at the playground on a day in the summer holidays, and an average of 30 during a winter's evening. There can be between 3 and 8 qualified playworkers on duty depending on the time of year. All playworkers have Health & safety and risk assessment training; they also have first aid, food hygiene and child protection training. All staff are expected to be qualified to at least Level 2 in playwork with senior playworkers training up to Foundation degree level.

At some playgrounds children are able to construct their own play structures, at others the structures are built by adults after consultation with children. Most have a combination of the two.



Adventure playgrounds have both indoor and outdoor play areas. Every session offers organised games and activities, as well as a wide variety of equipment and 'junk' which children can use for their own purpose. Playworkers provide materials or offer solutions to problems that may occur. Children have the opportunity to choose what they want to do. This can be anything from climbing a tree, having a go kart race, cooking with fire or building a life size model of a penguin out of papier-mâché.

Adventure playgrounds offer free choice to explore, discover and test, whether themselves and their abilities or their environment. They are able to develop their social skills as well as their physical ones.

Playworkers from adventure playgrounds sometimes work with schools and other community groups to give all children the opportunity to encounter the challenge of risky play. Schools groups visit and the children are able to enjoy themselves, learn and develop without actually realising that they are doing it.

Some children come everyday and build positive relationships with the playworkers and the other children, which have an impact for a lifetime, while others may only come a few times a year with their parents.

Playworkers support the playing child or young person as they explore their environment and learn and extend their own limits. They are positive role models for children as they grow up and will offer encouragement when things are difficult and will celebrate when things go well.





Parents And Carers Support Organisation

Case Study Four - Voluntary Organisations

PACSO is a local charity that supports parents and carers of children with additional needs aged 5 – 19yrs, within the Arun and Chichester districts of West Sussex. PACSO continuously strive to offer opportunities to children with additional needs and young people that they would otherwise be unable to access. They are unique in that they particularly promote the integration of siblings and children with additional needs to create an enjoyable environment for everyone.

PACSO runs the following clubs:

- After School clubs
- Saturday morning clubs for 5 – 11yr olds
- Saturday afternoon Energy clubs for 11 – 19 yr olds
- Saturday afternoon clubs for families
- Easter and Christmas Playdays
- Playschemes in both districts

Through the above a number of activities for the children are provided including, Trampolining, Go-Karting, Circus Skills, Dancing, Drumming, Drama, Music and a wide variety of toys, games and art activities. All the provision promotes the positive inclusion of every individual, tailoring the activities to ensure access by all. This in turn encourages the development of self-esteem, confidence and happiness.

The clubs provide parents and carers with short term break provision, which gives them the opportunity to recharge their batteries and eases the pressure of home life for the whole family. Feedback from the parents and children includes comments such as "PACSO gives us the knowledge that our son is being looked after and is happy in a safe environment" and "...gives my child the confidence to interact with others and meets the needs of his disability really well" - "Thank you PACSO for looking after me and having fun with me" and "I like it all!"

PACSO also operate a Buddying Scheme for 13-19yr olds. The scheme; funded by Aiming High for Disabled Children offers a 1:1 service to young people in order to improve confidence, self-esteem and transition into adulthood. This is a new venture for PACSO.

PACSO has been rated as outstanding by Ofsted and aims to employ the best possible practitioners, with all managers and play specialists CRB checked receiving quality training in child protection and health and safety.

All playworkers and volunteers thoroughly enjoy working at the clubs and many have been working with PACSO for years.

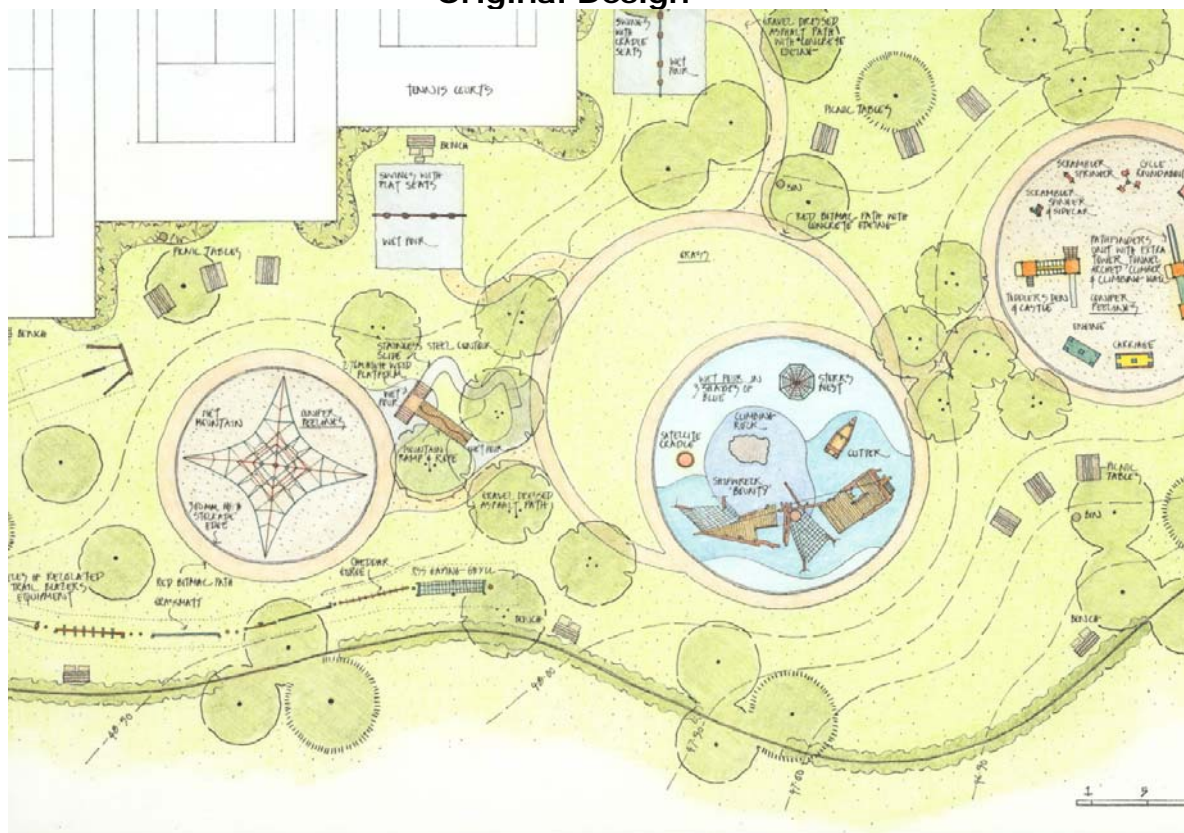
Case study Five - Starting with the landscape Horsham Park

Horsham Park Play Space, in the centre of the town green park, was redeveloped in 2004; the capital cost being £230,000 for the whole scheme (including £130,000 for relocating existing play equipment and purchase of new play equipment) funded by the Districts parks capital budget. The project is referred to as a case study in the DCSF (2008) *Design for Play: A guide to creating successful play spaces*. (Pg: 126) The Play Space is aimed at children from birth to 14 years, but young people over 14 are also welcome, the emphasis being a *play experience* rather than a play area.

Prior to the building of the Play Space consultation with the public, including children and young people, the main issues identified included all year round usability, the boisterous behaviour of the older children and being able to supervise their children in a contained area. These comments were taken forward in the design stage, which was developed by a landscape architect.

The play space was designed to be part of and flow with the landscape following the contours of the land. The circular zones created moved away from the regular lines of traditional play areas and inspired adventure and imaginations.

Original Design



The layout included new and relocated existing equipment and a valley that holds a 'dry river' of sand. This can be crossed by a bridge, which was designed and made by a local wood sculptor. Due to the zoning of equipment there was no need for internal fencing to separate different age groups. The feeling of different spaces was also supported by planting and ground modelling.

The park attracts a huge number of visitors from across the South and is located next to other facilities such as a café, children's maze, lake and other children's attractions. The park staff found that the effort that was put in at the planning & design stage and consultation has really made this project a success, further enhanced by the involvement of local artists, which has made the site unique to the area at very little cost. The addition of sand to the play space has proven to be very popular with users and works well with the planting which is designed to need little watering. As the Park matures, any problems occurring are easily managed and added value is being created in that the trees are creating more shade for the children, young people and community members using the facilities.

The Horsham Park Play Space provides an excellent example of what can be achieved by involving all potential users of the facility, maximising the natural features and lots of imagination.



Appendix 1 - Charter for Children's Play

Children have the right to play

All children and young people have the right to play and need to play: free to choose what they do – lively or relaxed, noisy or quiet – with the chance to stretch and challenge themselves, take risks and enjoy freedom. The right to play is enshrined in Article 31 of the UN Convention on the Rights of the Child.

Every child needs time and space to play

All children and young people – disabled and non-disabled – whatever their age, culture, ethnicity or social and economic background, need time and space to play freely and confidently with their peers, free of charge, indoors and outdoors, somewhere they feel safe. Play provision should actively include the widest range of children and seek to engage with those from minority groups.

Adults should let children play

Parents, carers and other adults can support children and young people's play by respecting the value and importance of all types of play, playing with their children and by creating opportunities and allowing time for children to play independently with their friends, inside and outside the home.

Children should be able to play freely in their local areas

Children have the same right to use and enjoy public space as others. Local streets, estates, green spaces, parks and town centres should be accessible for children and young people to move around in safety and offer places where they can play freely, experience nature, explore their environment and be with their friends.

Children value and benefit from staffed play provision

Children should have access to a choice of staffed facilities where children's play rights and needs are the first priority, such as adventure playgrounds, play centres, holiday play schemes, after-school play clubs, breakfast play clubs, toy libraries, play buses and play ranger services.

Children's play is enriched by skilled playworkers

Qualified, skilled playworkers are trained to put children's play needs at the centre of their work in a variety of settings, enhancing the range and quality of play experiences for all children. They are the best people to run staffed play provision for school-aged children. The role of the playworker is as important as that of any skilled professional working with children and should be respected and rewarded accordingly.

Children need time and space to play at school

The school day should allow time for children to relax and play freely with their friends. Young children learn best through play and, as they get older, play supports and enriches their learning. Children learn best if teaching is creative and enjoyable. In school, time and space for play and outdoor learning is as important as formal teaching. School grounds should be good places to play.

Children sometimes need extra support to enjoy their right to play

Children and young people living away from home or visiting unfamiliar or controlled environments such as hospital, prison, immigration centres, and residential homes and schools, sometimes experience fear, anxiety and discomfort. For these children it is especially important to ensure they have good play opportunities facilitated by trained staff and volunteers

Appendix 2 - Creating a world-class workforce for children, young people and families

Introducing the One Children's Workforce Framework

A major role of the Children's Workforce Development Council (CWDC) is supporting the delivery of the government's vision of a world-class workforce across 150 Children's Trusts. Feedback from Children's Trusts has highlighted a need to provide local areas with a framework or vision that describes what a reformed children's workforce would look like, as well as appropriate tools and resources to help them deliver this vision. The One Children's Workforce Framework has been developed to help every Children's Trust establish progress towards this vision and identify future support they might need to get there. The framework has been developed by CWDC, with support from local area representatives and national partners. It is currently undergoing a trial phase with Children's Trusts.

How the One Children's Workforce Framework and Tool works



The framework provides a description of a workforce that is reformed and integrated and makes the best contribution possible to local Every Child Matters outcomes and the Children and Young People's Plan. It identifies what a reformed and integrated workforce looks like from the perspectives of a child, a team, a service and a Children's Trust. The framework is available online for anyone to explore at <http://onechildrensworkforce.cwdcouncil.org.uk>

The framework is accompanied by an online tool which provides the opportunity to self assess against the One Children's Workforce Framework. Assisted by grant from CWDC, 150 Children's Trusts are currently trialling the tool to assess where their local area is in delivering a world-class workforce, which is done by:

- Reviewing existing evidence (such as other tools and audits)
- Online questionnaires (tailored for local circumstances and analysed within the tool to create a set of results for each audience segment)
- Focus groups/Scenario workshops/A 'week in the life' exercise.

- Decide where they would like their local area to be in future against the framework.
- Develop an action plan to get to where they want to go.
- Identify support they would find useful to help them get there.

The One Children's Workforce Framework is available online at <http://onechildrenworkforce.cwdcouncil.org.uk>

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