

Planning for Play Policy

Rationale

To ensure that our playworkers complete their activity planning effectively so they can support children and young people to have the best play opportunities possible, supported by current principles, theory and good practice.

Aims

- To plan and support play opportunities underpinned by the Playwork Principles (appendix a).
- To create play spaces that support a wide as possible range of play types (appendix b).
- To ensure that all children have choice in their play
- To take a child-centred approach to planning, ensuring the children's ideas are central.
- To plan certain activities which compliment freely chosen play opportunities.
- To plan and support play opportunities that support children's development, with reference to the 3 prime areas (EYFS) for the youngest children attending (appendix c).

Procedures

The procedures are broken down into 4 sections: pre planning, planning, implementation and evaluation.

1. Pre-Planning

Asking Children

Use a variety of methods to enable children to communicate their ideas and thoughts about what they would like to happen in their play space. E.g. suggestion boxes, writing up on large pieces of paper, surveys, remembering to write down when children have requested something, ideas book, set up a video diary room for a couple of days.

Early Years Induction Form

Check to see what has been recorded about children's play needs and preferences.

Feedback From Children

Directly asking them during the session or at the end of the day making sure you don't disrupt their play flow.

Evaluate Previous Plans

What worked well? What did the children engage with? What didn't work and why? The last one is important because it might just be where resources were set out, the weather that day, which children were present, not the right resources, the way it was introduced to the children. It might be worth trying some things again in a different way.

Observing

Encourage all playworkers to contribute to this; what have they seen the children doing? What are they talking about? Where are they playing? What equipment and resources are being used, and what is left untouched?

Other Events

Check out what is happening locally & nationally; community events, in school, festivals and celebrations. Is there something that could have a more playful twist in your setting, or some way of getting more involved?

2. Planning

- We will make a plan on a regular basis.
- We will enable all staff to plan certain activities.
- We will produce a weekly activity sheet, which will be available to all children, playworkers and parents.
- We will always provide opportunities for freely chosen unplanned play.
- We will always provide a wide a range of 'Loose Parts'.

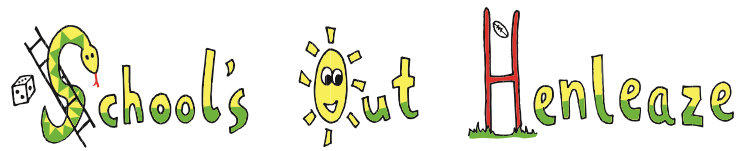
Our plans will be developed underpinned with the following:

Risk and challenge

We support The Play Safety Forum's policy statement : 'All children both need and want to take risks in order to explore limits, venture into new experiences and develop their capacities, from a very young age and from their earliest play experiences' (2002, Managing Risk in Play Provision: A Position Statement). When planning we will provide resources and activities that can provide opportunities for risk and challenge for **all** children according to their ages and abilities, ensuring adequate staffing ratios to maintain health and safety requirements.

Play Types

Children's play experiences and development will be greatly enhanced by having opportunities to play in a variety of ways. To ensure this is possible our plans will show which play types you might be able to link to the resources and activities available each session. (see Appendix b)



Outdoor Play

We will offer access to outdoor play every day, with the exception of severe weather conditions.

Inclusion

We want **all** children that want to, to be able to participate in the activities planned and be able to play with the resources available. We will adapt plans, and ensure adequate staffing levels to ensure this is possible.

Flexibility

Our plans are designed to be flexible, and sometimes children's own ideas and play needs may override plans. Children can take the activity or use the resources in many ways, this will be always be supported by staff.

3. Implementation

Resources & Equipment

Once plans have been finalised a list of any resources needed will be drawn up and if necessary purchased. Staff will be encouraged to select resources and equipment that reflect a diverse and multicultural society and which challenge stereotypes. Images used in the setting will support diversity and inclusion.

Play Environment

We will set up the play space prior to children arriving, putting out a range of resources and equipment, both inside and out. We will regularly change the layout to support different types of play in different areas of the play space. It is the role of the playworker to offer a wide range of resources which support play opportunities enabling children to play freely and have control of their own play.

Activities

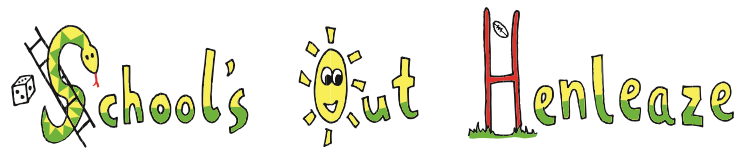
Will be led by different members of staff, often the person who has had the idea and done the planning. Staff will also be selected to lead certain activities due to their experience and knowledge.

Staff Deployment

The Manager should ensure that the team are allocated duties across the areas to ensure a safe and play rich environment.

Intervention

Play should enable children to make their own decisions and learn from their successes and failings. Playworkers are trained to understand the impact of any interventions they make, and how it could affect children natural play cycles, their self-



esteem, self-confidence and independence. Playworkers will consider which intervention style is the most appropriate in any situation.

4. Evaluation

- At the end of each session staff will have a verbal debrief and record any information needed on the evaluation forms.
- Any feedback noted from children will be included.
- Termly team meetings will discuss any recorded actions and enable playworkers to put forward new ideas for future plans.
- One to one supervision meetings will also enable playworkers to focus on their contribution to the play space and input ideas for future planning.
- An inventory record will be kept which will be used to see any gaps in equipment and resources. It will be updated whenever a new item is added or when an old item is removed from use.
- The Manager will feedback to the management committee on all aspects of the planning and implementation. They will make them aware of any budget requirement for future resources and equipment needed.

Forms

- EYFS Folders.
- All about me.
- Child interest record (supervision).
- Weekly planning.
- Weekly evaluation sheet.

Appendix A: Playwork Principles

These principles establish the professional and ethical framework for playwork, and describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities:

- 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.
- 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.
- 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.
- For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
- The role of the playworker is to support all children and young people in the creation of a space in which they can play.
- The 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.
- Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
- 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.

Playwork Principles Scrutiny Group, Cardiff 2005.

Appendix B: Overview of Different Play Types

There are acknowledged to be a number of different play types (Bob Hughes – Taxonomy of Play Types) which provide playworkers, managers and trainers with a common language for describing play. There are in no particular order.

1. Symbolic Play – play which allows control, gradual exploration and increased understanding without the risk of being out of depth e.g. using a piece of wood to symbolise a person or an object, or a piece of string to symbolise a wedding ring.

2. 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. This type of play allows children to participate in physical contact that doesn't involve or result in someone being hurt. This type of play can use up lots of energy.

3. Socio-dramatic Play – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature e.g. playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row

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

5. Creative Play – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. Allows children to design, explore, try out new ideas and use their imagination. They can use lots of different tools, props, equipment. It can have a beginning and an end, texture and smell, e.g.: enjoying creation with a range of materials and tools for its own sake. Self-expression through any medium: making things, changing things.

6. Communication Play – play using words, nuances or gestures e.g. mime / charades, jokes, play acting, mickey taking, singing, whispering, pointing, debate, street slang, poetry, text messages, talking on mobiles / emails/ internet, skipping games, group and ball games.

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

8. Locomotor Play – movement in any or every direction for its own sake. E.g. chase, tag, hide and seek, tree climbing.

9. Deep Play – play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear. E.g. light fires with matches, make weapons, conquer fear such as heights, snakes, and creepy crawlies. Some find strength they never knew they had to climb obstacles, lift large

objects, etc.. E.g.: leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam, roller skating, assault course, high jump.

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

11. Fantasy Play – This is the make believe world of children. This type of play is where the child's imagination gets to run wild. Play, which rearranges the world in the child's way, a way that is unlikely to occur. E.g.: playing at being a pilot flying around the world, pretend to be various characters/people, be where ever they want to be, drive a car, become be six feet nothing tall or as tiny as they want to be the list is endless as is a child's imagination.

12. Imaginative Play – play where the conventional rules, which govern the physical world, do not apply. E.g.: imagining you are ..., or pretending to be, a tree or ship, or patting a dog, which isn't there.

13. Mastery Play – control of the physical and affective ingredients of the environments. E.g. digging holes, changing the course of streams, constructing shelters, building fires.

14. Object Play – play which uses infinite and interesting sequences of hand-eye manipulations and movements. E.g. examination and novel use of any object e.g. cloth, paintbrush, cup.

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

16. 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.

References; Hughes, B. (2002) A Playworker's Taxonomy of Play Types, 2nd edition, London:

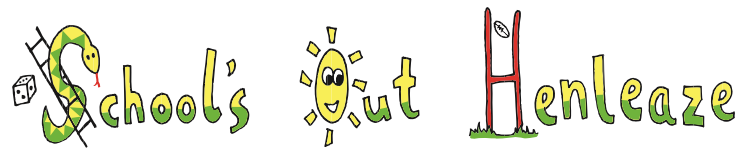
Appendix C: EYFS from Sept 14

We will ensure we meet the play needs of children within the EYFS age group (up to the end of the school year in which they are 5) by:

- Allocating a keyworker for each child, known to both the children and their parent/carers. All keyworkers will support children's play and development by providing resources to extend their play and interactions that extend their understanding.
- When a child first starts at the setting, the keyworker and staff will support the transition to the new setting, find out what their play interests are and identify starting points for the child in discussion with the parent/carers. Using the **All About Me** sheet.
- Recording very short observations for each child within their folder and sharing this with the child's teacher and parents. Next steps and interests are identified for individual children and feed into future plans.
- As an out of school setting, we will focus on the **3 prime areas** of the EYFS learning and development requirements: **Communication and Language; Physical Development; Personal, Social and Emotional Development.**
- Pick up from class. Afterschool staff will always pick up the EYFS children afterschool. This builds relationships with the children and ensures daily contact with teaching staff, opportunity to share information about children's welfare and continuity of care. We will use this information to ensure we are planning appropriate play opportunities for the individual child, alongside the group.
- Link with school. The afterschool will liaise with school EYFS lead, so the out of school setting's activities can complement the work being done in class in a play way and extend it.

Supporting Older Children

- All key stage 1 children are picked up from class, which gives an opportunity to speak to school staff in case there is any information on a child's welfare that needs sharing. With key stage 2 children, if a teacher has information they feel is important to be shared with the club/parents/carers they will communicate with the setting. E.g. if a child has been upset in class. We will use this information to ensure we are planning appropriate play opportunities for the individual child, alongside the group.
- Allocated worker: If a child needs extra support for any reason the afterschool will allocate them a worker. With older children the child's preference will be taken into account, otherwise we will seek to match dispositions or necessary skills. This extra support feed into planning for play for that specific child and ensuring that their play needs are met.



- When new children enter the school, whatever their age, an allocated worker identified to support them through the transition.