



All To Play For

A strategy for play and playwork
qualifications and training
2011 – 2014



Children's Services –
Aiming High for Children

City of Bradford MDC

www.bradford.gov.uk

Endorsed by Bradford Play Partnership Executive

Bradford District's Play Strategy 'All To Play For' (2008) sets out a vision in which:

'All children and young people are able to access a variety of high quality play opportunities, which foster equality, inclusion and social cohesion, and which support a range of positive outcomes for children, young people, families and communities'.

It is recognised that in order to achieve this the workforce that plan, provide and deliver the vast range of provision, from childcare to adventure play, need to be appropriately trained and qualified.

We, the Play Partnership Executive, welcome the development of 'All To Play For' - A Strategy for Play and Playwork Qualifications and Training. This Qualifications and Training Strategy aims to ensure that the workforce are provided with access to advice, guidance, training and qualifications in order to improve play opportunities for all children and young people in the Bradford district.



Ian Shackleton
Play Champion,
Chair Play Partnership Executive 2008-2011

December 2010



Introduction

There are in excess of 130,000 children and young people aged 0-19 years living in the Bradford Metropolitan District Area (NHS Bradford and Airedale 2010). A significant percentage of these are likely to enjoy some form of play and/or playwork provision throughout their childhood or adolescence.

Since 2004, Bradford Metropolitan District Council (BMDC) has developed and been in the process of implementing 'All To Play For', strategies for children's play in the Bradford district. Significant progress has been made across the district towards removing barriers to play, increasing and raising the quality of play and playwork provisions and maximising the contribution of play services to the wider local agendas for children, young people, families and communities.

The play and playwork sector has largely been recognised as out of school provision, holiday clubs and open access playschemes, however, children and young people do, and will, play outside of these staffed environments.

BMDC has worked with the voluntary, community, private and independent sectors to design, plan, deliver and enhance the quality and accessibility of children and young people's play experiences within staffed and non-staffed environments and their local communities.

'All To Play For' (2008) makes direct reference to supporting the development of play provision through training, advice and guidance. Recommendations no.4 and 36 refer to supporting the quality of child care and sustainability of play provision respectively.

"All children are entitled to play. Play is intrinsic to children's quality of life, is critical in its own right for development of the child and is an important part of how they learn and enjoy themselves. It is also a key component of a healthy lifestyle enabling good physical, emotional, mental and social development."
(SkillsActive 2006)

However, play and playwork training also contributes to a wide range of other recommendations in the Play Strategy, these range from supporting providers with improving the use of grounds for quality outdoor play (no. 5, 6), incorporating access to natural environments for play (no. 8,19), developing inclusive play environments (no. 11, 29, 30), advocating and providing opportunities for risk and challenge within play (no. 20) and embedding children's and parents participation (no. 30, 37, 39). The Strategy for Play also provides recommendations for how other services (see Appendix 1) can contribute towards the development of quality opportunities for play within the Bradford district.

Play is also mentioned in the 'Bradford Children and Young People's Workforce Strategy' 2009-2012, however, this is within the context of 'Early Years, Childcare and Play' and focuses on developing a graduate Early Years Workforce. To underpin the importance of play, a strategy which supports the development of play and playwork training is therefore required.

This strategy aims to provide a strategic approach to workforce development across the play sector and the services that impact on children and young people's play as a whole. The development of this strategy, with support of the National Sector Skills Council for Playwork 'SkillsActive', encompasses and highlights recommendations for workforce development in the form of any of the following:

- Qualifications
- Continuous Professional Development (CPD)
- Professional support, advice and guidance



Vision

A workforce appropriately trained and qualified in play and playwork across all of the services that impact on children and young people's play.

The strategy will:

- 1) Capture a snapshot of the workforce who plan, deliver and design opportunities for children and young people's play experiences.
- 2) Develop a quality play and playwork workforce in accordance with local, regional and national developments.
- 3) Present a proposed delivery model and action plan.

What do we mean by play and playwork?

The 'All To Play For' Bradford District Play Strategy refers to free play. It states that free play is:

- Freely chosen by children and young people
- Undertaken simply for the fun of doing it
- At all times under their (children's) control (pg.9)

The strategy also recognises that play is for all ages. Free play instinctively meets individual children and young people's needs and is a fundamental building block for good development throughout childhood into adulthood.



Where does play take place?

Play can take place anywhere, from staffed childcare environments to outdoor areas in local communities. See Appendix 2 for a list of various places where children and young people may play. The list is not definitive. Whilst play and playwork may not be the prime focus of some environments, there will be opportunities for children and young people to play.

What is playwork and the role of a playworker?

Playwork is a growing profession. It's focus is on providing play spaces, predominantly for children aged 4-16 years. Playwork is about supporting an environment in which children and young people can experience free play and opportunities that support risk and challenge. Playwork and the role of a playworker are underpinned by the Playwork Principles (see Appendix 3).

1) A snapshot of the workforce who plan, deliver and design opportunities for children and young people's play

Children will play almost anywhere, it is important to recognise this, as not all play is under the direct supervision of adults. This strategy recognises that wider services also have an impact, although indirectly, on where and when children and young people play. Whilst part of this strategy is recognising the importance of playwork qualifications within play settings and the development of the playwork profession, it is also about continuous professional development, support and guidance for the wider workforce that impacts on children's play.

'Play is what I do when everyone has stopped telling me what to do'

Anonymous child
(Department for Culture, Media and Sport 2004)

The following snapshot of information is taken from the BMDC, Early Years, Childcare and Play Workforce and Training Audit, which was collated from registered childcare settings during May-June 2009.

- The Playwork sector is predominantly made up of white British women.
- There are over 130 registered out of school childcare settings offering over 2,900 places for children aged 4-13 years.
- There is an estimated 567 staff within school and non-school inspected childcare.
- There are approximately 550 registered childminders who offer in excess of 1,400 places for children aged 5-8 years.
- Around 30% of staff that work within the registered provision have a playwork qualification.

Additional research has identified:

Play Projects

- Over 7,000 children had accessed a variety of play projects (see Appendix 4) across Bradford from July 2009 to March 2010.
- A significant amount of providers of play provisions within Bradford have playwork qualifications and training from entry to degree level.

Holiday Playschemes (registered with BMDC Community Play and Activities Development Unit - CPADU).

- In 2010 there were 8,594 children and young people aged 5-13 years that accessed summer playscheme provision.
- A total of 63 different playschemes ran during the school summer holidays during 2010.
- The majority of playscheme settings are either on the voluntary childcare register or opt to not register with Ofsted due to the nature of the provision. Therefore they operate with minimal playwork qualifications. However, all leaders are required to undertake a playscheme training session with CPADU.

Bradford Council's Play Team, based within the Department of Services to Children and Young People, offers support to various types of play provision across Bradford. The Play Team has extensive experience, knowledge and expertise and have delivered playwork training across Bradford district since 2000.

2) Developing a Play and Playwork Workforce in accordance with Local, Regional and National developments

Bradford Council continues to strive to provide the best possible start for all children. This includes access to high quality inclusive play experiences as embedded within the Bradford Children and Young People's Plan.

The Play Team support a variety of play based provision, with meeting quality benchmarks (such as 'The First Claim' and Early Years Quality and Improvement Support Programme (EYQISP), see Appendix 5. The Play Team also support providers with embedding policy and practice, such as the Early Years Foundation Stage, Safeguarding and Access and Inclusion. Support is provided in the form of setting visits, briefing sessions, training, development of guidance documentation and conferences.

The Workforce Audit (2009) identifies a need for continued development and delivery of play and playwork qualifications, as well as a need to diversify the workforce by introducing more men and Black Minority Ethnic groups.

The new Qualifications and Credit Framework model derived from the 2020 Workforce Strategy (DCSF) offers the children's workforce a more accessible way of learning. It aims to develop the skills and behaviours the children's workforce needs to work efficiently in partnership with children, young people, parents, and each other. A full refresh of playwork qualifications has now emerged in line with the QCF, embedding the common core (see Appendix 6) throughout to allow clear transition across the children's workforce.

The 2020 Workforce Strategy supported further development of playwork as a profession by identifying and ring-fencing funding for 4,000 NVQ Level 3 Playwork places, and the development of a Leadership and Management training course for front line playworkers who manage play provision. It is essential to keep abreast of developments to ensure a qualified workforce that reflects current national initiatives, policy and legislative developments.

3) Proposed Delivery Model and Actions

Analysis of the playwork workforce in the Bradford district shows that a large number of practitioners working with children and young people aged 4-13 years have early years qualifications but not playwork qualifications. Registered childcare settings have higher numbers of staff with early years, or other childcare qualifications than playwork qualifications. SkillsActive recommends that play settings should be employing staff with playwork qualifications, rather than other childcare qualifications as

“these are the appropriate qualifications for working in a setting or service whose main purpose is to provide children and young people with opportunities for freely chosen and self directed play”
(SkillsActive, 2008)

Current national research highlights the impact of having qualified and trained playwork staff within and available to support environments for play.

“Some of the best opportunities for the children most in need do not come about from investment purely in the ‘hardware’ of sites and equipment... playworkers and play rangers turn physical spaces into places of opportunity, imagination and belonging. For many children in many places, investing in ‘hardware’ will never be enough. The best opportunities to play are shaped by people – the ‘software’ of play”.

(DEMOS, 2010)

Evidence gathered from local out of school childcare and open access play provision also provides support for the benefit of staff having playwork qualifications and training. Case studies reveal a snapshot of play provision within the Bradford district and highlight how playwork training and qualifications improve the quality of provision.

Staff have reported that accessing play and playwork training and qualifications has supported them to develop a shared vision, to meet children’s individual play needs and develop opportunities for risk and challenge. Staff also recognise that training has helped them to become more ‘reflective’ and challenge their own practice. This has supported them, in partnership with parents, to remove barriers and restrictions to children’s play opportunities within their settings (see Appendix 7).

Whilst recognising that other sectors bring with them a variety of knowledge and experiences of children and young people’s play, it is also beneficial for services which have an impact on children and young people’s play to have an understanding of the implementation of playwork practice.

Bradford Council’s Play Team, based within children’s services, currently support, develop and deliver Continuing Professional Development (CPD) training courses. These are of benefit across the sector to keep partners updated on policy, good practice and support innovative ways of working.

CPD opportunities in play and playwork are valued throughout the registered Childcare Workforce in Bradford, with 85 childminders and 84 early years staff undertaking playwork CPD in the past year. The majority of staff that access play and playwork training work within the Childcare and Education sector. Voluntary sector providers which offer play provision that is not childcare, e.g. open access play projects, play rangers and junior youth provision, also access training, however more targeted promotion is required to support an increase in attendance.

The Play Team is a registered CACHE centre and member of the SkillsActive Code of Practice. It has delivered accredited training and qualifications from Introductory Level to Level 3 in playwork, maintaining a high level of quality as recognised by CACHE, the awarding body, over the past five years.



The following Play and Playwork qualifications, training and CPD has been delivered from October 2008 to March 2010:

Qualifications

- CACHE Level 2 Certificate in Playwork (10 participants completed)
- CACHE Level 3 Diploma in Playwork (6 participants completed)
- CACHE Level 3 Transition Award from Early Years to Playwork (7 participants completed)

Training and CPD

- Playwork Partnerships 'Take 5 for Play' an introduction to Playwork (50 participants)
- 16 different CPD training courses have been developed (see Appendix 8) with 27 sessions in total being delivered (314 attendances)
- Play training for Foster Carers (approximately 20 participants)
- Play training delivered as part of the Social Care staff induction training (approximately 40 participants)

Playwork Qualifications are not currently offered by Further Education or Higher Education providers within the Bradford district.

It is proposed that:

- a) BMDC Children's Services continue to deliver Playwork Qualifications on the QCF and offer a range of CPD training opportunities that reflect current need.
- b) The SkillsActive Code of Practice (see Appendix 9) should continue to be adhered to.
- c) Where specialist knowledge or experience is required e.g. Disability Equality Training or Forest Schools, other training providers should be commissioned to deliver either in partnership with Children's Services or solely.

These along with the following tabled actions will ensure that quality benchmarks and the needs of the sector are met.



Action	Lead
<p>1. Embed 'All To Play For' a strategy for play and playwork qualifications and training, into the Bradford district play strategy 'All To Play For' when reviewed in 2011.</p>	<p>Strategic Lead for Play Localities Play Officer (training)</p>
<p>2. Integrate the play and playwork qualifications strategy into Bradford district Children's Services Workforce Development Strategy development.</p>	<p>Localities Play Officer (training) Workforce Development Unit</p>
<p>3. Any play and playwork training developed by BMDC for the Children and Young People's Workforce should reflect the Common Core, Every Child Matters, Early Years Foundation Stage, EYQISP, Access and Inclusion and current Ofsted legislation.</p>	<p>Localities Play Officer (training)</p>
<p>4. Keep abreast of national developments including:</p> <ul style="list-style-type: none"> ● Development of new playwork qualifications from Level 2 to 4 ● Changes in government policy and practice in relation to play and playwork ● Development of playwork apprenticeships ● Change in Ofsted requirements ● Funding streams to support delivery <p>Information should be shared with relevant stakeholders, e.g. the Play Partnership and good practice and guidance developed where suitable.</p>	<p>Localities Play Officer (training) & Playwork Trainer post</p>
<p>5. Develop multi-agency training, advice and guidance that are relevant to stakeholders in the development of play and playwork across Bradford. All training should include the following:</p> <ul style="list-style-type: none"> ● Consultation with children and young people ● Playwork principles ● Inclusion and equality 	<p>Localities Play Officer (training) & Playwork Trainer post</p>
<p>6. Develop a co-ordinated approach to deliver multi agency and cross sector inclusive play training.</p>	<p>Localities Play Officer (training) & Playwork Trainer post</p>
<p>7. Encourage all the providers delivering playwork training within Bradford district to sign up to SkillsActive Code of Practice.</p>	<p>Localities Play Officer (training), Workforce Development Unit</p>

Action	Lead
8. Create a dedicated play and playwork trainer post in the Workforce Development Unit to deliver 'Take 5 for Play', Level 2 and Level 3 playwork qualifications.	Localities Play Officer (training), Workforce Development Unit
9. The Play Team to continue to develop and deliver CPD training, guidance and support for play and playwork provision. This needs to reflect the needs of the wide range of play and playwork provision offered across the Bradford district and share good practice.	Localities Play Officer (training)
10. Increase the number of staff working with Children aged 4-13 years undertaking: <ul style="list-style-type: none"> ● 'Take 5 for Play' ● Level 2 Diploma in Playwork ● Level 3 Diploma in Playwork (This includes childminders, playscheme staff, out of school staff and holiday activity staff).	Playwork Trainer post
11. Increase the number of men and Black Minority Ethnic play and playwork staff accessing play and playwork qualifications and training.	Playwork Trainer post, Localities Play Officer (training)
12. Work in partnership with external training providers in the Bradford district to increase the number of voluntary sector play and playwork providers accessing play and playwork qualifications and training.	Playwork Trainer post, Localities Play Officer (training)
13. Improve the accuracy of information available about the play and playwork workforce within Bradford e.g staff, qualifications, number of places within provision etc. to help develop, evaluate and sustain the play sector in Bradford.	Localities Play Officer (training), Workforce Development Unit, Childrens Information Link, CPADU & Childcare Development Access Managers
14. Support play and playwork settings to develop and embed workforce development plans through the Workforce Development CD ROM from SkillsActive.	Localities Play Officer (training) Children Development Access Managers
15. Consider the recommendations from the Dame Clare Tickell review of the Early Years Foundation Stage.	Localities Play Officer (training)

Appendix 1

Service Areas which can contribute towards opportunities for Play

Service Area	Opportunities for Play
Planning; Traffic and Highways	Provide suitable access to play spaces. Can provide safer routes to play.
Housing	Provide sufficient and accessible play areas, in line with PPS3 (Governments Planning Policy Statement 3: Housing). Local Authorities are required to ensure that new developments provide good access to community space including play areas and informal play space.
Parks and Landscapes	Design, provide and maintain a variety of stimulating play environments incorporating fixed equipment and the natural environment.
Sport and Leisure Service	Provide physically active play and sports activities. E.g. through playschemes or sports centres.
Health	Provide a playful approach to developing physical and emotional well-being e.g. providing information to families on play as a form of physical activity.
Education	Provide opportunities for play throughout curriculum and non curriculum activities including extended services. E.g. play during break and lunchtimes, creative curriculum, holiday clubs.
Police	Support children and young people's right to access play and leisure safely in their local communities. This contributes towards community cohesion.

Appendix 2

Children and young people play in:

- The home environment (e.g. family homes, Foster Carers homes and residential units).
- Local neighbourhoods and communities – this may include streets, green spaces, car parks, building sites etc.
- Schools – at break and lunch times, before and after school in the playground, within curriculum times and as part of extended services.
- Fixed Playgrounds – local parks with fixed equipment.
- Out of school clubs – staffed childcare play environments which run term time before and after the school day.
- Holiday Clubs/Playschemes – staffed play environments which run during school holiday periods, full days or sessional.
- Children’s Centres – offer staffed childcare and ‘stay and play’ sessions for various age ranges (mainly 0-5 yrs), also support parents/carers with all aspects of the child’s welfare and well-being.
- Childcare settings, including childminders – Ofsted registered settings, in which play is an integral part of the provision to implement Early Years Foundation Stage.
- Therapeutic Play environments – often staffed, where play is used to support children and young people to deal with stressful or traumatic events within their life. These environments may include:
 - Hospitals
 - Prisons
 - Refuges
- Open access provision - where children are free to come and go as they please, this may include:
 - Play pods - container of equipment at a specific location with staff present to offer various outdoor adventurous play opportunities.
 - Play Rangers – playworkers that travel to various community locations with a van of equipment.
 - Adventure Playgrounds – staffed provision, often includes building own structures.
 - Junior Youth Clubs – children can meet with friends and engage in a variety of activities.



Appendix 3

The 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.



Playwork Principles

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.

Developed by
The Playwork Principles Scrutiny Group,
Cardiff 2005.
Endorsed by SkillsActive,
Sector Skills Council for Playwork

Appendix 4

Examples of Play Projects within Bradford district

Name of provider	What they do...	Type of organisation
<p>BMDC Children's Services Play Team Play Pods</p>	<p>Play Pods are shipping containers filled with play equipment to provide outdoor, open access play opportunities for children aged 6-12 years. The Play Team staff use them in partnership with other organisations. There are 10 located across the Bradford district.</p>	<p>Local Authority</p>
<p>Bradford Community Environment Project (BCEP) - Wild And Safe Play Spaces</p>	<p>Provide outdoor environmental play sessions for children in outdoor green spaces. BCEP offer this in partnership with schools and play settings.</p>	<p>Registered Charity</p>
<p>The Big Swing Adventure Playground</p>	<p>Provide inclusive adventurous play opportunities for children and young people aged 5-15 years. The playground is designed and built by the children and young people. They offer mobile play sessions in parks and open green spaces and have opportunities for young volunteers. Located in Bradford East.</p>	<p>Registered Charity</p>
<p>The Play Network</p>	<p>Provide messy play sessions for play providers, have a play equipment resource library and skate park for hire.</p>	<p>Company Limited by Guarantee</p>
<p>Mobile Play Teams</p>	<p>Teams within Community Play & Activities Development Unit offer different play and sport activities to support summer playschemes.</p>	<p>Local Authority</p>

Appendix 5

Quality benchmark tools used to support childcare and play settings

The First Claim

A framework for playwork quality assessment

The First Claim is a self assessment tool for settings which can be used to extend the range of play opportunities they provide. It also supports staff with looking at the role of the playworker.

It is aimed predominantly at playwork settings, e.g. play settings that work with over 5's, however it is used by BMDC Children's Services Play Team to support early years settings and residential units.

Early Years Quality Improvement Support Programme (EYQISP)

The purpose of the guidance materials in the Early Years Quality Improvement Support Programme (EYQISP) is to provide local authority staff and leaders of early years settings with tools to support continuous quality improvement in line with the principles of the Early Years Foundation Stage Framework and Every Child Matters. They also draw on the Quality Improvement Programme, Ofsted self evaluation form and the National Quality Improvement Network's principles.

In Bradford this is also being used to support out of school provision.



Appendix 6

The Common Core Skills and knowledge

The Children's Workforce Development Council (2010) has produced guidance on 'The Common Core'. It describes the skills and knowledge that everyone who works with children and young people (including volunteers) is expected to have. The six areas of expertise in the Common Core offer a single framework to underpin multi-agency and integrated working, professional standards, training and qualifications across the children and young people's workforce.

The six areas are:

- Effective communication and engagement with children, young people and families
- Child and young person development
- Safeguarding and promoting the welfare of the child or young person
- Supporting transitions
- Multi-agency and integrated working
- Information sharing



Appendix 7

Case Studies

Case Study 1

Name of Setting:

Fun-Care Out of School Scheme

Address:

Wyke Community and Children's Centre,
Huddersfield Road, Wyke, Bradford BD12 8AA.

No of Staff: 5

No. Staff with Playwork Qualifications: 2

No. Staff with Introduction to Playwork:
1 working towards level 3, 1 working towards degree

No. Staff that have attended Playwork CPD: 5

How has having staff with Playwork Qualifications had a positive impact on:

The ethos/ culture of the setting:

“Our setting gives opportunity for children to experience risk in a child led but controlled environment, similar to that in an adventure playground. The balance of offering these types of play opportunities whilst also providing ‘safe childcare’ has possibly been the hardest task, but I feel as a result of staff being trained in playwork, our confidence as a team has enabled our “risky” play opportunities to take place.

Before being involved in playwork our setting was structured, planned and led entirely by adults. Having a staff team that is working alongside the playwork agenda our setting is well on its way to becoming an enriched play environment.”

Play opportunities provided for children:

“Having a staff team that understand and appreciate the value of play has enabled us to move forward with the types of play opportunities we can offer. We have adopted a ‘common sense’ approach to our practice which allows children’s play to take the overall direction they wish without having to have too many barriers and restrictions.”

The role of staff within the setting:

“Changing staff attitudes from ‘childcare practitioner’ to ‘playworker’ has at times proved difficult and still causes disagreements amongst the childcare team. After spending time educating staff and parents through training and observation, the majority have come on board allowing our setting to take shape and get to where it is today.”



Case study 2

Name of Setting:

Blakehill Extra Club

Address:

Highfield Road, Idle BD10 8QN

No of Staff: 13

No. Staff with Playwork Qualifications: 3

No. Staff that have attended Playwork CPD: 13

How has having staff with Playwork Qualifications had a positive impact on:

The ethos/ culture of the setting:

“It has made our setting totally child centred/play centred”

Play opportunities provided for children:

“A larger variety of exciting play opportunities are on offer since undertaking the First Claim, we would recommend this to any setting”

The role of staff within the setting:

“It has encouraged us to be more reflective practitioners which in turn feeds into future planning of play opportunities. The staff are more able to see things from a child’s point of view as they are aware of what it is like for a child who attends our play setting and their impact as playworkers upon them.”

Case study 3

Name of Setting:

The Play Station

Address:

297 Leeds Road, Ilkley,
West Yorkshire LS29 8NF

No of Staff: 11

No. Staff with Playwork Qualifications: 9

No. Staff that have attended Playwork CPD: 11

How has having staff with Playwork Qualifications had a positive impact on:

The ethos/ culture of the setting:

“The staff at The Play Station all have a clear understanding of the true meaning of play. They believe that children develop and progress through play and they try to implement for this development in the setting. They do this by providing a variety of different and interesting activities including all types of play.”

Play opportunities provided for children:

“We realise the need to provide a variety of opportunities and activities which would be fun, exciting and enjoyable for each individual child according to their own development, opinions and ideas. Through these activities we include: risk play - to challenge them and develop their confidence and self esteem, creative play – to develop their imagination, social play – to help them make friends, and many other types as well.”

The role of staff within the setting:

“Our staff are united and work together within the team towards the same aim with the same understanding and knowledge in order to facilitate true play for the children.”

Case study 4

Name of Provision:

Bradford Community Environment Project (BCEP)

Address:

Unit 13 Carlisle Business Centre, Bradford

No of Staff: 4

No. Staff with Playwork Qualifications: 3

No. Staff that have attended Playwork CPD: 4

How has having staff with Playwork Qualifications had a positive impact on:

The ethos/ culture of the provision:

“It has enabled the playwork profession within BCEP to have a more professional status to outside agencies and for the workers to value what they do.”

Play opportunities provided for children:

“The children are accessing a greater variety of play opportunities.”

The role of staff within the provision:

“Staff have become more able and competent to meet the varied demands of the voluntary sector and the community. They have a greater understanding of play and it’s importance.”



Appendix 8

Continuous Professional Development (CPD) courses offered by Children's Services Play Team

Title	Description	Duration
Affective Play Spaces	Creating play spaces that stimulate the senses and different moods within the setting	2.5 hours
Environmental Play	Incorporating environmental activities into play	3 hours
Everyone Can Play	Inclusive play course, certificated at level 2	15 hours
Improving Play Opportunities	Introduction to the QA tool The First Claim	6 hours
Loose Parts	How to use loose parts within a play setting	3 hours
Playing for All	Practical inclusive play course	3 hours
Playing out Whatever the Weather	Supporting outdoor play	3 hours
Playing with the Elements	Outdoor play course, certificated at level 3	3 hours
Playwork and the EYFS(briefing)	Introduction to the EYFS when launched	2 hours
Playwork and the EYFS (training)	Putting the EYFS into practice	3 hours
Playwork Principles	Putting the Playwork Principles into practice	3 hours
Play and Every Child Matters (ECM)	How play contributes to Every Child Matters	3 hours
Updating Playwork Theory	Updating playwork theory and linking to practice	3 hours
Using Observation and Reflection	How to use observation and reflection in play settings	3 hours
Risk and Play	How to support risk and challenge in a play setting	3 hours
Supporting Behaviour in a Playwork Setting	How to support behaviour within a playwork setting	3 hours

Appendix 9

SkillsActive Code of Practice

The Code of Practice certifies that a training provider offers high quality playwork training that in turn will benefit learners and their employers. The code encourages good practice and provides a quality standard for the delivery of playwork training.

To sign up to the Code of Practice, playwork training providers need to be approved against a set of nationally agreed criteria. The criteria cover:

- The needs of the learner/trainee
- The competence of trainers
- Equal opportunities
- Health and safety policy and procedures
- Quality assurance policy and procedures
- Introduction to the playwork sector
- Induction into the workplace
- Career progression and routes into training and accredited qualifications

Successful registration to the Code of Practice means that playwork training providers:

- Have demonstrated they meet the minimum standards for the delivery of training that all playwork employers, playworkers and parents/ carers should expect.
- Are able to promote the courses they offer through the online, interactive tool pathways to playwork.
- Can deliver the orientation programme 'making choices'.
- Are registered to deliver endorsed training and their students can therefore be certificated accordingly
- Can use the quality logo on stationery and other promotional materials such as books, leaflets, brochures, etc.
- Are able to submit local training courses for national endorsement.

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at the heart of what you do, Children's
Workforce Development Council (2010)