

Provide food and drink in the playwork setting

Overview

This standard is about the effects that food intake and hydration have on the ability of children and young people to play. It also covers food and drink commonly avoided in order to meet cultural and specific dietary requirements.

The main outcome of this standard is:

1. contribute to providing food and drink in the playwork setting

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

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Performance criteria

You must be able to: **Contribute to providing food and drink in the playwork setting**

1. establish and record specific dietary needs of children and young people
2. identify cultural requirements of children and young people
3. contribute to offering a variety of healthy and nutritious food and drink so that children and young people can choose what and when they eat and drink, within organisational policies and procedures
4. involve children and young people in the processes of preparation, serving and clearing away, if that is what the children and young people want to do
5. ensure food storage and preparation meets organisational and legal requirements
6. be responsive to any child or young person who may need your support or assistance with food or drink

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Knowledge and understanding

You need to know and understand:

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1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the importance of establishing and recording specific dietary needs of children and young people
3. how to identify cultural requirements of children and young people
4. food and drink that is commonly avoided in order to meet cultural and specific dietary requirements
5. the relationship between nutrition and children and young people's development
6. the effect of nutritious food intake and hydration on children and young people's ability to play
7. how and when to involve children and young people in the processes of selection, preparation, serving and clearing away, and why this can be important
8. how food may be used as a play resource and the issues related to this
9. your organisational policies in regard to providing healthy and nutritious food and drink
10. basic legal requirements relating to the storage, preparation and serving of food
11. the kinds of support or assistance that some children or young people may need with food or drink

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Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

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

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

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8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

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