

## Establish and facilitate play in a non-dedicated playwork setting

### Overview

This standard is about carrying out playwork and making provision for free play in a non-dedicated playwork setting. This may be at lunchtimes, in the school playground, in a specialist centre, a hospital, an outdoors centre, a travelling community, after school or during curriculum time outside of lessons. The playworker undertaking this standard may be part of a multi-disciplinary team, a play team, a lone worker, or may only operate as a playworker at particular times; fulfilling the function as part of a bigger job role. The standard is for all sessions where the main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

#### **The main outcomes of this standard are:**

1. set up play spaces within a non-dedicated playwork setting
2. facilitate play in a non-dedicated playwork setting

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.**

Establish and facilitate play in a non-dedicated playwork setting

## Performance criteria

You must be able to: **Set up play spaces within a non-dedicated playwork setting**

1. identify the play space that will be used for the playwork session
2. help children, young people and **others** understand where the play space exists
3. explain to children, young people and **others** the difference, in terms of expectations, between the play space and other physical and emotional spaces within the non-dedicated playwork setting
4. advocate for children and young people's play
5. help protect the play space that has been created from interventions and interruptions from **others**

## Facilitate play in a non-dedicated playwork setting

6. form agreements with the children and young people about how the play space will be used, in line with the playwork practice and owners and or prime users of the facility
7. use agreed areas, materials, resources and equipment to provide opportunities for freely chosen, self-directed play
8. communicate with **others** about children and young people's play experiences
9. encourage children and young people to take ownership and responsibility of the play space created

## Establish and facilitate play in a non-dedicated playwork setting

### Knowledge and understanding

You need to know and understand:

#### **Set up play spaces within a non-dedicated playwork setting**

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 providing opportunities for play in other settings
3. the specific requirements, and organisational policies and procedures for providing opportunities for play in a non-dedicated playwork setting
4. how play can enhance experiences for children and young people
5. how to recognise the differences between playwork and play based activity that may happen in other settings
6. the meaning of advocacy and how to do this in a non-dedicated playwork setting
7. potential conflicts between other agendas and the play process

#### **Facilitate play in a non-dedicated playwork setting**

8. the difference between the role of the adult in interacting with children and young people in a playwork context to other adults' roles
9. the importance of children and young people's understanding that different expectations may be placed upon them regarding use of the same facility
10. the importance of protecting the play space created
11. the ways for forming agreements with the children and young people about how the play space will be used, in line with the playwork practices and the requirements of owners and or prime users of the facility
12. how to communicate with **others** about children and young people's play experiences
13. the importance of encouraging children and young people to take ownership and responsibility of the play space created

Establish and facilitate play in a non-dedicated playwork setting

**Scope/range related Others**

**to performance criteria**

- 1. parents and or carers
- 2. external staff

Establish and facilitate play in a non-dedicated playwork setting

**Scope/range related Others**

**to knowledge and  
understanding**

- 1. parents and or carers
- 2. external staff

## 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.

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

### **Advocacy**

A role that playworkers take to actively support and promote play and playwork. They also act as representatives, or advocates, to speak up on behalf of children and young people and their play needs, when it is needed

### **Intervention styles**

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you too

### **Non-dedicated playwork setting**

The provision of play in a setting that is designed for another use such as, a school classroom, a specialist centre, a hospital, an outdoors centre, a travelling community, or an after school club, where there may be conflicting interests in the activities that the children and young people are undertaking, or how the setting is being utilised

### **Ownership**

Children and young people are encouraged to take ownership of their created play space through having freedom to be, freedom to use, freedom to change, a sense of control and having a say

### **Play space**

## Establish and facilitate play in a non-dedicated playwork setting

---

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

Establish and facilitate play in a non-dedicated playwork setting

<b>Developed by</b>	SkillsActive
<b>Version Number</b>	2
<b>Date Approved</b>	February 2016
<b>Indicative Review</b>	April 2021
<b>Date</b>	
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating Organisation</b>	SkillsActive
<b>Original URN</b>	SKAPW30
<b>Relevant Occupations</b>	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
<b>Suite</b>	Playwork
<b>Keywords</b>	non-dedicated playwork setting; playwork; play