

Secure the facilities and services required for play provision

Overview

This standard is about selecting and obtaining the facilities and services you need for play provision. It includes identifying and agreeing criteria for the types of facilities and services you need, evaluating a range of possible facilities and services and entering into agreements with owners and or suppliers.

The main outcomes of this standard are:

1. identify and evaluate facilities and services for play provision
2. negotiate the facilities and services for play provision

This standard is for an individual working within playwork, operating at management levels in a variety of cross-sector positions; working in a role that includes managing a number of playwork settings whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. They will be responsible for the operational running of these playwork settings, and for numerous staff and their welfare.

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: **Identify and evaluate facilities and services for play provision**

1. agree with **others** criteria for the type of **facilities and services** you need
2. establish that these criteria are consistent with legal, regulatory and organisational requirements
3. evaluate a range of possible **facilities and services** using agreed criteria
4. ensure that **facilities and services** support the inclusion agenda
5. collect and record information about selected **facilities and services** and consult with **others**

Negotiate the facilities and services for play provision

6. carry out enquiries and negotiations in a way which develop and maintain working relationships
7. reach agreements with owners and or suppliers which meet agreed criteria and follow your organisation's requirements
8. seek advice and support if there are difficulties reaching an agreement
9. establish mutual expectations and responsibilities with the owners and or suppliers
10. maintain records of the agreements you have made and make these available to **others**, in accordance with your organisational policies and procedures

Knowledge and understanding

You need to know and understand:

Identify and evaluate facilities and services for play provision

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. aspects of the **physical environment** that facilitate play
3. how children and young people relate to the **physical environment** and the implications for play and play provision
4. stages of child development and how these affect the types of **physical environments** appropriate to children and young people at different stages of development
5. issues to do with inclusion that you must consider when evaluating possible **physical environments** for play
6. the legal, regulatory and organisational requirements that apply to your **facilities and services** and why these are important
7. the importance of negotiating and agreeing criteria before choosing potential **facilities and services**
8. the types of criteria you should consider when looking for **facilities and services** for play provision and how to identify and negotiate these
9. how to identify potential **facilities and services** and their owners and or suppliers
10. how to evaluate **facilities and services** against agreed criteria
11. how to determine whether **facilities and services** can be made suitable for play provision cost effectively
12. the records you should keep
13. how to consult and negotiate with **others**

Negotiate the facilities and services for play provision

14. how to carry out enquiries and negotiations in a way that will maintain good working relationships and why this is important
15. your organisation's requirements and procedures for entering into agreements about **facilities and services**
16. where you can seek advice and support if you have difficulties achieving agreement with owners and or suppliers
17. why it is important to establish mutual expectations and responsibilities with owners and or suppliers
18. why it is important to keep accurate records of agreements and how to do so

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Scope/range related to performance criteria **Others (minimum of 4 out of 6)**

1. children and young people
2. parents and or carers
3. groups making use of the facilities and services
4. staff
5. key partners
6. potential users

Facilities and services (minimum of 4 out of 6)

1. internal and external premises
2. play equipment and other resources
3. health, safety, security and protection of children and young people
4. enabling inclusion
5. off-site trips
6. provision of food and drink

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Scope/range related Physical environments

to knowledge and understanding

- 1. natural and man-made elements
- 2. loose parts

Facilities and services

- 1. internal and external premises
- 2. play equipment and other resources
- 3. health, safety, security and protection of children and young people
- 4. enabling inclusion
- 5. off-site trips
- 6. provision of food and drink

Others

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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 provision

Adult created places where children and young people can play

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

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

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