

Open Spaces Play: We are child-centred in our approach, and provide fun and creative activities which support and enrich child development. We seek to create inclusive play opportunities which inspire children to connect with green spaces. Through defining the following outcomes and principles we seek to align our vision, policies and practices with findings from relevant research, and to contribute to delivery of the Open Spaces Department Learning Strategy.

<p>Outcomes</p>	<p>Children are free to play, explore, be imaginative and take part in fun and enjoyable experiences</p>	<p>Children are respected and our approach is child-centred</p>	<p>Children feel safe, confident and empowered to learn</p>	<p>Children begin to connect with green spaces</p>	<p>Parents and carers become more aware of the importance of play and are more involved</p>	<p>Space design invites and enables play</p> <p>4, 5</p>
<p>Principles</p>	<p>Provide a rich range of resources to choose from</p> <p>Provide a mix of self-directed and structured play opportunities, scaffolding according to the needs of the child</p> <p>Understand and respect that children can enter into imaginary worlds, exploring life and make connections between real and imagined experiences (Bob Hughes taxonomy of play) ¹</p> <p>Create opportunities for children to:</p> <ul style="list-style-type: none"> - Have fun - Explore - Spend time doing and discovering - Be creative and imaginative - Assess and take risks 	<p>Uphold the UN convention on children’s rights ² and the Play England play charter ³</p> <p>Accept each child as they are (although certain behaviours are not acceptable in our spaces)</p> <p>Understand and respect children’s play cycles and play cues</p> <p>Be present and aware of own impact, choosing when to step back and when to support.</p> <p>Consult children on changes to our play facilities</p>	<ul style="list-style-type: none"> - Follow SSOWs - Be present for children who appear unsure or afraid - Provide activities which are both challenging and achievable - Encourage and respect children’s ideas - Be inclusive by providing children with variety and choice - Provide opportunities for children to take ownership of their play through providing choice and respecting their ideas and decisions. - Be welcoming and build initial relationship with visitors - Provide opportunities to work both in groups and individually - Provide opportunities for children to take risks and make judgements 	<ul style="list-style-type: none"> - Maximise the unique opportunities that your site provides - Provide opportunities to be outside, explore and take part in memorable activities - Communicate to children that they can visit the space freely in the future - Role model, discuss and provide opportunities for caring for living things - Find beauty and magic in nature, e.g. hugging a tree, listening to sounds of nature - Give children time to simply connect through their own exploration or having time to sit quietly - Enable children to interact with the site and build memories (e.g. create objects/art to leave on site or take home) 	<p>The value of play is communicated to adults (e.g. conversations, signs, leaflets)</p> <p>There are opportunities for adults to get involved in activities</p> <p>Space design considers opportunities for adult involvement (e.g. different sized tunnels or gateways for adults and children)</p>	<p>The play space will:</p> <ul style="list-style-type: none"> - stimulate the five senses - allow social interaction - allow a range of movements and physical activity through and around the space - harmonise with and enhance the local green space - incorporate planting, trees and greenery - offer graded challenges so children can learn and take risks at their own pace - be located near well-used foot paths - include non-prescriptive play equipment (which

	<ul style="list-style-type: none"> - Play games - Use their senses - Be surprised 					<ul style="list-style-type: none"> encourages creativity) - enable children of a range of ages and abilities to play together - be accessible to, and usable by disabled children and disabled parents - incorporate natural materials to encourage connection with the natural world
Learning strategy impact areas	Confidence, wellbeing	Confidence, wellbeing, involvement	Confidence, wellbeing	Connection, wellbeing	Understanding, involvement	Confidence, wellbeing, connection

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<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/earlyyearschildcare/workingearlyyears/outofschool/firstclaim/playtypes.pdf>

2 https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.264517455.1171600916.1494337767-1877114635.1494337767) Article 31 states: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. The UK is a signatory of the United Nation Convention for the Rights of the Child (UNCRC) and the convention is incorporated into UK law.

3 <http://www.playengland.net/wp-content/uploads/2015/09/charter-for-childrens-play.pdf>

The Play Charter states:

- Children have the right to play
- Every child needs time and space to play
- Adults should let children play
- Children should be able to play freely in their local areas

- Children value and benefit from staffed play provision
- Children's play is enriched by skilled playworkers
- Children need time and space to play at school
- Children sometimes need extra support to enjoy their right to play

4 <http://www.playengland.org.uk/media/70684/design-for-play.pdf>

5 <file:///C:/Users/AbigailPT/Downloads/Shaping%20Neighbourhoods%20Play%20and%20Informal%20Recreation%20SPG%20High%20Res.pdf>