



Llywodraeth Cymru  
Welsh Government



# Wales

## a Play Friendly Country

Statutory Guidance

Refreshed and updated  
January 2025

[gov.wales](https://gov.wales)

# Wales – a Play Friendly Country

<b>Audience</b>	All those with an interest in play and a role in assessing and securing play sufficiency, particularly local authorities.
<b>Overview</b>	<b>‘Wales – a Play Friendly Country’</b> is Statutory Guidance to local authorities on assessing for and securing sufficient play opportunities for children in their areas. It is published by Welsh Ministers to give detail to the duties on local authorities under section 11, Play Opportunities, of the Children and Families (Wales) Measure 2010 (play opportunities for children).
<b>Changes</b>	<p>This is an updated and refreshed Statutory Guidance following recommendations made within the Ministerial Review of Play Steering Group’s Report, to support local authorities in meeting the requirements of the Play Sufficiency Assessment (Wales) Regulations 2012. This version replaces the Statutory Guidance published in July 2014 and the Welsh Government Circular Letter, WGC 004/2021, which was published on 23 March 2021.</p> <p>This document has been refreshed to include up to date information relating to Play and wider Welsh Government policy areas.</p>
<b>Action required</b>	<p>Local authorities must submit to the Welsh Ministers a Play Sufficiency Assessment (PSA) every 3 years as well as an annual Play Action Plan and Progress Report.</p> <p>Local authorities are also required to publish, on their websites, a summary of their Play Sufficiency Assessment, which must include the outcomes of the assessment and highlight the actions that they intend to take to achieve sufficiency of play opportunities.</p>
<b>Further information</b>	<p>A timetable for delivery of the Play Sufficiency Assessments and associated documents is included in this Guidance.</p> <p>Any questions should be addressed to:</p> <p>Early Years, Childcare and Play Division Welsh Government Cathays Park Cardiff CF10 3NQ</p> <p>e-mail: <a href="mailto:childcareandplaymailbox@gov.wales">childcareandplaymailbox@gov.wales</a></p>

## Related documents

### [Children and Families \(Wales\) Measure 2010](#)

### [The Play Sufficiency Assessment \(Wales\) Regulations 2012](#)

The [Play Sufficiency Assessment Form](#) and [Executive Summary of the Play Sufficiency Assessment template](#) are provided to support local authorities to comply with their statutory duties regarding children's play, along with a toolkit which has been developed in conjunction with Play Wales.

The [Play Sufficiency Assessment Toolkit](#) aims to assist local authorities in preparing for and conducting the Play Sufficiency Assessments and developing the Play Action Plans. It has been designed to work in tandem with this statutory guidance, which includes direct links to relevant tools to further assist local authorities.

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# Ministerial foreword

**I remain rightly proud that the Welsh Government was the first Government in the world to legislate for children’s right to play. Over ten years has passed since we commenced our world-leading play sufficiency legislation to ensure the children and young people of Wales enjoy a wide range of challenging and interesting opportunities to play.**

We want a Wales for all children – a Wales where all babies, young children, their families and communities can thrive, through enriched opportunities and experiences. A Wales that is a wonderful place to grow up, live and work now and in the future. We strongly believe in the importance of children’s right to play and the benefits it gives to their health, happiness and wellbeing.

Our experiences during the COVID-19 pandemic have demonstrated just how crucial play and access to playful experiences are to children’s lives. This updated and refreshed version of our statutory guidance is accompanied by a toolkit to support local authorities in assessing and securing sufficient opportunities to play for all children, as we continue to champion and protect children’s right to play.

We were pleased to welcome the Report of the Ministerial Review of Play Steering Group, and our response to the recommendations has set out our course of direction to make our vision of Wales being a play friendly country become a reality.

I express my thanks to Play Wales for their ongoing support for children’s play and to our local authorities, other key stakeholders and all those individuals and organisations working within the sector who, through their roles, are continuing to champion children’s right to play.



A handwritten signature in dark ink, reading 'Dawn Bowden'.

**Dawn Bowden MS**  
Minister for Children  
and Social Care



# 1. Introduction

**The Welsh Government places great value on play and its importance in the lives of children in our society. We believe that children have a fundamental right to be able to play, and that play is central to their enjoyment of life and contributes to their well-being.**

Playing is crucial to children’s physical, mental, social and emotional health and well-being. For children themselves, playing is one of the most important aspects of their lives. They value time, freedom and quality places to play. When asked what is important to them, children consistently mention playing and gathering with their friends. When they play, children contribute to their immediate well-being and to their own development.

There is a well-established body of solid evidence that shows the contribution that play, particularly self-organised play, can make to children’s long-term and immediate well-being,

to their physical health and to their mental health and resilience. For example:

- [Article 31: Spotlight Report – Children’s Commissioner for Wales](#)
- [What children say about play in Wales 2022 – Play Wales](#)

Children and young people growing up in poverty can face financial, practical and environmental barriers to accessing opportunities for play. We want a Wales that enables children and young people to access their rights, including their right to play, have good well-being and fulfil their potential, no matter what their background or circumstances (including their socio-economic circumstances) are. Play can also be a means of reducing inequalities between children living in families that can afford costly recreational provision and those that cannot, so reducing poverty of experience for all children.



## 2. Background

### Play policy development in Wales

To achieve the outcomes for children that play provides, the then Welsh Assembly Government worked with stakeholder organisations to create the ‘[Play Policy](#)’ in 2002.

In 2004, the Welsh Assembly Government formally adopted the United Nations Convention on the Rights of the Child (UNCRC) as the basis for its policymaking relating to children and committed to making the principles of the UNCRC a reality for all children and young people. It established a multidisciplinary Play Policy Implementation Group to develop recommendations for how play should develop in Wales.

In 2006, the Welsh Assembly Government launched ‘[Play in Wales](#)’, its Play Policy Implementation Plan. The plan set out how the principles detailed in the Play Policy would be implemented. It drew together existing support for play (projects and provision) and set the direction for the future. It also included a set of key actions and a timetable for delivery.

Welsh Government recognises that to achieve the aim of creating a play friendly Wales and to provide excellent opportunities for our children to play; it is necessary for local authorities, their partners and other stakeholders to also work towards this purpose. Therefore, a section on “Play Opportunities” was included in the [Children and Families \(Wales\) Measure](#), which received royal assent in 2010.



The rights-based approach of the Welsh Government to its policy making regarding children, allows for the Play Sufficiency Duty to explicitly articulate the intrinsic value of play as a right, alongside the more instrumental value of its role in other policy agendas such as tackling child poverty, health and well-being, learning and development, and community cohesion.

There are three articles which particularly relate to this duty:

- **Article 31 (Leisure, play and culture):**  
Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.
- **Article 15 (Freedom of association):**  
Children have the right to meet together and to join groups.
- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

In 2013, concerned by the poor recognition given by States to the rights contained in Article 31, the UN Committee on the Rights of the Child published [General comment no. 17](#) to raise the importance and increase accountability.

General comment no. 17 provides guidance on the legislative, judicial, administrative, social and educational measures needed for Article 31 to be implemented for all children without discrimination. It strongly encourages States to consider introducing legislation to ensure the rights under Article 31 for every child. Such legislation should address the principle of sufficiency – all children should be given sufficient time and space to exercise these rights.

In 2014, the Welsh Government set out the vision for play for children in Wales with the publication of [‘Wales – a Play Friendly Country’](#) statutory guidance to local authorities on assessing for and securing sufficient play opportunities for children in their areas.

Since legislating in support of children’s play as part of the [Children and Families \(Wales\) Measure 2010](#), between 2019 and 2022, the Welsh Government undertook an in-depth and collaborative review of its play policy work and considered the progress made in achieving the Welsh Government’s vision for play. The review had two aims:

- to assess the Welsh Government’s work relating to play policy
- to help the Welsh Government shape how it develops and progresses the play agenda.

The review made key recommendations and suggested milestones for the Welsh Government to consider in building on the progress made in being a play friendly country, giving children and young people sufficient opportunities to play.

In February 2023, the Welsh Government welcomed the [Ministerial Review of Play Steering Group Report](#), and in October 2023, issued a [response to the Steering Group’s recommendations](#), outlining the actions Welsh Government will take forward to meet the recommendations.

## Legal basis

### Children and Families (Wales) Measure 2010 (the ‘Measure’)

Chapter 2, Section 11 of the Children and Families (Wales) Measure sets out duties on local authorities as regards play opportunities.



## Section 11:

### Local authority duties in respect of play opportunities for children

- (1) A local authority must assess the sufficiency of play opportunities in its area for children in accordance with regulations.
- (2) Regulations may include provision about:
  - a. The matters to be taken into account in assessing sufficiency.
  - b. The date by which a first assessment is to be carried out.
  - c. Frequency of assessments.
  - d. Review of assessments.
  - e. Publication of assessments.

#### Commenced 01 July 2014 (3)

A local authority must secure sufficient play opportunities in its area for children, so far as reasonably practicable, having regard to its assessment under subsection (1).

#### Commenced 01 July 2014 (4)

A local authority must –

- a. publish information about play opportunities in the authority’s area for children, and;
  - b. keep the information published up to date.
- (5) In performing its duties under this section, a local authority must have regard  
Among other things –
  - a. to the needs of children who are disabled persons (within the meaning of section 1 of the Disability Discrimination Act 1995 (c. 50);
  - b. to the needs of children of different ages.
- (6) In this section –  
“play” includes any recreational activity;  
“sufficient”, in relation to play opportunities, means sufficient having regard to quantity and quality.

Welsh Ministers decided to commence the duty in two parts. The first part covered the duty on local authorities to assess for sufficient play opportunities, sections 11(1); 11(2); 11(5); 11(6) and commenced in 2012.

The second part of the duty placed a duty on local authorities to secure sufficient play opportunities in their areas for children, so far as reasonably practicable, having regard to the assessments 11(3); and the duty to publish information about play opportunities for children in their areas and keep the information up to date 11(4).

This duty was commenced on 01 July 2014, after full consideration of the Play Sufficiency Assessments and the local authorities’ Play Action Plans for improving play opportunities.

This Statutory Guidance is intended to:

- Support local authorities in completing their Play Sufficiency Assessments and Play Action Plans for achieving sufficiency. It sets out the purpose of the duty and the matters to be taken into account in assessing sufficiency as set out under section 10. A refreshed [Play Sufficiency Assessment Toolkit](#) has also been made available to support the production of the assessments.
- Support local authorities in securing sufficient play opportunities. This will be through the implementation of the Play Action Plans, which are required to maintain the strengths and improve on the shortcomings identified in their Play Sufficiency Assessments.

Under Section 71 of the Measure, “child” (“plentyn”) means a person who has not attained the age of 18.

This guidance is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure, which states that:

*In exercising its functions under **sections 11** (Local authority duties in respect of play opportunities for children) **and 12** (Participation of children in local authority decision making), a local authority **must** have regard to any guidance given from time to time by the Welsh Ministers.*

And in accordance with Section 70 (guidance) of the Measure, which states:

- (1) This section has effect in relation to any guidance issued by the Welsh Ministers under this Measure to bodies that must have regard to it.

## (2) The Welsh Ministers –

- a. may give guidance to bodies generally or to one or more particular bodies;
- b. may issue different guidance to or in respect of different bodies;
- c. must, before they issue guidance, consult the bodies that must have regard to the guidance;
- d. must publish the guidance.

To refresh this guidance, Welsh Government Play Policy officials, on behalf of the Welsh Ministers, have engaged with Play Wales, Local Authority Play Leads and a range of internal policy colleagues to ensure all information is relevant and is up to date at the time of publication.



## Definition of play

The definition of play within this statutory guidance is the one that had been developed by the playwork sector and is recognised internationally. This states that:

*“Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward and is a fundamental and integral part of healthy development - not only for individual children, but also for the society in which they live”.*

The Welsh Government also recognises that play can include a wide range of recreational activities and sees creating an environment where children can freely play as central to the aim of section 11 of the Measure.

We recognise that our society has changed significantly in recent years in the extent to which it is accepted as the norm for children to go out to play and organise where they go and what they do in their own time. This has come about for various reasons including increased concerns about risks to children from increased traffic density; perceived danger from adults who may pose a threat to children; lack of safe places to play; increased television and computer use and sometimes a negative view of playing children by other sections of the community. For these reasons, we aim to make communities more play friendly by valuing and increasing quality opportunities for play throughout the community. The intended outcome will be more children playing both inside and outside and so enjoying the health, social, cognitive and emotional benefits that play provides.

Play is defined for the purposes of the Measure as including “any recreational activity”

(Section 11(6) Measure). We see the range of play opportunities for children that are covered under the Measure as being:

- **Freely chosen play** – With or without adult supervision/facilitation.
- **Any recreational activities** – in the main led by adults, with predefined rules.

These opportunities can be available in a range of spaces and settings and any setting may afford both opportunities for freely chosen play and structured recreational activities.

The UN Committee on the Rights of the Child General comment no.17 provides useful definitions:

**Play:** *“Children’s play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise. Caregivers may contribute to the creation of environments in which play takes place, but play itself is non-compulsory, driven by intrinsic motivation and undertaken for its own sake, rather than as a means to an end. Play involves the exercise of autonomy, physical, mental or emotional activity, and has the potential to take infinite forms, either in groups or alone. These forms will change and be adapted throughout the course of childhood. The key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity. Together, these factors contribute to the enjoyment it produces and the consequent incentive to continue to play. While play is often considered non-essential, the Committee reaffirms that it is a fundamental and vital dimension of the pleasure of childhood, as well as an essential component of physical, social, cognitive, emotional and spiritual development.”*

**Recreational activities:** *“Recreation is an umbrella term used to describe a very broad range of activities, including, inter alia, participation in music, art, crafts, community engagement, clubs, sports, games, hiking and camping, pursuing hobbies. It consists of activities or experiences, chosen voluntarily by the child, either because of the immediate satisfaction provided or because he or she perceives that some personal or social value will be gained by accomplishing them.*

*Recreation often takes place in spaces specifically designed for it. While many recreational activities may be organized and managed by adults, recreation should be a voluntary activity. Compulsory or enforced games and sports or compulsory involvement in a youth organization, for example, do not constitute recreation.”*

## What are sufficient opportunities to play?

Section 11(6) sets out that “sufficient” in relation to opportunities to play means sufficient having regard to **quantity** and **quality**.

The Welsh Government recognises that clearly setting out a required quantity and quality of opportunities to play for a particular area is not a straightforward task as it depends on many variables including:

- the natural environment and geography of the area
- the built environment and characteristics of the communities
- the demography of the area
- existing opportunities and provision for play
- existing organisational structures

These will all affect what is:

- the present situation
- what changes are needed to create a play friendly environment
- how these can be achieved.

We acknowledge that what is considered as sufficient and achievable will depend on these variables and should be determined locally, in accordance with the intentions, and the matters to be taken into account, as covered in the Play Sufficiency Assessment Regulations 2012 and this Statutory Guidance. This includes consultation with children, their families and communities.

## Quantity of opportunities to play

The quantity of opportunities to play should be such that any child or young person should be able to play freely and take part in a range of recreational activities in their communities at times and in places that meet their needs.

## Quality of opportunities to play

The local authority should assess for, and secure, opportunities for children to play of a quality that meets the enjoyment, social, and developmental needs of the children in its area. A rich play environment is one which is flexible, adaptable, varied and interesting. It maximises the potential for socialising, creativity, resourcefulness, challenge, and choice. It is a trusted public space where children feel free to play in their own way, in their own time, on their own terms.

Quality play provision offers all children the opportunity to freely interact with or experience the following:

- **other children** – of different ages and abilities with a choice to play alone or with others, to negotiate, co-operate, fall out, and resolve conflict
- **the natural world** – weather, trees, plants, insects, animals, mud
- **loose parts** – natural and man-made materials that can be manipulated, moved and adapted, built and demolished
- **the four elements** – earth, air, fire and water
- **challenge and uncertainty** – graduated opportunities for risk taking; both on a physical and emotional level



- **changing identity** – role play and dressing up
- **movement** – running, jumping, climbing, balancing, rolling, swinging, sliding and spinning
- **rough and tumble** – play fighting
- **the senses** – sounds, tastes, textures, smells and sights.

Under the different sections of the Play Sufficiency Assessment, the local authority should take account of the extent to which children have access to play spaces with high play value; and to a range of recreational activities that meet their needs.

In securing sufficient opportunities to play, local authorities should ensure that their Play Action Plans are developed and implemented to achieve high quality opportunities for all children to play.

## Time, space and permission

As the Ministerial Review of Play (2022) highlights, opportunities for children to play can be supported or restricted across three interrelated domains:

- **Time** – children’s ‘free’ time (both objective and children’s subjective perception) when they can become immersed in playing.
- **Space** – how public space can support or constrain children’s ability to play as well as access to designated spaces for play.
- **Permission** – children’s subjective experiences of time and space, including factors such as a sense of freedom, permission, belonging, fear and harassment, as well as the increasing adult appropriation and control of play.

For children to have sufficient opportunities to play, they need time to play, space to play and the recognition by adults that this is every child’s right so that all children are allowed this time and space.



### 3. Consultation, participation and engagement

For play opportunities to meet the requirements of children it is essential that their views on what they need from play and recreational activities are taken seriously and inform decisions that affect them.

The local authority should consult with children as to what play opportunities; play provision; activities and events, meet their needs in their area.

In performing its duties under Section 11 of the Children and Families (Wales) Measure (2010), a local authority must have regard:

- (a) to the needs of children who are disabled persons (within the meaning of section 1 of the Disability Discrimination Act 1995 (c. 50))**
- (b) to the needs of children of different ages.**

Participation methodologies should therefore be facilitated in a way that respond to the age, maturity and ability of the children involved. The [National Participation Standards](#) act as a guide to what good quality engagement with children and young people should look like. They identify the key issues workers should be aware of when working with children and young people in Wales, setting out the operational steps that can be taken to ensure participation is meaningful, safe and inclusive. Examples of good participation practice can be found in Welsh Government's [good practice guide](#).

Additionally, [The Right Way](#) is a framework, developed by the Children's Commissioner for Wales and Wales Observatory on Human Rights of Children and Young People, for working with children, grounded in the UNCRC to help public bodies integrate children's rights into every aspect of decision-making, policy and

practice. The Right Way embeds the National Participation Standards, and each of the Right Way guides provide useful practical examples of what good quality participation looks like, including in [early years](#) and when working with children with [additional learning needs](#).

The local authority should also consult with parents; the local community and any other interested stakeholder on the development of play opportunities and developing child and play friendly communities.

The assessment should take into account:

- The views of children, obtained through consultations, on what play and recreation provision they identify as important in their areas; how they would like their neighbourhood to be organised to provide the play opportunities they want; and what barriers stop them from playing. The consultation should include the views of children who do and do not use the existing play opportunities.
- An analysis of the results of these consultations and how these have or will be used to inform future plans.
- The views of parents, families and other stakeholders, in the best interests of children, obtained through consultation, on play provision/opportunities and how this has or will inform future plans.

As the Play Action Plans are developed, implemented and reviewed each year, children and families who have been, or will be, affected by the actions should be consulted as to their views on what has been achieved; the benefit in increasing their opportunities to play; and actions for future improvements.

## 4. Play Sufficiency Assessment Policy Framework – assessing for sufficiency

Local authorities must complete assessments of opportunities to play for children in their areas every three years as set out in the Regulations.

Local authorities are required to complete and submit a copy of their Play Sufficiency Assessments, Play Action Plans and other

reports to Welsh Government officials as set out below. The Welsh Government wishes to maintain a strong working relationship with local authorities in taking the play agenda forward through information sharing and monitoring of the Play Action Plans.

### The documents required to be submitted to Welsh Ministers are:

#### **The Play Sufficiency Assessment Form –**

This must be a full assessment of the opportunities to play in the local authority area, set out on the [Play Sufficiency Assessment Form](#) provided by the Welsh Government. **The Assessment is required to be completed every three years.** Local authorities are also required to contribute the results of the Play Sufficiency Assessments to the Well-being Plan (see the [Shared Purpose: Shared Future statutory guidance on the Well-being of Future Generations \(Wales\) Act 2015](#)).

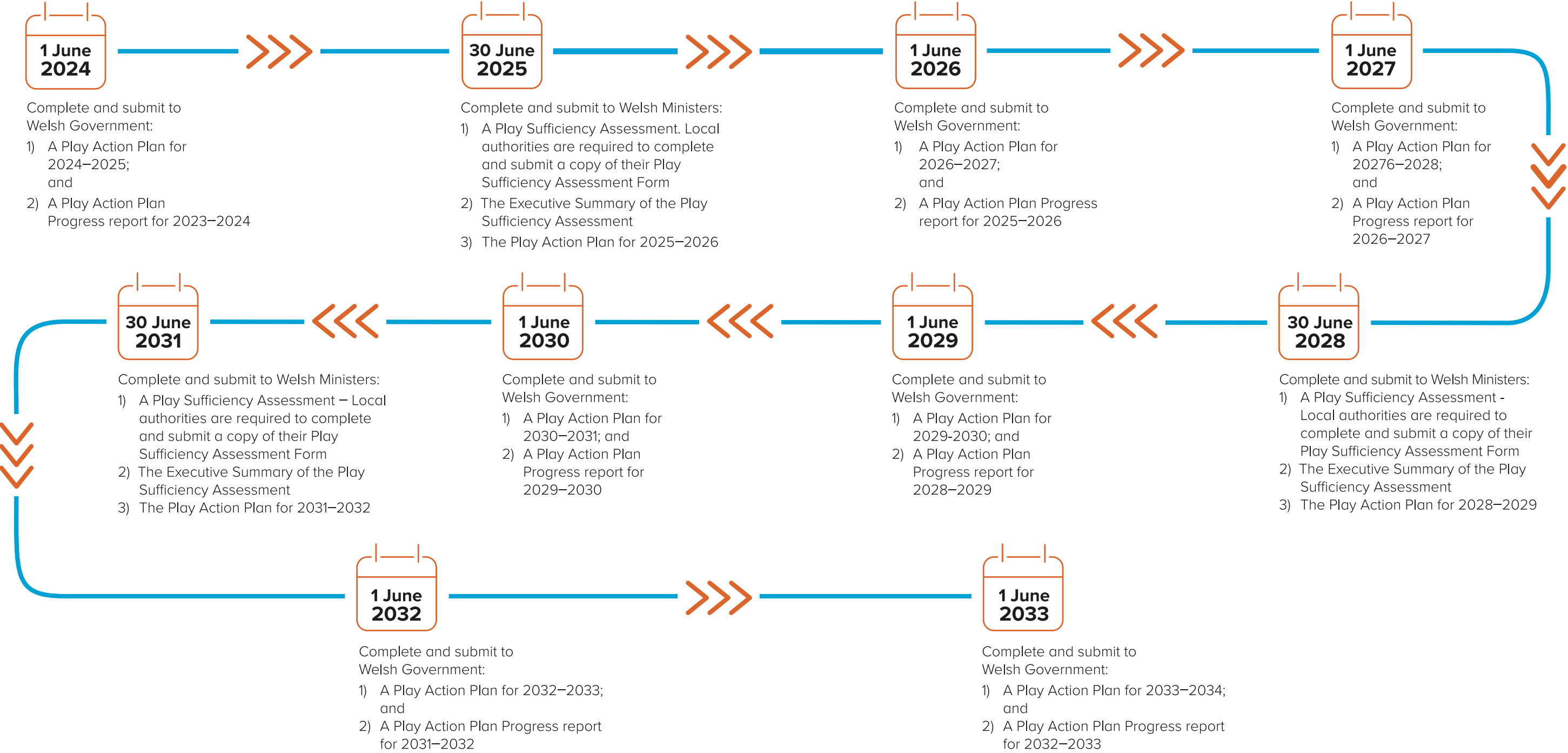
**The Play Sufficiency Assessment Executive Summary report** – This should include a summary of the main outcomes from the Play Sufficiency Assessment and highlight the actions that the local authority proposes to take to achieve sufficiency. **This report must be published on the local authority website and submitted to Welsh Ministers alongside the Play Sufficiency Assessment every three years.**

**An annual Play Action Plan** – detailing the actions, priorities and milestones to maintain strengths and address shortcomings identified in the Play Sufficiency Assessment.

**An updated Play Action Plan is required each year.**

**An annual Play Action Plan Progress Report** – Under the duty to secure sufficient opportunities to play, local authorities should work with partners to develop and implement the Play Action Plans. Each year local authorities should show progress made against actions and continuous improvement in securing opportunities to play. **An updated Play Action Plan Progress Report is required each year.**

Timetable for assessing and securing sufficient play opportunities for the next 10 years





## 4.1 Undertaking the Play Sufficiency Assessment

The Play Sufficiency Assessment process is supported by key stages which are outlined in more detail within the [Play Sufficiency Assessment Toolkit](#) for local authorities.

The Play Sufficiency Toolkit has been updated in conjunction with Play Wales, to assist local authorities in preparing for and conducting the Play Sufficiency Assessments and developing the Play Action Plans. The toolkit includes templates that will support the assessment process and provide useful sources of information.

### Play Sufficiency Assessment Toolkit – Contents and links

<b>Tool 1: Focus on play briefing for local councillors</b> <a href="#">Focus on play – Play and county councillors – Play Wales</a>	<p>The briefing for local councillors provides information about statutory duties on local authorities to assess and secure sufficient play opportunities for children in their area.</p>
<b>Tool 2: Play Sufficiency Assessment options analysis</b> <a href="#">Play Sufficiency Assessment Toolkit – Tool 2</a>	<p>Undertaking a Play Sufficiency Assessment options analysis is helpful at the preparation stage and will assist with agreeing the assessment methodology. This tool sets out areas to consider when analysing available options for conducting a Play Sufficiency Assessment.</p>
<b>Tool 3: Play Monitoring Group terms of reference</b> <a href="#">Play Sufficiency Assessment Toolkit – Tool 3</a>	<p>Tool 3 is an exemplar template of a terms for reference document which may be used when establishing a Play Monitoring Group or equivalent.</p>
<b>Tool 4: Play Monitoring Group (or equivalent) – Information audit</b> <a href="#">Play Sufficiency Assessment Toolkit – Tool 4</a>	<p>This is an audit tool to assist Play Monitoring Group (or equivalent) members during the preparation stage in identifying and collating information relating to each theme when considering each of the matters.</p>
<b>Tool 5: Understanding Play Sufficiency – Training resource pack</b> <a href="#">Qualifications and training – Play Wales</a>	<p>This training course aims to help promote the importance of play sufficiency to local authority partners.</p> <p>It provides policy makers and practitioners with opportunities to work together, exploring their collective responsibilities in respect of the Play Sufficiency Duty.</p>
<b>Tool 6: Being a play champion</b> <a href="#">Play Sufficiency Assessment Toolkit – Tool 6</a>	<p>This tool provides tips on developing skills in being a play champion and advocating for play within your local authority area.</p>
<b>Tool 7: The Play Satisfaction Survey – Information sheet (guide to using it locally)</b> <a href="#">The Play Satisfaction Survey: A guide to using it locally – Play Wales</a>	<p>This information sheet is aimed at local authority officers carrying out surveys of children’s play satisfaction. It includes survey questions for local and national analysis.</p> <p>This tool supports local authorities when consulting with children as part of their Play Sufficiency Duty. It provides good practice for planning, preparing and using the survey, as well as guidance on collecting, processing and carrying out basic analysis of the data.</p>
<b>Tool 8: Children as auditors - Information sheet</b> <a href="#">Play Sufficiency Assessment Toolkit – Tool 8</a>	<p>This tool provides tips for involving children when conducting the Play Sufficiency Assessment and auditing play spaces.</p>

<b>Tool 9: Right to Play workshop</b> <b>Right to play workshop – Play Wales</b>	<p>This tool is designed for playworkers, participation workers, youth workers and other staff to assist in running a right to play workshop with children and young people in schools and other structured settings.</p> <p>The workshop aims to raise awareness about the right to play. It also aims to empower children and young people so they can make the case for better opportunities for them to play and meet up with their friends.</p>
<b>Tool 10: Focus group monitoring form</b> <b>Play Sufficiency Assessment Toolkit – Tool 10</b>	<p>This is a monitoring form to support the person who is facilitating a survey focus group. The tool will assist in ensuring an inclusive approach when involving children and young people in play sufficiency assessment activities.</p>
<b>Tool 11: Surveying parents</b> <b>Play Sufficiency Assessment Toolkit – Tool 11</b>	<p>This tool provides a list of questions which may be used to gather information and views of parents on play opportunities.</p>
<b>Tool 12: School playtime questions for children</b> <b>Play Sufficiency Assessment Toolkit – Tool 12</b>	<p>This tool provides a list of questions which may be used when seeking children's views on school play/break times.</p>
<b>Tool 13: School playtime survey for schools</b> <b>Play Sufficiency Assessment Toolkit – Tool 13</b>	<p>This tool is a template of survey questions which may be used by schools to gather information on children's school play times.</p> <p>Finding out more about opportunities to play in school is part of the statutory work when conducting a Play Sufficiency Assessment.</p>
<b>Tool 14: Assessing spaces to play</b> <b>Creating accessible play spaces – Play Wales</b>	<p>A range of templates can be found in <i>Creating accessible play spaces: A toolkit</i>:</p> <ul style="list-style-type: none"> <li>• Play space audit</li> <li>• Play space access assessment</li> <li>• Play value checklist.</li> </ul>
<b>Tool 15: Workforce development training needs analysis</b> <b>Play Sufficiency Assessment Toolkit – Tool 15</b>	<p>This tool provides an employee workforce questionnaire template to support an analysis of workforce development training needs when conducting a Play Sufficiency Assessment.</p>
<b>Tool 16: Employer/setting questionnaire template</b> <b>Play Sufficiency Assessment Toolkit – Tool 16</b>	<p>This tool provides an exemplar template which may be used to gather information from settings/employers in respect of the playwork provision and workforce.</p>
<b>Tool 17: Play Action Plan prioritisation tool</b> <b>Play Sufficiency Assessment Toolkit – Tool 17</b>	<p>The Play Sufficiency Assessment will have identified a range of actions to inform the Play Action Plan. This tool will assist in prioritising the actions listed to achieve good outcomes for children, in planning for sufficient opportunities to play.</p> <p>It will be necessary to agree the priorities as part of the Play Action Plan development. This tool provides suggested factors to consider when identifying and agreeing the criteria for prioritising actions.</p>

## Stage 1 – Preparing for the Play Sufficiency Assessment

### Stage 2 – Assessing against the Play Sufficiency Assessment Matters.

The **Play Sufficiency Assessment Form** sets out four themes which relate to the Play Sufficiency Assessment Matters to be assessed:

- Population – Matters A, B, E;
- Places where children play – Matters C, F and I;
- Supervised provision – Matters D and G, and
- Policy, engagement, advocacy and information – Matters F, G, H, I.

### Stage 3 – Preparing the Play Action Plan

Local authorities will complete a **Play Sufficiency Assessment Play Action Plan** to set out what steps need to be taken to improve and maintain the opportunities for children to play.

Local authorities will complete an annual **Play Action Plan Progress Report** to set out outcomes achieved in creating opportunities for play and steps to improve sufficiency.

Under the duty to secure sufficient play opportunities for children in their areas, local authorities should use all practical means available to them to maintain provision and services, and to increase and improve play opportunities for all children in their areas. They should have regard to the strengths and shortcomings identified in their Play Sufficiency Assessments and to the requirements of assessment, as set out in the Regulations and this guidance.

Sufficient play opportunities must particularly be secured through implementation of the actions set out in the local authorities' **Play Action Plans** developed to maintain the strengths and address any shortcomings identified in the assessment.

The Play Action Plans must be developed and reviewed each year to record progress and identify and set out actions that need to be taken during the following year; how these will be achieved; and timescales for completion.

In securing sufficient play opportunities through the Play Action Plan, local authorities should ensure that the collaboration and partnership work that was established in undertaking the assessment is continued in developing and undertaking actions to improve opportunities to play.

## 4.2 Partnership working and collaboration

In taking forward the Play Sufficiency Assessment to achieve a play friendly society that offers a wide range of play and recreational opportunities, it is necessary for all partners within the community to work together.

The Welsh Government encourages local authorities to acknowledge the importance of play in children's lives and make a firm commitment to work strenuously within their own structures; with partner organisations; with children and their families and communities to ensure that children have access to the play opportunities that they want and have a right to expect.

The relevant partnerships are likely to include:

- Town and Community Councils
- Third sector organisations, particularly regional play associations
- the Private Sector if appropriate
- Community groups
- Health Boards
- Housing Associations, Police and Fire Services, as appropriate
- Regional Partnership Boards/Public Service Boards.

As well as working with relevant organisations within its area, the planning and delivery of opportunities to play can take place on a regional and cross local authority basis where appropriate, and with national organisations that support the development of play. Each area should be proactive in developing opportunities to play for children in its own area, as well as being supportive and sharing good practice with other authorities/organisations, to promote play for all children in Wales.

To ensure a sufficient contribution from a range of partners, and across local authority policy and delivery areas and to meet the duty for assessment, planning and securing of sufficient opportunities to play, the local authority should establish a Play Monitoring Group or equivalent.

This group should support the lead director, the lead member for children and young people's services and the designated lead for the managerial and delivery functions (Matter G) to fulfil the duty under the Measure and thereby secure sufficient opportunities to play for children in its area. It should also invite the

active involvement of play champions to promote engagement and support in achieving sufficient opportunities for children to play.

### 4.3 Providing and maximising resources

Play covers a wide range of provision, facilities, services and community organisation; therefore, it is essential that budgets that cover all these areas contribute towards the purpose of achieving sufficient opportunities for children to play.

It is anticipated that with a slight shift in emphasis in how a budget is utilised, a significant improvement in the availability of play opportunities can be achieved.

Local partners should identify and consider use of these budgets in developing the Action Plans for improving play opportunities, including reprioritisation if necessary. Review of budgets of relevant policy areas that affect children's play opportunities and maximise their benefit for play, should contribute to the Play Sufficiency Play Action Plans.





# 5. Matters that need to be taken into account in assessing for and securing sufficient play opportunities

In assessing both quantity and quality of the sufficiency of opportunities to play, local authorities must consider these Matters:

Matter A	Population
Matter B	Providing for diverse needs
Matter C	Space available for children to play: <ul style="list-style-type: none"> <li>Open spaces</li> <li>Outdoor unstaffed designated play spaces</li> <li>Playing fields</li> </ul>
Matter D	Supervised provision: <ul style="list-style-type: none"> <li>Playwork provision</li> <li>Structured recreational activities</li> </ul>
Matter E	Charges for play provision
Matter F	Access to space and provision, including road safety measures, transport, information and publicity
Matter G	Securing and developing the play workforce
Matter H	Community engagement and participation
Matter I	Play within all relevant policy and implementation agendas.

## 5.1 Matter A

The assessment should present data about the number of children living in the local authority area at the present time, with a projection of 5 years forward, to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the areas are classified as being areas of disadvantage or deprivation.

This should cover the number of children in each ward, broken down into Lower Super Output

Areas, or areas that the local authority has identified as appropriate for sufficiency planning purposes. Consideration to be given to:

- children’s age groups
- recorded number of disabled children in each age group
- Welsh as a first language and those educated through the medium of Welsh
- children for whom English or Welsh is not their first language
- other recorded cultural factors, including race (including Gypsy, Roma and Traveller children, refugees and asylum seekers).

## 5.2 Matter B

The local authority should aim to offer play opportunities that are inclusive and accessible and that encourage all children to play and meet together if they wish to.

The offer should reflect the [Social Model of Disability](#) which recognises that children and adults with impairments are disabled by barriers that commonly exist in society. These barriers include negative attitudes, and physical and organisational barriers, which can prevent children from taking part in the range of play opportunities in their area.

The play assessment should cover the extent to which:

- play opportunities are encouraged and appropriate to the requirements of children from diverse communities and cultures, including those in isolated rural areas
- play opportunities are appropriate to the requirements of Welsh language speaking children
- play opportunities are accessible to and inclusive of disabled children and children with additional learning needs; and may include support to access play opportunities
- specialised provision is available for disabled children, if there is a clearly identified need for this
- community planning, traffic and transport initiatives cover the requirements of disabled children to access play opportunities.

## 5.3 Matter C

The local authority should recognise that all open spaces, including those which whilst not owned by them, are accessible to the public within their area, are potentially important areas where

children can play or pass through to reach other playable areas or places where they go. The Play Sufficiency Assessment should take into account:

- grassland/scrubland
- woodlands and amenity green space
- beaches and river and lake sides
- public parks and gardens (in addition to dedicated play areas within the parks)
- residential streets
- school grounds
- brownfield sites
- village greens, town squares, plazas and other open urban public spaces
- incidental pockets of land, for example alongside roads and paths.

As part of the Play Sufficiency Assessments, local authorities should draw upon existing Open Space Assessments and other local sources of information to map areas that are used for play or could potentially be used for play. The open spaces considered should include those set out in the Welsh Government [Planning Policy Wales](#), [Technical Advice Note \(TAN\) 16 “Sport, Recreation and Open Space”](#) and [Technical Advice Note \(TAN\) 12 “Design”](#) as well as brown field sites; residential streets; and school grounds.

A space should be assessed for:

- its play value
- distance to travel from where children live without any significant physical barriers
- its accessibility
- its freedom from inappropriate hazards
- acceptable levels of opportunities for beneficial risk taking
- its existing use for play
- its potential for play use.

Any change of use for open spaces, or areas that become disused, will come under the guidelines and regulations set out as part of the planning system in Local Development Plans, [Planning Policy Wales and the associated Technical Advice Notes](#).

It is expected that any assessment relating to planning of open space and leisure and recreation, will be undertaken with close collaboration with the Local Authority Play Officer and that Open Space Assessments (OSAs) will inform the Play Sufficiency Assessment and vice-versa, to avoid duplication of effort.

### Outdoor unstaffed designated play spaces

The Play Sufficiency Assessment should take into account:

- playgrounds and play areas
- doorstep
- local
- neighbourhood

- destination
- recreation (sports) fields – natural and artificial
- multi use games areas (MUGAs)
- wheeled play areas – BMX bike and skate parks.

A space should be assessed for:

- play value
- distance to travel from where children live without any significant physical barriers
- quantity of provision in relation to number of children
- accessibility and suitability in relation to different ages; abilities; dry and wet weather use
- acceptable levels of opportunities for beneficial risk taking
- its existing use for play
- potential for increasing use for play.



## Playing Fields

The local authority should recognise the importance of playing fields as areas of community use for organised sporting activities and for play and informal recreational use.

**The Playing Fields (Community Involvement in Disposal Decisions) (Wales) Measure 2010** empowers the Welsh Ministers to make provision by way of regulations for the involvement of communities in decisions by local authorities about proposed disposals of fields. A “Local Authority” in this context is a county/county borough council, community council and a national park authority.

Any impact assessment should recognise the importance of playing fields to children’s opportunities to play and include children, young people and their families in any consultations on such decisions.

## 5.4 Matter D

### Playwork provision

The Play Sufficiency Assessment should take into account play provision including:

- holiday play schemes (registered and unregistered)
- adventure playgrounds
- play opportunities supported by peripatetic playworkers (play rangers)
- mobile provision, such as play buses
- clubs
- organisations which provide resources for these settings (such as toy libraries or scrap stores).

This provision should be assessed for the extent to which:

- There is sufficient provision to meet the needs of children and their families.

- The provision meets the regulatory requirements and **National Minimum Standards** for that setting, as set out by the Welsh Government; Care Inspectorate Wales (CIW) or other inspection body.
- The provision works to achieve high standards in offering play opportunities for children. All individuals, groups and organisations offering activities or services to children and young people in Wales, follow the advice provided in the **Working together to safeguard people: Code of Safeguarding Practice**.

Where out of school childcare and open access play is already assessed by local authorities through the Childcare Sufficiency Assessment, the Play Sufficiency Assessment should also assess these settings in respect of the quality of the play opportunities that they provide and offer.

### Structured recreational activities

Under section 11 of the Children and Families (Wales) Measure 2010, recreational activities form a part of play opportunities.

The Welsh Government wishes to avoid duplication of assessments of provision. This includes youth support services, including youth work provision as well as Sport, Leisure and Culture activities. Play sufficiency assessments should demonstrate alignment with the local youth work offer and wider youth support services and other delivery areas.

The Play Sufficiency Assessment should take into account the extent to which:

- Funding agreements between Sport Wales and local authorities are contributing to increasing free play and recreational activities. Sports provision is contributing to the provision of sufficient recreational activities for children.



- Leisure centre provision of free play opportunities – free swimming; play sessions.
- The cultural and arts agenda is contributing to the provision of sufficient recreational activities for children.
- The Local Authority Youth Service provides for children’s opportunities for leisure and association.

## 5.5 Matter E

Play opportunities in open spaces and outdoor unstaffed designated play spaces (Matter C) will, other than in exceptional circumstances, be free of charge to children and any accompanying adults. Supervised provision both for playwork provision and structured recreational activities (Matter D) may incur a cost to children and their families. This could be through voluntary contributions, entry charges and payment or subscriptions for activities. A further cost could be for transport to these opportunities (Matter F). Any charges will clearly affect whether a wide range of play opportunities are available for all children and therefore the sufficiency of provision for a particular area. It should be appreciated that even relatively small costs for low-income families with several children can mean that opportunities are not available to these children.

The Play Sufficiency Assessment should show which play opportunities involve a charge and the amount of that charge.

It should take into account the extent to which any charges affect the sufficiency of play opportunities for:

- children living in low-income families
- children living in areas of deprivation
- children living in rural areas
- disabled children
- children with Additional Learning Needs (ALN).

The Play Sufficiency Assessment and Play Action Plans should show the extent to which local authorities take charges into account for these children and their families and the measures used to mitigate these circumstances including:

- provision of no cost opportunities for children to play
- no or low charges for local authority premises used for play provision
- grants or subsidies for play providers
- subsidised transport costs for children travelling to play opportunities.

Local authorities should provide information of no or low-cost play provision available in their area via their main methods of publicising provision, services and events, including the Family Information Service and CLIC if appropriate.

## 5.6 Matter F

In assessing for and creating play friendly communities, local authorities should work to ensure that children are able to move around their communities to play; to walk or cycle to open spaces, play or leisure provision; to visit family and friends or to attend school, without risk of harm.

The Welsh Government is committed to reducing road traffic collisions and injuries and developing a safer environment for all. The goal is a safer country – for our children and for all the people of Wales.

Local authorities have powers to introduce 20mph limits where appropriate – for example in residential areas where children could play.

For many children the pavements and roads outside their front doors represent not only

access to play provision, but also a space in its own right, where they can play, sometimes the only public open space in a community. We also recognise that when children travel somewhere, they don't just walk or cycle, but they play their way through their community.

Under the Welsh Government's Local Transport Services Grant, local authorities are allocated annual funding to help them boost the number and range of subsidised local bus and community transport services. While the majority of local bus services are provided commercially, local authorities have powers to subsidise services that they believe are required to meet a social need. To achieve this, they use their own budgets but also the annual allocations that they receive under the Local Transport Services Grant Scheme.

The Play Sufficiency Assessment should take into account all factors that contribute to children's access to play or moving around their communities including:

- traffic calming
- play streets/School Streets/temporary road closures
- safe walking, cycling routes
- public transport provision
- shared spaces
- parking
- opening hours of play provision.

These factors should be assessed for:

- The number of 20 mph limits in residential areas to promote play opportunities.
- The effectiveness of these limits in allowing for children to safely move around their communities and playing outside.

- The local authority's provision of safe walking, wheeling and cycle routes and potential for increasing these. This should align with the proposals that are set out in the [Active Travel \(Wales\) Act 2013](#).
- Confirmation that their public transport planning and decisions about expenditure on bus and community transport services reflect their assessment of children's needs to access play.
- Processes for arranging temporary road closures being straightforward and information on these being readily available.
- The impact that parked cars in residential streets have on children's use of space.
- Whether play opportunities are available at times when children want them.

### Information and publicity

For children and families to take part in play opportunities, recreational activities and events it is necessary for them to know what is available in their area.

The Welsh Government expects each local authority to develop a clearly identified play section on its website. This should give comprehensive information about all play opportunities; play areas and areas not necessarily designated as such that provide a range of play opportunities; activities; clubs and events for children in its area. It would also be useful to provide information and relevant links for parents, to promote support for, and involvement with play opportunities within the wider community. This information could also be provided through the local authority's other publicity methods.

Information on the [Talk With Me: Speech, Language and Communication \(SLC\) Delivery Plan](#), which aims to raise public awareness

of the importance of talking, engaging and playing with babies and young children, is detailed within the Play Sufficiency Assessment Toolkit.

Events which encourage play, and which promote the normalisation/acceptance of play activities in community spaces, will contribute to play being accepted at other times, as will publicity of events and providing positive information and news stories to develop positive community attitudes to children and their right to play.

The local authority could use physical on-site signposting of areas within the community which are available for children to play, to provide a clear message to both children and adults that children are welcome to play in this area. This could take the form of play equipment or more symbolic indication of permission to play. It should be clear that this does not limit children's play just to these areas.

The assessment should cover the extent to which:

- information about play areas; play and recreation activities; clubs and events for children is readily available through the local authority website and other sources
- information about the accessibility of provision and contact for support if required
- information about events for the whole family is available
- information of how parents; school governors; community groups; volunteers can become involved in providing play opportunities
- the local authority publicises positive attitudes towards children and their presence outside, playing in their communities.

**Note:** there is a legal requirement on local authorities under section 11(4) of the Children and Families (Wales) Measure 2010 to publish information about play opportunities and keep the information up to date.



## 5.7 Matter G

Local authorities and partners are required to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities.

The play workforce should have, or be supported in achieving, the qualifications required by the Welsh Government's [National Minimum Standards for Regulated Childcare](#); the accepted qualifications as recognised on [The Playwork Education and Training Council for Wales List of Required Qualifications for Playwork](#) (or any lists which supersedes this); and other requirements set out by other associated inspection and regulatory bodies including Care Inspectorate Wales. The local authority should support the development of the play workforce including the involvement and training of other professionals within the children's workforce, volunteers and community members, in line with the [National Occupational Standards](#) for the sector.

The Play Sufficiency Assessment should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce, and take into account the extent to which:

- the structure and size of the Play workforce (policy and delivery) is able to achieve sufficient play opportunities for all children in the area
- the level of qualifications of the play workforce is sufficient and appropriate for their roles
- training is available for the play workforce to achieve the necessary qualifications
- training is available for volunteers and parents to develop their knowledge and skills in playwork

- training is available for professionals working in the children's workforce in relation to play, and in keeping children safe
- training or awareness sessions are available for professionals and decision makers whose work impacts on children's opportunities to play, for instance town planners.

The Welsh Government recognises that this is a cross-cutting agenda and many professionals whose primary purpose at work is not necessarily to support children's play, undertake roles which impact directly and indirectly on children's access to play opportunities. The Play Sufficiency Assessment should take into account the extent to which training is available to enable this broad group to develop their knowledge and understanding of how they may contribute to ensuring sufficiency of play opportunities.

The Welsh Government's [10 Year, Childcare, Play and Early Years and Workforce Plan](#) published in 2017 and [refreshed in 2024](#) outlines the ongoing commitment to support an appropriately trained and qualified play workforce.

## 5.8 Matter H

The local authority should consult widely on children's, their families' and other stakeholders' views on play and recreational provision. It should also aim to promote wide community engagement in providing play friendly communities. Local authorities should make efforts to engage groups we know might be less likely to be able to engage without tailored support. This can include, but is not exhaustive:

- young children
- disabled children and children with additional learning needs



- children's whose first language is not Welsh or English
- gypsy, Roma and Traveller children
- children from Black, Asian and Minority Ethnic backgrounds.

A Play Satisfaction Survey template and further guidance on consulting on play is available in the Play Sufficiency Assessment toolkit.

The Play Sufficiency Assessment should take into account the extent to which children and young people are able to engage in initiatives to enhance play opportunities. This can include, but is not exhaustive to:

- youth forums
- school councils
- school governing bodies
- community groups
- any other relevant groups

Such initiatives could include:

- making space available and suitable for play
- organising play events
- promoting positive attitudes of children and play.

As securing sufficient play opportunities is achieved through the development and implementation of the Play Action Plans each year, the children and families affected by the actions should be consulted as to their views of what has been achieved, the benefit in increasing their opportunities to play, and actions for future improvements. It is expected that local authorities will use existing mechanisms for children's participation and family consultation processes to achieve this, if they are effective in capturing the views of those affected.



## 5.9 Matter I

To achieve the outcomes we desire for children and to create a child friendly society that offers a wide range of opportunities for freely chosen play and recreation, it is necessary for policy and implementation across many policy areas to contribute to this purpose.

The Welsh Government fully recognises the importance of play in its own right and also its being seen as important in other policy agendas, such as teaching and learning methods (pedagogy); its importance to children's wellbeing and development; a source of experiential learning; physical activity; and in some contexts, a form of therapy, by professionals and others working in service areas for children. Child led play can also contribute to the desired results in these areas.

The local authority should examine all its policy agendas for their potential impact on children's play and embed targets and actions to enhance children's opportunities to play into all such strategies and policies.

The Play Sufficiency Assessment should take into account the extent to which the policy areas set out below include consideration of, and actions to enhance, children's play opportunities. This should also cover any other local authority agendas that affect children. The Play Sufficiency Assessment should show that it has taken account of these policy areas either through the provision of related information or by cross-referencing to the related plan with reference to the detail on play.

In securing sufficient play opportunities, the local authority must give full regard to its Play Sufficiency Assessment and the Play Action Plan showing the actions it is taking each year to improve play opportunities within each of these policy areas. The Play Monitoring Group should form the basis whereby all policy and delivery areas report progress against actions and targets in the plan.

The Play Monitoring Group should be the mechanism for ensuring collaboration across all policy areas. The local authority should examine budgets in the policy areas listed below, to identify how they can be used to meet the actions in the Play Action Plan for improving play within that policy area.

### **Policy areas to be considered in the assessment:**

#### **Education/schools – Curriculum for Wales**

One of the significant strengths of Curriculum for Wales is that it is built on the principles of play-based learning, recognising that children are most confident and capable when they are engaged in play and playful activities. Children will have the opportunity to experience play based learning opportunities for their education at school or a funded non-maintained nursery (childcare setting), before they transition to school at statutory age.

Schools provide an important opportunity for children to play during the school day and for periods before and after classes. They can also provide valuable play space at weekends and during holiday periods if the school is organised to allow for this. The Welsh Government recommends that local authorities advise schools to provide high quality play space and sufficient time for children to play during the school day and give full consideration to opening this provision during out of teaching hours.

The Play Sufficiency Assessment should assess the extent to which:

- children are provided with an interesting play environment for breaks during the school day
- schools provide play opportunities during out of school times, including before school, in the evenings, at weekends and during holiday periods, as well as open access to school grounds and use of premises for activities

- schools encourage children to walk or cycle to school
- children are provided morning, lunchtime and afternoon play breaks.

### Town and Country Planning

Town and country planning is an important factor in providing spaces where children can play. The assessment of open space provision should be undertaken as part of the preparation of the Local Development Plan. This should assess the suitability of streets and open spaces for play, including the mapping of formal and informal play provision and opportunities. The development plan should show how the local authority intends to provide play space in residential, neighbourhood and town or city centre environments where provision has been assessed as inadequate.

The Play Sufficiency Assessment should assess the extent to which:

- planning of the built environment, including housing and use of public and open spaces, provides for children's opportunities to play
- the Local Development Plan recognises and addresses the outdoor play needs of children of various ages.

### Traffic and transport

Traffic control and transport services are important in enabling children to walk, cycle or use public transport in reaching places where they play or take part in leisure provision.

The Play Sufficiency Assessment should assess the extent to which:

- children can play within community areas and there are accessible safe routes for walking, cycling or using public transport to access play, leisure provision and school
- the Local Transport Plan recognises the importance of local streets, roads and walking and cycling routes in offering play opportunities for children of different ages and abilities
- the Local Transport Plan identifies ways of assessing the needs of all groups including those which are often marginalised.





## Health and Well-being

Within the [Healthy Weight Healthy Wales Strategy](#), the provision of quality play opportunities can also significantly contribute to agendas for the whole community, including:

- **community safety** – by providing safe environments for children and others
- **sustainable development** – by providing environments that attract families to work and live in areas that meet the needs of the whole family over a period of time
- **child poverty** – through the delivery of more community-based offers for play, to support health and well-being.

Evidence shows that active play contributes strongly to children's health and well-being. Active play, especially outdoors, helps children to develop physically, mentally and emotionally. It helps them develop strong bones and muscles, improves their skills and coordination, and makes them feel better about themselves. It can even help them sleep better. It is shown as contributing to both children's physical and mental health and a means of reducing childhood obesity. Active play is a key way of contributing towards the [UK Chief Medical Officers' Physical Activity Guidelines](#). Local authorities should work to ensure that play is taken into full account in providing for a healthy community.

The Play Sufficiency Assessment should assess the extent to which:

- the local authority's plans and agenda to promote health and well-being recognise the importance of freely chosen play and recreational activities, in contributing to both children's and their family's physical, mental and social health
- such plans support actions to enhance play opportunities for children to promote their health and well-being
- such plans contribute towards the UK Chief Medical Officer for Wales' Physical Activity Guidelines.

## Child Poverty

Children and young people growing up in poverty can face financial, practical and environmental barriers to accessing opportunities for play, sport and positive leisure activities. When we conducted [pre-consultation engagement on our Child Poverty Strategy for Wales](#) with over 3,200 people, including over 1,400 children, young people and their families, access to play was a significant issue. Children, young people and their families told us they want opportunities in the communities where they live to enjoy play, sport, leisure and family activities that support their mental and physical well-being. Related to this, children and young people talked about the importance of clean, green spaces and looking after the environment.

That is why there is a commitment in the [Child Poverty Strategy for Wales](#) to push forward, working with partners, on the delivery of more community-based offers for play, sports, youth work opportunities and access to arts, culture and natural resources for children and young people and low-cost family activities to support health and well-being.

Play is a vital element in children's development and something that can provide a strong protective factor in children's lives. Playing can shield children from the negative aspects of poverty, and other sources of childhood adversity, including Adverse Childhood Experiences (ACEs) and trauma, by helping them to develop their inner resources and build resilience to difficulties and uncertainties in their home and other parts of their lives.

Child poverty is a cross-cutting issue, and the Play Sufficiency Assessment should assess the extent to which:

- the local authority's tackling poverty agenda and strategies, (as required under the [Children and Families \(Wales\) Measure 2010](#)), recognise the potential of play to increase children's health and mental well-being

- play opportunities are available to all children regardless of family income.

### **Early years/Childcare and Family policy and initiatives**

Play is central to children's early years and vital for their health, learning and development. We want Wales to be a wonderful place for all babies, young children, their families and communities to thrive, through enriched opportunities and experiences. Our Early Childhood Play, Learning and Care (ECPLC) vision for Wales places the child and child development at the heart of everything we do. ECPLC is about developing and delivering a consistent approach to nurturing, learning and development, through the provision of

accessible, inclusive, high quality play-based childcare and education opportunities. ECPLC focuses on provision for all 0–5 years olds being provided in Welsh, English or bilingually.

The Play Sufficiency Assessment should assess the extent to which:

- the local authority recognises the importance of play within this policy area, and the benefit to parents and families as a whole, through access to a wide range of play opportunities.
- Early Years, Flying Start and family support plans and services recognise the importance of play and contribute to the provision of rich play opportunities for children.





### **Support for Parenting and Families**

The Welsh Government’s parenting and family support programmes recognise the importance of play. They include provision for sessions which support play, such as ‘stay and play’; ‘language and play’, and ‘number and play’ which all support parents to feel more confident about playing with their child and supporting their learning through play.

### **Inter-generational policy and initiatives**

The Welsh Government believes that intergenerational activities and programmes can benefit both children and older people. Play provision can help to promote this interaction.

The Play Sufficiency Assessment should assess the extent to which:

- the local authority values an inter-generational approach to play and recreation opportunities for the benefit of children and people from older age groups
- policies allow for different age ranges (children, teenagers and adults to)
  - Use the same space separately at different times of the day
  - Share the same space at the same time

### **Community Development**

Welsh Government values community development to build up equal and fair societies where communities’ needs are understood and fulfilled. Opportunities for children to play form an important part in meeting community needs.

The Play Sufficiency Assessment should assess the extent to which:

- the local authority recognises the rights of children to play within their communities
- promotes communities that support and provide for play opportunities for their children
- promotes communities that value the benefits which play provides for both children and the community as a whole and promotes community cohesion.

### **Community Safety**

The Play Sufficiency Assessment should assess the extent to which:

- the local authority recognises the rights of children to play within their communities and provides a safe environment for this to happen
- the local authority’s broader approach to community safety and violence prevention considers the right of children to play in their communities and includes actions to provide a safe environment for children to play in their communities.

### **Health and Safety**

The Play Sufficiency Assessment should assess the extent to which:

- the local authority’s health and safety policies and procedures embrace the principle of risk benefit assessment as illustrated in the [Health and Safety Executive’s \(HSE\) High Level Statement on promoting a balanced approach](#) on managing risk in play.

## 6. Future developments

The detail on assessing for and securing sufficient play opportunities is set out in this refreshed Statutory Guidance. This includes detail on undertaking the Play Sufficiency Assessments, development and implementation of the Play Action Plans, monitoring processes and reporting to Welsh Ministers.

Welsh Government officials will liaise with local authority play lead officers, Play Wales and other stakeholders on the development of and the updating of guidance, and on monitoring of progress and further initiatives for collaboration and partnership working.

Other resources to support local authorities and promote the play agenda will appear from time to time on the Welsh Government website.



# Appendix A: Welsh Government Policy

## Play policy

Wales was the first country to legislate in support of children's play, guaranteeing children's right to play by ensuring local authorities secure sufficient opportunities, via the Play Sufficiency Duty. As part of the Children and Families (Wales) Measure 2010, the Welsh Government legislated in support of children's play. '[Wales - a Play Friendly Country](#)' is the statutory guidance which supports local authorities in assessing and, as far as is reasonably practicable, securing sufficient opportunities for children to play in their areas. This refreshed statutory guidance replaces the [2014 version](#), which sets out the Welsh Government vision for Play for children in Wales to local authorities on assessing for and securing sufficient play opportunities.

In Autumn 2019, the Welsh Government launched a Ministerial Review of Play facilitated by an external steering group made up of cross-professional play and playwork specialists. The aim of the review was to assess where Wales is with respect to play policy and to inform how the Welsh Government develops and progresses the play agenda in future years. The review also considered the progress made in achieving the Welsh Government's vision for play and whether the vision remains relevant. It set out the steps that need to be taken to progress the play agenda to achieve the vision.

The Welsh Government welcomed the [Ministerial Review of Play Steering Group Report](#), and in October 2023, issued a [response to the Steering Group's recommendations](#), outlining the actions that the Welsh Government will take forward to meet the recommendations.

The Welsh Government continues to place great value on play and its importance in the lives of children in our society and committed to continue to build on the progress made in Wales, being a play friendly country giving children and young people the opportunity and freedom to play.

## Keeping children safe

The Welsh Government expects all individuals, groups and organisations offering activities or services to children and young people in Wales, to follow the advice provided in the [Working together to safeguard people: Code of Safeguarding Practice](#). This code is intended to assist in understanding the safeguarding arrangements that should be in place to operate safely and to safeguard all participants.

The [Social Care Wales Group A online module for safeguarding](#) is a free resource for all those whose roles bring them into contact with children and young people.

When undertaking play sufficiency activities involving children, refer to the [Wales Safeguarding Procedures](#) which help people to understand their responsibilities to safeguard children and young people in Wales.

## Programme for Government

The Welsh Government's [Programme for government](#) sets out the ambitious commitments we will deliver over the years from 2021 to 2026. These will tackle the challenges that we face and improve the lives of people across Wales.



## Healthy Weight Healthy Wales Strategy (2019)

Welsh Government's [Healthy Weight Healthy Wales](#) strategy covers a ten-year period (2020-2030) in recognition of the systemic changes that need to take place to effectively address both the causes and the effects of obesity on the population of Wales.

The strategy has a specific focus on children and early years. Good nutrition and increasing levels of active play are vital to reduce levels of childhood obesity. Evidence shows that when children are a healthy weight, they feel better about themselves, they find it easier to play and learn, and they're more likely to grow up healthy too. The strategy sets out commitments for coordinated actions to reduce maternal obesity and promote healthier lifestyles from a young age; from the starting point of healthy pregnancies and encouraging breastfeeding, to enabling skills to be learned within families and at childcare and play settings.

## Early Childhood Play, Learning and Care (ECPLC)

Our approach to ECPLC recognises childhood is precious, that babies and young children constantly play, learn and grow in different ways and to support that development, they require care and nurturing. It also is important to remember, all children are individuals with different needs, some more complex than others. Our [Early Childhood Play, Learning and Care](#) (ECPLC) vision for Wales places the child and child development at the heart of everything we do. ECPLC is about developing and delivering a consistent approach to nurturing, learning and development, through the provision of accessible, inclusive, high quality play-based childcare and education opportunities.

ECPLC focuses on provision for all 0–5 years olds being provided in Welsh, English or bilingually.

[Early childhood play, learning and care in Wales – Hwb \(gov.wales\)](#)

## Cymraeg 2050

'[Cymraeg 2050 – A million Welsh speakers](#)' is the Welsh Ministers' strategy for the promotion and facilitation of the use of the Welsh language. It has been prepared in accordance with Section 78 of the Government of Wales Act 2006. The strategy builds on existing foundations and moves us on to the next stage in our language journey. We have identified three strategic themes to achieve this vision.

1. **Increasing the number of Welsh speakers.**
2. **Increasing the use of Welsh.**
3. **Creating favourable conditions – infrastructure and context.**

The overarching targets for this strategy are as follows:

- The number of Welsh speakers to reach 1 million by 2050.
- The percentage of the population that speak Welsh daily and can speak more than just a few words of Welsh, to increase from 10 per cent (in 2013–15) to 20 per cent by 2050.

The long-term aim for our early years provision is to reach a position where children under five have had sufficient contact with the Welsh language to be able to start on their journey towards fluency. The main aim of the Cymraeg 2050 strategy in relation to the early years is to expand Welsh-medium provision in the early years as an access point for Welsh-medium education.

## Curriculum for Wales – Enabling learning guidance

Play is how young children make sense of the world and is a powerful vehicle for learning which helps support children's speech, language and communication skills, as well as their social and physical skills. Curriculum for Wales ensures children benefit from holistic and meaningful learning that supports their development. The [Curriculum for Wales – Enabling learning guidance](#) highlights how enabling adults provides engaging experiences in effective environments and will use their knowledge and observations of children to plan real experiences that are relevant to children's interests through a play-based approach.

## Parenting Support

Local authorities have responsibility to provide information, advice and support to parents and carers, and for deciding the precise nature of local service delivery depending on local circumstances and identified needs within their own areas. Our [Parenting in Wales: Guidance on engagement and support](#) provides the Welsh Government's expectations when delivering parenting support, including the provision of sessions to support play.

Our [Parenting. Give it time](#) (PGit) campaign and website offer positive parenting expert information, advice and support for parents and carers with children up to age 18. The bilingual website provides resources and information for parents on talk, listen and play and signposts to other organisations known to promote the benefits of play, so that all children have the chance to thrive and lead happy and healthy childhoods.

## Families First

The [Families First](#) programme promotes the development of multi-agency systems of support for families, particularly those living in poverty. The programme places an emphasis on early help and prevention and works with the whole family to stop problems escalating towards crisis.

Local authorities are given a large degree of flexibility in designing local services and are encouraged to focus on increased access to play and leisure, including pre-school play provision. Local authorities can also commission services as part of the Families First programme, which can include services that focus on play.

## Designing Gypsy Traveller Sites in Wales (2015)

This [guidance document](#) is for local authorities to provide appropriate services at reasonable cost to Gypsies and Travellers living on local authority residential sites in Wales. It should be used as a basis to facilitate authorities in making decisions specific to their own particular local circumstances. It is not the intention of the Welsh Government to impose uniform solutions, since situations may vary considerably across regions in Wales.

## A Vision for Sport in Wales (2018)

Our [Vision for Sport in Wales](#) is that everyone can have a lifetime enjoyment of sport. We want Wales to be an active nation with as many people as possible inspired to be active through sport. To support the vision, [Sport Wales's strategy](#) includes a strategic intent to ensure every young person has the skills, confidence and motivation to enable them to enjoy and progress through sport; giving them foundations to lead an active, healthy and enriched life.



To realise the Vision for Sport in Wales, the sports sector (Sport Wales, National Governing Bodies of Sport, Local Authorities, Sport Partnerships), Early Years Wales and Play Wales came together, as a collaboration, to create the Foundations Framework Wales (FFW). The FFW is a good practice guide for all enablers across Wales involved in delivering, organising, and promoting physical and sporting activities for children aged 3–11 years. The Framework takes a child-centred approach and is divided into sections dealing with safety and inclusivity, enjoyment, and development.

It is applicable across a variety of settings, including extra-curricular, community and grassroots, and provides the base for enablers to:

- understand what the ‘offer’ for young people should look and feel like
- create environments that support a child’s stage of physical, social, emotional and cognitive development
- offer opportunities that are safe, enjoyable, and developmental
- promote the daily movement and key physical activity experiences
- that contribute to healthy development
- value child-led play as much as facilitated and adult-initiated opportunities
- recognise the biological, physiological and neurological developmental stages of young people to inform the provision of opportunity (relevant to what the role is in providing the opportunities)
- support the critical reflection of the sporting opportunities they design, facilitate, promote and deliver.

## Child Poverty Strategy for Wales (2024)

The [Child Poverty Strategy](#) sets the direction for Welsh Government actions to tackle child poverty over the next decade or more

and to meet our ambitions for children and young people in Wales, no matter what their circumstances or background. The strategy has 5 Objectives, 5 Priorities and 19 aligned commitments. This includes under Priority 3, a commitment to:

“Push forward, working with partners, on the delivery of more community-based offers for play, sports, youth opportunities and access to arts, culture and natural resources for children and young people and low-cost family activities to support health and well-being.”

## Town Centres: Position Statement (TCPS) (2023)

The [Town centres: position statement](#) (TCPS) outlines the key challenges faced by town centres and a series of national actions to be undertaken across Government and other Stakeholder Organisations to address these complex issues.

The TCPS spans a number of policy areas including regeneration, housing, broader infrastructure investment, economy, planning, environment, and transport. It describes what can be done at a national level to set the foundations for change and enable local delivery of key public services in town centres.

## 10 Year Childcare, Play and Early Years workforce Plan (2017)

The Plan sets out the Welsh Government ambition to develop a highly skilled childcare, play and early years’ workforce, which is engaged in a profession regarded as a career of choice, and valued by our society for the vital role it plays in supporting our children’s learning and development. A [Review and Refresh](#) of the Plan was published in 2024.

## Planning Policy Wales (2024)

**Planning Policy Wales (PPW)** sets out the land use planning policies of the Welsh Government. It is supplemented by a series of Technical Advice Notes (TANs, listed in the Annex). Procedural advice is given in circulars and policy clarification letters. It translates our commitment to sustainable development into the planning system so that it can play an appropriate role in moving towards sustainability.

## Anti-Racist Wales Action Plan (2022)

The **Anti-racist Wales Action Plan** aims to make a measurable difference to the lives of Black, Asian and Minority Ethnic people and sets out a vision of an anti-racist Wales by 2030.

Developed in collaboration with Black, Asian and Minority Ethnic people, it contains eleven goals and actions for the childcare and playwork sector. These are focused on improving the experience within the workplace, offering more culturally appropriate provision and vitally, improving the experience of children.

## Community Focused Schools

Community Focused Schools play a prominent role in tackling the impact of poverty and socio-economic disadvantage on educational attainment. High quality learning and teaching has a major impact on the outcomes of socio-economically disadvantaged learners, but the home environment and the wider community are also significant influences. By working collaboratively across school, home and the community, we can support our children and young people more effectively.

We want all schools in Wales to be Community Focused Schools – building strong partnerships with families, engaging with the wider community and collaborating effectively with other services. To support schools we have published a suite of **Community Focused Schools guidance**, including a set of **case studies**.

## Youth Work Strategy for Wales (2019)

The **Youth Work Strategy for Wales** sets out a commitment from the Welsh Government to take steps to fully realise the power and potential of youth work in Wales.

The Strategy contains a vision to ‘ensure all young people are thriving, with access to opportunities and experiences, in Welsh and English, which provide enjoyment and enrich their personal development through youth work approaches’.

## NYTH/NEST Framework for Mental Health and Well-being

The Welsh Government’s **NEST framework** aims to ensure a whole system approach for developing and delivering joined up mental health, well-being and support services for children of all ages, parents and caregivers

When the Welsh Government asked children, what words best described how support for mental health and well-being should feel, they came up with NEST:

- **Nurturing** – taken care of and cherished
- **Empowering** – feeling strong and listened to
- **Safe** – feeling protected and able to be yourself
- **Trusted** – reliable and there for you

The framework consists of six core principles for improving mental health and well-being services. One of these principles is of safe and supportive communities which notes that children need to be given time, space and permission to play and socialise and adults supporting children’s mental health, should consider and support this right.

To support organisations to implement the NYTH/NEST framework for mental health and well-being, the Welsh Government has developed **training** and a **self-assessment tool**.

## The Circular Economy in Wales

The Welsh Government strategy to make the circular economy in Wales a reality is set out in [Beyond Recycling](#) (2021). It is built around six core themes and eight headline actions.

The circular economy aims to keep resources and materials in use for as long as possible and avoids all waste. In addition to helping deliver key environmental outcomes, as explained on page 6 of the strategy, “it can also improve economic and social outcomes. Economically, through taking a circular approach which shortens supply chains, it can improve efficiency, create employment and increase competitiveness. In terms of social benefits, shortening supply chains and reducing emissions will reduce the health impacts caused by pollution and help to more fairly distribute resources. This will also provide more opportunities for communities to come together to share resources and revitalise where we live.”

Achieving a circular economy requires action from all parts of Government and all sectors, including the public sector in Wales to support the move towards a circular economy.

There may be opportunities, in securing play provision, or in the use of “loose parts”, to align with the circular economy strategy. For example, one of the strategy’s headline actions is to procure on a basis which prioritises goods and products made from remanufactured, refurbished and recycled materials or coming from low carbon and sustainable materials like wood. This is increasingly important to help address the climate and nature emergency and can also have wider benefits in terms of cost.

[Supporting sustainable public sector procurement in Wales | WRAP](#)



## Appendix B: Legislation

### United Nations Convention on the Rights of the Child (UNCRC)

The right to engage in play and recreational activities is enshrined in the United Nations Convention on the Rights of the Child.

Article 31.1 of the Convention states that “State Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”.

[www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/](http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/)

### The Children Act (2004)

This imposed a duty of co-operation between each Local Authority in Wales and their partners, as set out within section 25 of the Children Act 2004, to make arrangements to promote the well-being of children. It specified that one of the purposes of this cooperation was to improve the well-being of children relating to education, training and recreation and therefore play.

[www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)

### The Childcare Act (2006)

Section 27 of the [Childcare Act 2006](#) places a duty on local authorities to provide information on services or facilities for children and young people, including play, sports and other recreational facilities. This information can be used to contribute to the Play Sufficiency Assessments.

### The Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016

The [Regulations](#) place a duty on local authorities to prepare and publish assessments of the sufficiency of childcare in their area. This information can also be used to contribute to the Play Sufficiency Assessments.

### Social Services and Well-being (Wales) Act 2014

The [Social Services and Well-being \(Wales\) Act 2014](#) brings together local authorities’ duties and functions in relation to improving the well-being of people who need care and support, and carers who need support. The Act provides the foundation, along with regulations and codes of practice made under it, to a statutory framework for the delivery of social care in Wales to support people of all ages as part of their families and communities.

The fundamental principles of the Act are:

- **Voice and control** – putting the individual and their needs, at the centre of their care, and giving them a voice in, and control over, reaching the outcomes that help them achieve well-being.
- **Prevention and early intervention** – increasing preventative services within the community to minimise the escalation of critical need.
- **Wellbeing** – supporting people to achieve their own wellbeing and measuring the success of care and support.

- **Co-production** – encouraging individuals to become more involved in the design and delivery of services.

## Children and Families (Wales) Measure 2010

The [Children and Families \(Wales\) Measure 2010](#) makes provision about contributing to the eradication of child poverty; to provide a duty for local authorities to secure sufficient play opportunities for children; to make provision about arrangements for participation of children in local authority decisions that might affect them; to make provision about child minding and day care for children; to make provision establishing integrated family support teams and boards; to make provision about improving standards in social work for children and persons who care for them; to make provision about assessing the needs of children where their parents need community care services or have health conditions that affect the needs of the children; and for connected purposes.

## The Play Sufficiency Assessment (Wales) Regulations 2012

These [Regulations](#) which are made under section 11(1) of the Children and Families (Wales) Measure 2010 (local authority duties in respect of play opportunities for children) set out the required content of a local authority's assessment of the sufficiency of play opportunities in its area. The Regulations set out the individuals and groups that a local authority must consult and there is also a requirement for an action plan to be prepared as part of the assessment by each local authority. The Regulations provide for the frequency of the assessments and the manner in which the results of the assessments must be published.

## The Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020

The [Children \(Abolition of Defence of Reasonable Punishment\) \(Wales\) Act 2020](#) abolishes the defence of reasonable punishment in relation to corporal punishment of a child which takes place in Wales, whether inflicted by people who live in Wales or by visitors to Wales.

This means that all physical punishment of children is now illegal in Wales, including by parents, carers or anyone acting in loco parentis, in any setting. It gives children the same legal protection from assault as adults and removes the confusion that previously existed as to what constituted a 'reasonable' level of physical punishment

## Rights of Children and Young Persons (Wales) Measure (2011)

The Welsh Government's work on children's rights is based on our commitment to the principles of the United Nations Convention on the [Rights of the Child \(UNCRC\)](#). Under the [Rights of Children and Young Persons \(Wales\) Measure 2011](#), Welsh Ministers are subject to the following four duties:

- to have due regard to the UNCRC when exercising Ministerial functions
- to produce a [Children's Rights Scheme](#) setting out arrangements for complying with the due regard duty
- to publish a "[compliance report](#)" on how Ministers have complied with the due regard duty, every 2.5 years
- to take appropriate steps to [promote public understanding](#) of the UNCRC.



The UN Committee on the Rights of the Child published their Concluding Observations report in June 2023. The publication was the culmination of their 6th and 7th Periodic review of the United Kingdom as a state party and followed the Constructive Dialogue stage of the review which took place in Geneva in May 2023.

The Welsh Government **responded** to the recommendations and provided an update on our progress in the areas that are the responsibility of the Welsh Government, or where we have a position on those recommendations.

## **Statutory Guidance on the Well-being of Future Generations (Wales) Act 2015**

The **statutory guidance** sets out the role of local government and their partners, through Public Service Boards (PSBs), in helping to bring together public service leaders to plan, work, deliver and improve services for their local areas through taking a collaborative, long-term focus.

## **Active Travel (Wales) Act (2013)**

The **Active Travel (Wales) Act 2013** requires local authorities to continuously improve facilities and routes for pedestrians and cyclists and to

prepare maps identifying current and potential future routes for their use. The Act also requires new road schemes (including road improvement schemes) to consider the needs of pedestrians and cyclists at design stage.

Through the Safe Routes in Communities grant, local authorities in Wales can apply for funding to increase levels of active travel among children travelling to school and in the wider community, improve the liveability of communities, and improve the environment for walking, cycling and scooting around schools.

## **Funding**

The Welsh Government has various funding streams which may be available to local authorities to increase play opportunities for children in their areas. The funding programme is decided by Welsh Ministers to achieve the required outcomes under their portfolios to deliver on the Programme for Government and meet the needs of people in Wales.

Proposals for increasing play opportunities may be eligible for funding under these programmes, however, would need to comply with the funding criteria and be identified as an area of locally identified need by that local authority.

## Appendix C: Glossary

- **Provision for children’s play:** play provision offers a place, in a range of settings which are unsupervised and supervised where children can invent and extend their own play.
- **Open space:** Land laid out and used for the purposes of public recreation or has public value. Open spaces can be as diverse as informal amenity space, sitting areas, public parkland, landscaped areas, incidental open space such as tree belts and screening. A Typology of Open Space is included in [Technical Advice Note \(TAN\) 16: Sport, Recreation and Open Space](#)
- **Designated play space:** A place that has been designated specifically for children’s play as its principal function.
- **Door-step:** A play space, within sight of home, where children, especially young children can play within view of known adults.
- **Local:** A larger space which can be reached safely by children beginning to travel independently and with friends, without accompanying adults and for adults with young children to walk to with ease.
- **Neighbourhood:** A larger space or facility which children and young people, used to travelling longer distances independently, can get to safely and spend time in play and informal recreation with their peers and have a wider range of play experiences.
- **Playable space or shared public space:** A place where children can play that is not specifically designated for play and which does not have play as its principal or only function.
- **Inclusive play space:** A play provision that is accessible and welcoming to disabled and non-disabled children.
- **Destination play areas:** A play space within a key site, such as a park. It is aimed at attracting families and similar groups for longer visits and tends to be the same size or larger than neighbourhood sites.
- **Multi-use games areas:** An enclosed area, using a synthetic grass or hard surface for playing sports formally and informally.
- **Out of School Childcare Clubs:** Provide childcare and positive play opportunities for school children aged 3–16 years directly before and/or after school and during school holidays. Qualified playworkers facilitate sessions. Clubs are based in community hubs such as schools, community centres, church halls and also within day nurseries. Childcare clubs are registered with Care Inspectorate Wales, unless care is being provided for children over 11 years only or the care being provided does not exceed 2 hours daily e.g. a breakfast club running for an hour before school every morning. Childcare clubs enable parents/carers to enter work, training or education and provide respite for vulnerable families. Because of this, they aim to be sustainable, charging fees that are affordable for the local community.
- **Wheel Park/wheeled play:** An area for activities on wheels such as skateboarding, rollerblading and BMX biking.
- **School Streets:** a School Street is a road outside a school with a restriction on motorised traffic at the start and end of the school day. School Street schemes may cover part of a road, a whole road or even several roads near a school. Restrictions on motor vehicles operate every weekday throughout the school year (they are not one-off road closure events). Motor vehicles

are not permitted to enter the School Street during its hours of operation at drop off and pick up times unless they have been granted an exemption. Exemptions generally include (but are not limited to) vehicles belonging to residents, blue badge holders and the emergency services.

- **Staffed open access play sessions:**

Open Access play provision can be permanent or short-term provision, located in a variety of settings with or without premises. Whilst the term Open Access applies to Care Inspectorate Wales registered provision for children up to the age of 12 years, such provision usually caters for a wide age range of children. The purpose of the provision is to provide staffed play opportunities for children in the absence of their parents. Children are not restricted in their movements, other than where related to safety matters and are not prevented from coming and going as and when they wish. Children have the freedom of choice as to what range of play activity they wish to undertake and with whom they play.

- **Adventure playgrounds:** an open access setting staffed by trained playworkers, where children can find materials and support so that they can build and adapt their own play space to suit their own needs. It is a rich play environment that compensates for today's lack of accessible natural space where children can play independently of adults.

- **Peripatetic playwork (play rangers)**

**project:** An open access, often short-term project staffed by a small team of trained playworkers, visiting a different place, a park, estate play area or other public space, once or twice a week for a couple of hours. They will be equipped with ideas and equipment and will work to help children find places to play in their local area, and to reassure parents that it is safe for children to play out.

- **Playwork:** Playwork is a highly skilled profession that enriches and enhances children's play. It takes place where adults support children's play, but it is not driven by prescribed education or care outcomes.
- **Play workforce:** Encompasses anyone employed whose role has an impact on children playing – those who may either directly facilitate their play, design for playing, or those with the power to give permission for children to play, or not.
- **Youth work:** Youth work is a highly skilled approach to working with young people aged 11–25 as they transition from childhood into adulthood. Youth work provision is delivered in a variety of settings and offers safe spaces for young people where they can gain access to trusted adults, build relationships with their peers, try a range of new opportunities and be supported to reach their potential.