

Introduction**What is this unit about?**

This unit is about identifying the play needs and preferences of children and young people, developing play spaces that will meet these needs and supporting children and young people during play.

Who is this unit for?

The unit is for you if you work directly with children on a day-to-day basis and have a responsibility for developing and maintaining play spaces.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Origin of unit

This unit originated from the National Occupational Standards for Playwork: PW9

Content of unit

The elements are:

1. Collect and analyse information on play needs and preferences
2. Plan and prepare play spaces
3. Support self-directed play
4. Help children and young people to manage risk during play

Place in the NVQ/SVQ framework

This unit is a group 2 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

What we mean by some of the words used in this unit

Children and young people	The children and young people with whom you work, except where otherwise stated
Resources	Equipment and materials for play

CCLD 318**Plan for and support self-directed play****The National Standard****Element CCLD 318.1 Collect and analyse information on play needs and preferences**

This is the national standard which you must meet:

1. Collect information on children and young people's play using a range of methods
2. Make sure you take account of children and young people who may experience barriers to access
3. Analyse information to identify play needs
4. Consult with children and young people and take account of their ideas on play needs and preferences
5. Research and identify a range of play spaces and resources that will meet the play needs of children and young people

From your work you must show that you have collected information using the following:

1. Methods
 - a. Researching playwork theory and practice
 - b. Observing children and young people at play
 - c. Interacting with children and young people

The National Standard**Element CCLD 318.2 Plan and prepare play spaces**

This is the national standard which you must meet:

1. Plan play spaces that will meet the needs of children and young people and can be adapted by them to meet new needs
2. Make sure the play spaces provide for a range of different play types
3. Obtain the resources needed for these play spaces
4. Work within the available budget or find other creative ways of obtaining or making resources
5. Create the planned play spaces involving children and young people wherever possible
6. Make sure that the range of play environments will be accessible for all children and young people
7. Make sure the play spaces take account of health and safety requirements

From your work you must show that you have planned and created the following types of:

1. Play spaces
 - a. For physical play
 - b. For affective play
 - c. Transient
 - d. Permanent

CCLD 318**Plan for and support self-directed play****The National Standard****Element CCLD 318.3****Support self-directed play**

This is the national standard which you must meet:

1. Encourage children and young people to choose and explore the range of play spaces for themselves, providing support when necessary
2. Leave the content and intent of play to the children and young people
3. Enable play to occur uninterrupted
4. Enable children and young people to explore their own values
5. Allow children and young people to develop in their own ways
6. Hold children and young people's play frames when necessary
7. Observe play and respond to play cues according to the stage in the play cycle

From your work you must show that you have supported self-directed play using the following types of:

1. Play spaces
 - a. For physical play
 - b. For affective play
 - c. Transient
 - d. Permanent

The National Standard**Element CCLD 318.4****Help children and young people manage risk during play**

This is the national standard which you must meet:

1. Allow children and young people to experience and explore risk during play
2. Identify hazards when they occur
3. Assess the risks that these hazards pose in a way that is sensitive to the nature of the children and young people involved
4. Raise children and young people's awareness of hazards and how to manage risk themselves
5. Balance the risks involved with the benefits of challenge and stimulation
6. Only intervene if the level of risk becomes unacceptable

From your work you must show that you managed risk for the following types of:

1. Hazard
 - a. Physical
 - b. Emotional
 - c. Behavioural
 - d. Environmental

What you must know and understand

To be competent in this unit, you must know and understand the following:

318K01	The short and long-term benefits of play
318K02	The worker's role in supporting play
318K03	Indicators/objectives you can use to evaluate play provision
318K04	How you adapt play opportunities according to the age, needs and abilities of the children and young people you work with
318K05	Behavioural modes associated with play <ul style="list-style-type: none"> • Personally directed • Intrinsically motivated • In secure context • Spontaneous • Goalless • Where the content and intent is under the control of the children and young people
318K06	The range of play types and how to provide for these: <ul style="list-style-type: none"> • Communication play • Creative play • Deep play • Dramatic play • Exploratory play • Fantasy play • Imaginative play • Locomotor play • Mastery play • Object play • Role play • Rough and tumble • Social play • Socio-dramatic play • Symbolic play
318K07	The mood descriptors associated with play and how to recognise these: <ul style="list-style-type: none"> • Happy • Independent • Confident • Altruistic • Trusting • Balanced • Active or immersed • At ease

318K08	The main stages of child development and how these affect children's play needs and behaviours
318K09	Why it is important to identify children and young people's play needs and preferences
318K10	The types of information you can use to identify play needs and preferences and how to access these
318K11	The barriers to access that some children and young people may experience and how to address these
318K12	Why it is important to consult with children and young people on play needs and preferences, using methods appropriate for their age, needs and abilities
318K13	Effective methods of consulting with children and young people
318K14	The range of different types of play spaces that can meet children and young people's needs and preferences
318K15	How to plan play spaces that meet children and young people's play needs
318K16	Why it is important to create spaces that children and young people can adapt to their own needs, according to their age, needs and abilities
318K17	How to obtain and/or create resources needed for a range of play spaces
318K18	How to involve children and young people in the creation of play spaces
318K19	The importance of access for all children and how to ensure this happens
318K20	The health and safety requirements that are relevant to play spaces and how to ensure you take account of these
318K21	Why it is important for children and young people to choose and explore play spaces for themselves, according to their age, needs and abilities
318K22	The types of support you may need to provide and how to decide when it is appropriate to provide support
318K23	Why it is important to leave the content and intent of play to children and young people
318K24	Why it is important to allow play to continue uninterrupted
318K25	Why it is important to allow children to develop in their own ways and not to show them 'better' ways of doing things when they are playing, unless they ask
318K26	The main stages of the play cycle
318K27	How to define a play frame
318K28	How to identify play cues
318K29	How to identify when and how to respond to a play cue
318K30	Why risk is important in play and how to encourage and support acceptable risk taking
318K31	Levels of risk acceptable according to setting policies and procedures
318K32	The range of hazards that may occur during children's play and how to recognise these
318K33	The basic stages of child development and the implications these have for levels of risk
318K34	How to assess risk according to age and stage of development
318K35	The importance of balancing risk with the benefits of challenge and stimulation