

Play Sufficiency Assessment Form



Llywodraeth Cymru
Welsh Government

Name of Local Authority: Wrexham County Borough Council

Name of responsible officer: Gareth Stacey

Job title: Assistant Lead – Play and Youth

Date of completion: 31st March 2019

Please note that the Play Sufficiency Assessment must be received by the Welsh Government by 31st March 2019



Conducting the Assessment – Play Sufficiency Assessment

As well as establishing a baseline of provision, the Play Sufficiency Assessment will enable the following:

- Identification of gaps in information, provision, service delivery and policy implementation
- Support the establishment of evidence to give an indication of distance travelled in relation to play sufficiency
- Highlight potential ways of addressing issues relating to partnership working
- The input and involvement of all partners increasing levels of knowledge and understanding
- A monitoring system which will involve and improve communication between professionals
- The identification of good practice examples
- Increased levels of partnerships in assessing sufficient play opportunities
- The identification of actions for the Securing Play Sufficiency Action Plan which accompanies the Play Sufficiency Assessment

A template has been produced to support a corporate appraisal of the matters that need to be taken into account as set out in the Statutory Guidance. The indicators listed within each matter are provided as sample indicators which should be amended to meet local issues as appropriate.

The Play Sufficiency Assessment must demonstrate that the Local Authority has taken into account and assessed the matters set out in The Play Sufficiency Assessment (Wales) Regulations 2012 and Statutory Guidance.

As well as providing baseline information, the Assessment can include examples of current practice that the Local Authority wishes to highlight.

Local Authorities might consider structuring the Play Sufficiency Assessment in the following way and as a minimum address all the identified sections.

Principle Statement

This section should be used to articulate the Local Authority's acknowledgement of the value and importance of play in the lives of children.

Children have a playful disposition, that is to say they display an innate drive to play throughout their childhood. Playing is therefore central to children's experience and enjoyment of living, and their opportunities for doing so will directly affect how they feel about themselves and other aspects of their lives. Furthermore play has unique behavioural qualities (including its variable nature, pretence, uncertainty and that it is intrinsically motivated), which lend themselves to the creation of experiences that are essential to children's immediate and longer-term well-being and development. This means that where given the opportunity children will navigate themselves to resources that support their own well-being and opportunities for play can therefore be considered as assets that support good health.

“Playing may contribute to developing resilience, used here as an expression of children's resourcefulness in being able to find or reclaim time and space for playing to produce moments when life is more vibrant and pleasurable, with associated benefits in terms of being-well”

Lester and Russell, 2014¹

Children playing out can be considered as an indicator of *community* well-being, a place that values children enough to ensure their rights are met alongside those of adults, recognising that children and their play are not separate from other aspects of community life but instead are an essential part of it. Research in Wrexham has also shown that children and parents talk about how improving opportunities for play can make an area a better place to live, in particular: “*the more free-time children have to play in their neighbourhood, the stronger their attachment to the place may be*” (Hartshorne, 2014)² and that more people playing out more of the time in more places can improve community cohesion and strengthen intergenerational relationships³. It is also clear that parents value the respite from direct caring duties when children are out playing and feel that this helps them to be better, less stressed, parents at other times. All of this will be of particular importance to children and families who also have to cope with the potentially damaging effects of living in poverty, recognising that with access to quality play opportunities “*children can enjoy their childhood despite experiencing financial and social disadvantage*” (Long et al. 2014). At a time when children in Wales are likely to be particularly hard hit by the UK Governments austerity measures, it will be all the more important that children and their families are supported to feel as good as they can about where they live and what they have the opportunity to do.

¹ Lester, S. & Russell, W. (2014) *Towards Securing Sufficient Play Opportunities: A short study into the preparation undertaken for the commencement of the second part of the Welsh Government's Play Sufficiency Duty to secure sufficient play opportunities*. University of Gloucestershire

² Hartshorne, M. (2014) *Neighbourhood attachment and subjective experiences of children's play: A comparative study in North East Wales*. Glyndwr University

³ Long, A. Delorme, M. & Brown, F. (2014) *Developing a Culture of Play*. Leeds Beckett University

Context

This section should describe the methodology used to undertake and approve the Play Sufficiency Assessment and Action Plan and any consultation with partners on the Assessment/Action Plan. It should also list the key; partners that engaged with the process And identify any challenges in undertaking the Assessment. It should describe the mechanism that the Local Authority proposes to use to take forward the identified actions for the action plan.

2016 Play Sufficiency Assessment (PSA) Findings

Wrexham's second PSA concluded, based upon the evidence and research presented, by stating, "...the ultimate aim is to increase people's sense of security leading to a culture of permissiveness for children, parents and professionals alike and the outcome of this process will be more children playing together more of the time". Twelve redeveloped priorities were outlined which represented the objectives that the local authority must continue to work towards to make this possible:

- Priority 1: Increase object play-time during term-time
- Priority 2: Enhance opportunities for playing in Winter
- Priority 3: Secure safer streets for play
- Priority 4: Secure a wider range of spaces for play
- Priority 5: Secure spaces for play in close proximity to children's homes
- Priority 6: Secure and maintain quality play provision
- Priority 7: Secure a greater range of provision for teenagers
- Priority 8: Improve children's subjective experience of time and space in adult supervised provision
- Priority 9: Enable parents to identify ways in which they can support children's play
- Priority 10: Improve support for disabled and marginalised children
- Priority 11: Improve generalised negative attitudes towards teenagers and their play
- Priority 12: Ensure children have easy access to friends

When these priorities were considered against each of the matters addressed by the PSA six emerging systems were identified in order to work towards securing sufficient opportunities for play. These systems were recognised to be constantly evolving as the people involved develop their 'collective wisdom'. Most importantly these are systems that together can allow and enable people to try out different approaches from which all manner of possibilities may occur. In doing this there is also potential to explore the concept of play sufficiency as an organising principle for further community involvement and development.

- **Planning for Play** – embedding consideration of the ways in which children use and move through space into planning processes and making greater efforts to avoid inadvertently removing or constraining access to features that currently support children's play.

- **Playwork as Community Development** – giving greater recognition to the role of playwork, as a distinct profession working to cultivate more favourable conditions for children’s play, and securing the sustainability of these services.
- **Professional Development for Play** – establishing a more coherent and consistent approach to developing the play workforce, providing a wider range of professionals with access to play based training and qualifications.
- **Play Development Team** – ensuring this team is sufficiently resourced to lead on the play sufficiency duty and work proactively with communities where children report low levels of satisfaction with their opportunities for play.
- **Policies for Play** – developing more child-centred policies that work with and in support of children’s innate playfulness and pay greater attention to the potential impacts of different policy initiatives on children’s ability to find time and space for play.
- **Partnerships for Play** – bringing people together to further develop their ‘collective wisdom’ as to how adults might better embed consideration of children’s ability to find time and space for playing (with and without adults) into their own and other people’s everyday practices.

Play Pledge

In June 2018 the council’s executive board approved and endorsed the Play Pledge, this action was originally presented in the 2013 PSA. The intention of the Play Pledge is for departments to sign up to it and endorse the 12 priorities identified in 2016. In addition, the pledge identifies that a Play Partnership needs to be formed in order to monitor and progress actions from the Play Sufficiency Assessment. Finally, the play pledge report, outlines the required representation on this partnership in recognition of the various departments involved and suggests that heads of service need to identify officers who are willing and have the capacity to form this partnership.

Additional Research 2016 - 2019

There has been a rich history of research undertaken within Wrexham concerning play, as outlined in previous Play Sufficiency Assessments. During the period since the previous PSA was submitted Wrexham have continued to further research and explore the factors, namely: time, space and permission to play, which have an impact on children’s conditions to play at a local level, as well as across the Authority. In doing so Wrexham are further able to understand children’s perceptions of their community and their own childhood as well as their lived experiences in order to develop ways in which to secure sufficiency across Wrexham. Comprehensive reports are available on all the research outlined below.

Local Play Sufficiency Assessments

Acton, Brymbo and Sesswick Community Councils have commissioned local Play Sufficiency Assessments in their communities, Sesswick's PSAs was undertaken by the PYST, Acton's PSA was undertaken by Ludicology with the support of PYST and Brymbo Heritage undertook the Brymbo PSA. These local PSAs take the principles of sufficiency and apply them at a local level to develop an understanding of the factors that affect children's play bespoke to a community. The research methodology included: mapping, play auditing, research with children in schools, meetings with adults and a larger community consultation event.

As anticipated each assessment provided very localised factors that affect children's conditions for play however all reinforced the wider notion that the key themes that support children's conditions for play is time, space and permission. Each community council received a report which highlighted findings, recommendations and ideas to support children's play further.

WCVA (2016) *An Analysis of the Economic Impact of Playwork in Wrexham*

WCVA in partnership with local play teams conducted an analysis of the economic impact of playwork in Wrexham (May 2016). The research and subsequent report provided an evaluation of the economic impact of playwork investment funded by the Communities First programme. It considered the range of benefits obtained by children, young people, their families and the wider community as a result of investment in the provision of staffed, open access play provision. The study focused on the impact of playwork in three main locations – 'The Venture' and 'Gwenfro Valley' in the Caia Park area and 'The Land' at Plas Madoc.

The focus for the evaluation has been on the contribution of playwork to three key issues – developing social capital, improving current and future employment prospects and tackling poverty outcomes. Assessing the value of this contribution in terms of an overall cost/benefit analysis required use of recognised methodologies for calculation of specific benefits, where these were available.

The duty on local authorities to consider play sufficiency and the goals of the Well Being of Future Generations (Wales) Act also provide the policy context within which the evaluation has been considered.

The study's overall calculation of a cost benefit ratio for playwork investment in Wrexham identifies a 1:4.6 ratio. That is, for every £1 invested in playwork £4.60 in immediate and deferred benefits result.

Edwards, C, Arts Council for Wales (2016) Co-creating a Temporary Space to Support the Rights of Young People

The Wrexham Play Sufficiency Assessment 2016 established that there was general intolerance towards teenagers and their presence in the public realm, and that a greater range of provision for them was required.

The Arts Council of Wales provided funding for the small-scale practice led experiment to raise awareness of the issues noted above, and provide a temporary installation for young people in Wrexham. It explored what factors constrain or support young people's ability to perform actions in public spaces, for instance to hang out with friends, and their ability to provide ideas for the installation and improvements to the town centre.

Three, artist led workshops were conducted; for site selection, collection of ideas, informal discussions, and design review. These were interspersed with the artists working independently, to produce designs for discussion. There was a three-day period of construction and installation, and two evaluation sessions - one taking place during the installation and one after. The installation was in situ for 6 weeks. Qualitative data was collected in the form of sound recordings, note taking, interviews and observations.

Artist led workshops were delivered using a multi disciplinary team including a playworker, youthworker, social science researcher and two artists.

The study found that young people's needs were arguably not dissimilar to those of different ages, somewhere safe, to sit, shelter, and spend time with friends. Providing for these needs, fulfilling the desire for performance space(s) as well as provision to play for all ages within the town centre may create more, lively and well-populated spaces. Building a system within the council to make these matters a primary consideration is recommended, and could affect long-term social change.

ZCD Architects, (2018) Play Sufficiency and Neighbourhood Layout. A comparative study.

ZCD Architects were commissioned to undertake a mapping analysis of four neighbourhoods in Wrexham based on previous PSA's. The PSAs and subsequent focus group work carried out with children in Plas Madoc, Brymbo, Holt and Cross Lanes, have uncovered the importance of a number of 'spatial' aspects that can contribute to children's play opportunity, one of three factors, alongside 'temporal' and 'psychological'

ZCD Architects' mapping methods, which can be used to visualise levels of independent play in a neighbourhood, have been applied to each of the neighbourhoods, ranking each according to assessment criteria.

The report reveals that Plas Madoc and Brymbo, neighbourhoods where children report higher levels of satisfaction with their opportunities for play, show a high mapping score. Holt and Cross Lanes, where children have previously reported lower levels of satisfaction with play, have lower mapping scores.

This systematic analysis of the 'spatial' aspect of neighbourhoods could be used to better plan for Play Sufficiency. It shows how to 'design it in' from the outset and could help

professionals judge where to make physical improvements. The report could influence the rest of the UK, where a link can be made between social value and play, presented as a measurable outcome and achievable through good design. In summary, the research recommended that the following spatial 'rules' are applied to better achieve Play Sufficiency:

- Enable all public and shared spaces to be accessible and playable
- Provide direct access to a variety of shared/ car free spaces throughout a development
- Allow play close to home and avoid a single play area
- Aim for universal or a significant majority of the dwellings to have direct access to these spaces
- Create safe footpaths and networks connecting all external spaces
- Allow for overlooking from dwellings

The findings of this research will inform the basis of discussions when engaging with professionals from planning, housing, and open space, to name a few.

2019 Play Sufficiency Assessment Process

Wrexham's third play sufficiency assessment continues to focus on the 12 priorities identified in 2016 and considers what the local authority has done, is doing or could do more to address these. The WCBC Play Development team has recently merged with the community youth work team to form the Play Youth and Support Team (PYST), who have been responsible for facilitating this process, gathering the data generated and compiling this play sufficiency assessment. They have also led on developing a revised play sufficiency action plan based on this assessment process.

***reference to play development team within this assessment relates to the 'play development functions' of the PYST**

There has also been a change in personnel as the lead for Play within the Authority. The new lead officer responsible for completing and facilitating this assessment came into post in December 2018 therefore Ludicology were commissioned from the All Wales Play Opportunities Grant 18/19 to provide additional capacity for the team to undertake this assessment. This additional capacity relates to data analysis of child satisfaction surveys and evaluation of the aforementioned systems to secure Play Sufficiency in Wrexham.

Children's Satisfaction Survey

The additional research carried out in Wrexham has demonstrated that the questionnaires used in previous PSAs provide a good indication for identifying areas of sufficiency or lack thereof. In March 2018, using additional Welsh Government funding that Wrexham Council received to support the play sufficiency agenda, all schools in Wrexham were offered a small amount of money to support children in year five to complete the satisfaction questionnaire, with the intention of identifying those communities where children report the lowest levels of satisfaction.

Whilst the distribution and facilitation of this process was undertaken by the PYST, Ludicology have undertaken the analysis of the data presented in an accompanying report, text from this report is featured throughout this assessment.

In addition to surveying the children across Wrexham an online questionnaire was also developed to gather views of parents and carers across Wrexham in order to identify their perceptions of children's play in Wrexham.

Play Sufficiency Focus Groups

As a part of Wrexham Council's 2019 PSA, Ludicology was contracted to evaluate how well the six systems described above had developed over the past six years (since Wrexham's first PSA in 2013) and therefore how well the Local Authority is positioned to address the requirements of the Play Sufficiency Duty. This included establishing what the Local Authority was trying to achieve, what if any new ways of working were developing and to what effect, and finally what were the synchronies and asynchronies in the Local Authority's collective experiences and how might an appreciation of these be used to further support the Local Authority's developing ability to take account of and respond to both assessing and securing play sufficiency.

Focus groups were conducted around five of the six systems described above with partnership working ('partnerships for play') being a theme throughout all of them. In total 30 professionals were involved from across the county including officers from the Local Authority as well as third sector staff, elected members and a representative from the local health board. It should be noted that representation in this number itself shows a significant commitment to the importance of play sufficiency in Wrexham. Focus groups consisted of five or six participants and lasted a minimum of an hour and a half.

During the analysis of data, a constant comparative method was applied, establishing how issues across themes were experienced and represented within professional domains/systems and finally comparing and contrasting the variance and invariance between the professional groupings. This produced recommendations for areas of improvement in the Local Authority's response to the Play Sufficiency Duty.

Focus groups were conducted with the below five systems with *partnership working ('partnerships for play') being a theme throughout all of them:

Planning for Play

Playwork as Community Development

Professional Development for Play

Play Development Team

Policies for Play

**Partnerships for Play*

Ludicology have facilitated and undertaken the analysis of these focus groups which has been presented in its entirety in an accompanying report; text from this report is featured throughout this assessment

Challenges

The WCBC Play Youth and Support team and other partners are now more aware of the level of work involved. Research has continued to be carried out in between assessments; this has meant that a large amount of data had already been collated to inform this assessment. As previously mentioned, the merge of the play development team and the community youth work team has placed greater operational pressure on the officers responsible for facilitating this assessment during the transition period of this new operational structure. Furthermore the loss of key individuals as a result of changes in personnel has had a significant impact on the involvement of some local authority departments and partner agencies, most notably the change in officer responsible for this assessment. However, the PYST have had positive involvement from partners in this assessment, with other departments becoming more active in disseminating information and feeling greater ownership of this assessment.

Structure of this Assessment

Within the ‘Consultation and Participation’ section of this assessment the findings of the 2018 children’s survey will be reported on and provide a comparison with the previous surveys undertaken in 2012 and 2015; demonstrating progression, challenges, and arising themes. In addition interdepending themes found through the focus groups across five systems will be reported on.

The narrative under each Matter area, where relevant, will largely focus on the evaluation of the systems, arising from the focus group discussions, to provide an overview of good practice, challenges faced and ways in which they can be overcome.

Whilst there are many recommendations identified in this assessment under each Matter area, and more will emerge over the next three years, the Play Sufficiency Action Plan prioritises those which can realistically be achieved in the next 12 months.

Approving the Play Sufficiency Assessment and Action Plan

The completed draft assessment and subsequent action plan will simultaneously be sent out to the group of identified professionals for comments whilst being submitted to Welsh Government. Following comments and amendments made during the period 1/4/19 – 16/4/19 a final draft of this assessment action plan will be resubmitted to Welsh Government following it being presented to the local authority’s Safeguarding, Communities and Well-being Scrutiny Committee on 15th May.

Partnership working

This section should demonstrate to what extent the following (and others) were involved in the undertaking of the Assessment and the development of the action plan:

- Town and Community Councils
- Third sector organisations, particularly play associations and play providers
- The private sector if appropriate
- Community groups

Stakeholder Engagement:

The following provides an overview of the 1780+ individuals involved in Wrexham's play sufficiency assessment 2019:

- 1248 play sufficiency satisfaction questionnaires completed by children in year five from 51 schools across Wrexham
- 238 play sufficiency satisfaction questionnaires completed by parents and carers from across the county borough
- 30 professionals from authority departments or partner agencies involved in the psa focus groups
- 270+ individuals, including: parents, children and professionals involved in the additional research carried out as part of this assessment

Key Partners:

The following partners were involved in the evaluation of systems focus groups and/or submitted evidence against the criteria and therefore committed the most time to supporting the assessment process:

- Adam Morris – Workforce Development Support Officer
- Andrew Harradine – Communities First, Assets & Economic Development
- Angela Jones - Workforce Development and Training Officer
- Bethan J Roberts – Performance Monitoring Officer
- Bronson Platt – Playground manager, the Venture
- Bob Baines – Registered Public Health Practitioner
- C Tricia Jones – Participation Worker
- Caroline Bennett – Participation Coordinator
- Claire Griffiths – Playground Manager, Association of Voluntary Services in Wrexham
- Craig Matthews - Community and Restorative Lead
- Dave Hesketh - Highways & Transport Unit Manager
- Deborah Winks– Family Support Worker Flying Start
- Donna Dickenson – Service Manager - Prevention and Support
- Emma Jones – Play and Youth worker
- Esther Evans - Senior Support Teacher for Funded Early Education
- Gareth Stacey – Assistant Lead –Play and Youth (Play Sufficiency Lead)
- Gareth Venn – Senior Playworker
- Helen Edwards – TAC coordinator
- Jay Davies – Playscheme Coordinator

- Jo Marsh – Arts Lead
- Jonathan Miller – Health and Well-being Manager
- Juliet Mackenzie – Coordinator Play and Youth
- Linda Sharp - Planning Policy Lead
- Martin Howarth – Parks, Countryside & PROW Manager
- Mel Kearsley – Play Development Worker
- Michelle Downward - Playworker
- Morgan Jones – PIPS Lead (Performance and Scrutiny)
- Nerys Bennion – Healthy Schools Officer
- Panna Champaneria – Education Psychologist
- Paula Parry – Access and School Places Lead
- Sarah Grimley – Senior Performance, Improvement & Partnerships Officer
- Suzanne Price – Scrutiny Facilitator
- Theresa Burling – Play Development Worker
- Tricia Jones – Lead for Prevention and Service Development
- Wendy Davies Williams - Road Safety Co-ordinator

Special thanks go to Mike Barclay and Ben Tawil from Ludicology for undertaking the data analysis of the children’s survey responses and facilitating the Play Sufficiency focus groups and subsequent evaluation reports. Their comprehensive evaluations have provided significant evidence throughout this assessment. Additional recognition must also be given to Mike, as the previous lead for play in Wrexham, for his contribution towards this assessment and driving the Play Sufficiency Duty forward at a strategic level from the very first PSA.

Sharing the Findings

Following approval of this report and the resulting action plan by the local authority’s Executive Board, the intention is to develop a play partnership in Wrexham to share and further explore the findings and implement recommendations of this assessment. This Partnership will be open to anyone already involved or interested in the play sufficiency process and will encourage those attending to think and talk about the implications of these findings for communities and public services.

Consultation and participation

This section should describe how the Local Authority has:

- Obtained the views of children with regards to the play opportunities they currently access, how they would like the community to better support them to play and what barriers stop them from playing
- Obtained the views on play provision from parents, families and other stakeholders
- Analysed the information and how it has been used to inform future plans

Children's Satisfaction as a Measure of Sufficiency

Wrexham's two play sufficiency assessments have demonstrated that children have some level of instinctive awareness of what is enough both in terms the quantity and quality of their opportunities for play, for example, where children expressed dissatisfaction the features they identified as being needed to secure sufficiency were validated by being present in the communities where children expressed satisfaction. Furthermore, the level of children reporting satisfaction was consistent whether six weeks was spent talking to them about their play or if they simply filled in an online questionnaire (although the latter did not generate the same richness of data).

Children's Satisfaction 2018⁴

Online play satisfaction surveys have been an important part of Wrexham's approach to assessing the sufficiency of children's opportunities for play since the Welsh Play Sufficiency Duty was commenced in 2012. In 2018 Wrexham Council carried out its third satisfaction survey to inform its third play sufficiency assessment (PSA) due for submission to Welsh Government in March 2019. The first satisfaction survey in 2012 was open to all ages of children but both the 2015 and 2018 surveys targeted only children in year five, those aged 9 or 10. The aim of this more focused approach was to establish a measure of satisfaction that could be revisited every three years and enable more fair comparisons to be made between different communities. By the age of 9 or 10 children should be playing out and about in their communities and the experiences of this age group can therefore be seen as an indicator of local conditions for playing.

To gather as many responses to the survey as possible all primary schools in Wrexham were offered a small amount of money in return for supporting their year five students to complete the online questionnaire, with the intention that this money should in turn be spent on supporting children's play in each school. In 2018, 51 out of the 58 primary schools in Wrexham supported children in year five to complete the survey. After removing incomplete or invalid responses from the dataset, a total of 1248 questionnaires were available for analysis. This compares with 1066 responses in 2015 but only 90 from children aged 9 or 10 in the 2012 survey. Both the 2018 and 2015 surveys were completed in March and April with the 2012 survey completed in November and December. The time of year when children complete the survey may influence their reported levels of satisfaction.

⁴ Ludicology.(2016) *Wrexham Play Sufficiency Survey 2018 Data Analysis*

Confidence Levels

Statistically speaking, the more responses the Council can gather to a survey the more confident they can be that the results are representative of the population as a whole, or at least the section of the population targeted by the service. According to information taken from StatsWales (<https://tinyurl.com/y6jqv78g>) there were 1710 children in year five in the academic year 2017/18. 1248 responses to the survey means that the Local Authority can be 95% certain that the answers given to any question in the survey are representative of all people in this age group to within approximately plus or minus 1.5% (the margin or error). There are gaps in the data due to seven schools not completing the survey and whilst this is not an issue in terms of establishing general levels of satisfaction across the county, it is likely to affect the results when breaking the data down into smaller ward or community areas where the margin of error may be much greater.

Overall Satisfaction

The online survey asked children a series of questions about their time, space and permission for play before asking them to rate their overall satisfaction with their opportunities for play by choosing on of the following options:

- It's great and couldn't be made much better
- It's good but could be made even better
- It's OK but needs to be made a bit better
- It's not good and needs to be made better
- It's rubbish and needs to be made much better

Previous research in Wrexham, carried out to inform the PSAs, identified children that reported their overall satisfaction with their opportunities for play as "great" or "good" were experiencing play sufficiency because (through more detailed face-to-face research) they identified little room for improvement. In the 2018 survey 78.4% of children rated their satisfaction with their opportunities for play as "good" or "great", 16.7% rated it as "ok but in need of improvement" and 4.8% rated it "not good" or "rubbish". This compares with 73%, 19% and 8% in 2015, suggesting a 5.4% improvement in the number of children who report experiencing play sufficiency. This continues the trend from the 2015 survey, which identified a 3% improvement from 2012 (based on responses from all ages of children) or 5% if only responses from children aged 9 or 10 in 2012 were taken into account. This suggests a 10% improvement with reported levels of satisfaction with opportunities for play amongst the 9 to 10 age group over a six-year period.

Survey Year	No. of responses	Overall satisfaction rating					
		% Great	% Good	% Great or Good	% OK	% Not Good	% Rubbish
2018	1248	41.7	36.8	78.4	16.7	2.7	2.1
2015	1066	36.2	36.8	73.0	19.0	4.8	3.2
2012	90	34.4	33.3	67.7	24.4	6.6	1.1

Importantly, significantly fewer children are reporting their satisfaction with their opportunities for play as “not good” or “rubbish” than in previous years and the percentage of children reporting “great” overall has also increased

It is important to recognise that the reasons for this shift in satisfaction may be associated with localised factors that are not identifiable from the survey data. For example it may be that the school children attend has changed the ways in which it supports play, or the provision available to children outside of school may have changed, or the space children have access to may have changed or parents may have changed the degree of freedom they grant their children or children themselves may have developed a different perspective on play. In reality it is likely to be a combination of factors but the point is that further investigation is likely to be required to establish the reasons for these changes and assumptions should not be made about the causes. However what the data does provide is an indication of where this further work should be carried out

Satisfaction levels by ward or community

The most reliable data in terms of location is likely to be the name of the school that children attend and so the data does provide accurate insights into how children in year 5 in each of the schools rate their satisfaction with their opportunities for play. However because children often attend schools outside of the communities in which they live this may not be representative of their lived experiences within their local communities. The focus is therefore on geographic areas.

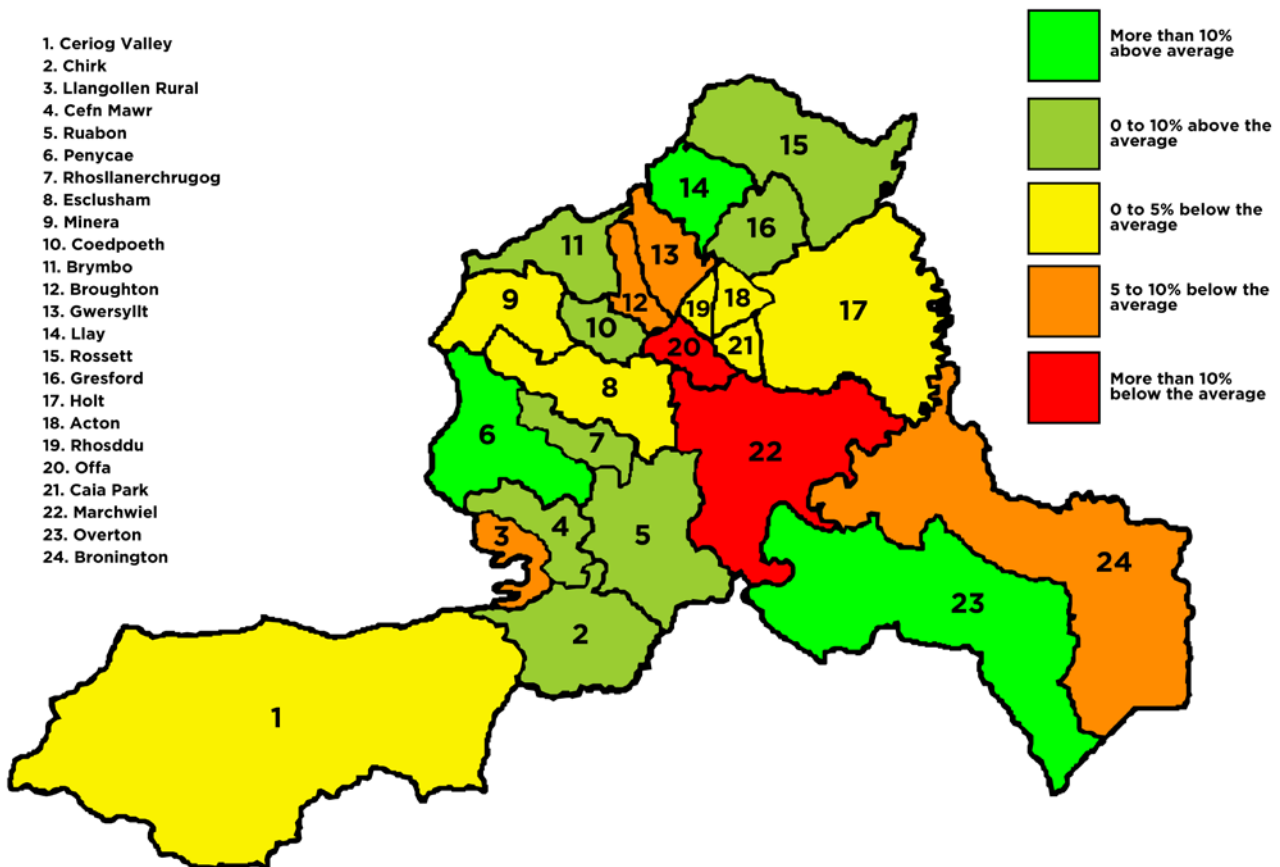
Whilst responses were gained from children living in every electoral ward and community council area, inevitably the number of responses varied greatly with some having many and others very few. In an attempt to increase confidence in these results, and in line with the approach taken in Wrexham’s 2016 PSA, the largest possible wards or community council areas have therefore been used, maximising the number of responses for each location. In Wrexham some electoral wards incorporate more than one community council area and some community council areas incorporate more than one electoral ward. The table below identifies where wards or community councils areas are bigger and have therefore been used in the analysis of this data:

Communities and wards the same	Coedpoeth, Llay, Llangollen Rural, Rossett
Communities larger	Acton, Broughton, Caia Park, Cefn, Chirk, Gresford, Gwersyllt, Offa and Rhosddu
Wards larger	Bronington, Ceriog Valley, Holt, Marchwiell and Overton

Where community and ward boundaries overlap, communities are used.

Brymbo, Esclusham, Minera, Penycae, Rhosllanerchrugog and Ruabon

The map below illustrates how each community/ward compares with the Wrexham average in terms of how children rate their satisfaction with their opportunities for play.



It is important to recognize that the satisfaction levels outlined in the map above are all relative to a general increase in satisfaction levels across the county borough as a whole. As a consequence even those places identified as being below the average may have seen a small increase in satisfaction or at least have stayed the same. For example the percentage of children reporting great or good in Broughton and Bronington is very similar to the survey in 2015 despite both areas now being significantly below the

Wrexham average. In the Ceriog Valley satisfaction has actually increased by nearly 28% but because they were starting from a low satisfaction rating in 2015, still appear below the Wrexham average. Llangollen Rural has again increased by 5.4% but is still 6% below the average. Gwersyllt has dropped much further down the list when compared to other areas even though satisfaction has only dropped 1.9%.

Identifying areas of lower satisfaction and taking action to try and improve conditions for playing in these areas should be a priority, however it is important to also acknowledge the places where children currently report higher levels of satisfaction with their play and attempts should also be made to ensure that the more positive conditions in these communities are maintained. This would mean further investigating why these communities work for children to identify and protect the factors that help.

Factors affecting overall satisfaction

In terms of permission for playing out, the survey suggests over 80% of children who report their opportunities for play as 'great' or 'good' overall are allowed to play out and permission for playing out doesn't seem to make the difference between whether children report 'great' or 'good' i.e. these children are equally likely to be allowed out to play. However the percentage of children allowed to play out drops significantly and consistently for those children reporting lower levels of satisfaction with their opportunities for play. This suggests that permission for playing out is a significant factor in determining children's overall satisfaction with their opportunities for play.

In terms of time for play, how often children are playing out has a significant impact on their satisfaction levels with children who reported great overall much more likely to be playing out most days compared to those rating OK or worse. This suggests the more children can play out the more satisfied they will be with their opportunities for play. Again, in terms of the amount of time children have for playing, those rating great overall were nearly twice as likely to report having 'loads of time for play' compared to those rating 'good'. This suggests the amount of time for play is part of what makes the difference between good and great opportunities for play. Also, a much higher percentage of children who rate OK or worse overall report dissatisfaction with the amount of time they have for play.

In respect of access to space, there are interesting differences in responses to questions concerning the range of places children can play and how good they perceive those places to be for playing. When asked whether they can play in all the places they would like to, those rating 'great' overall are again twice as likely as those rating 'good' to report being able to play in all the places they would like to. More than half the children rating OK overall then report only being able to play in a few or hardly any of the places they would like to. This suggests that the number and range of places children can access for their play has a significant impact on their overall levels of satisfaction.

When it comes to how good children think their places for play are, there is less difference between those rating OK, good or great overall in terms of the percentage who report the places where they play as being OK (where they can do some of the things they like) or great (where they can do all of the things they like). However those rating great overall are again almost twice as likely as those rating good to report accessing places

that are great for their play. The data suggests that the quality of spaces and the range of experiences they support is a deciding factor between great and good opportunities for play, however the difference between good and ok opportunities is likely to depend on whether children are allowed to play out and the range of places they have access to in which they can play.

As reported in previous Assessments the combination of time, space and permission to play are key factors in children's satisfaction. Crucially, children who are allowed to play out on their own report a significant increase in their satisfaction; this suggests that a priority for Wrexham is supporting parents to allow children to play out and more often. Interestingly, as reported, the data suggests, in relation to space, that the range and amount of spaces children can access has a greater impact on children's levels of satisfaction. It is important to ensure that children have quality spaces to play, however it is suggested that the amount of spaces children play in has more bearing on children's satisfaction levels, that is, the amount of spaces a child plays in can be the difference between being satisfied with their opportunities to play as opposed to unsatisfied. This subtle but significant factor further reinforces the notion that Wrexham need to ensure that children have access to, protect, and provide, a range of spaces for children's play in order to meet their duty.

Parent Survey 2019

An online satisfaction surveys was targeted at parents and carers within Wrexham. These surveys followed the same format as the children's questionnaire, asking the same/similar question however from the perspective of a parent and carer. For example - *Overall how good are your child's opportunities for playing out?* 238 parents/carers completed the surveys and submitted responses to the survey.

Limitations

It is important to note the limitations of this survey and that grand conclusions cannot be made from the data. The survey was aimed at all parents/carers with children of any age therefore we have results from parents/carers who have children under 3 which we would not expect them to allow their child to play out which will affect the overall results. In total 28% of respondents had children aged 10 or over. In addition the total number of respondents is low in relation to the population of Wrexham therefore it cannot suggest that this is a fair representation of parent/carer views in Wrexham. Having said that, the results may provide data which are indicators for further, more focussed research in order to build a more accurate depiction of this demographics views of play within Wrexham.

Results

Below are the key findings from the survey:

The overall satisfaction level for children's play opportunities from parents/carers came out at 27%. This is significantly lower that what children are reporting as satisfaction in Wrexham. It appears that the key factor which has effected this result is highlighted within the limitations – only 28% of respondents have children aged 10 or over. The survey, however, did highlight a few interesting points:

- 46% of parents/carers would like their children to have more time to play.
- Over a third of parents/carers felt children should play out in the streets near their home
- 57% of parents/carers felt that their child was not able to play in the places they would like them too.
- 59% of parents/carers said they either worry about their child when playing out or do not let them play out.
- 61% of respondents said they do not allow their child to play out on their own with friends.
- Over half of all responses said they take their child to school in a car.

Although the recommendations made from this research are limited due to the nature of the data collection, the above results can provide a steer for further exploration, particularly in relation to parental fears and allowing children to play out with friends. It demonstrates that there is very real anxiety for parents which suggests there is scope for further analysis and identification of what their worries are and how Wrexham can address these. In addition, these results indicate that parents are supportive of play and want their children to have sufficient opportunities to play.

In order to explore this research further and be able to make comparisons with children's satisfaction data more targeted survey is required with parents and carers potentially aimed at parents/carers of year 5 pupils.

PSA Focus Group Evaluation – Interdependent cross cutting themes⁵

The findings of the focus group discussions were complex and cross cutting. It is perhaps evidence of Wrexham's engagement with the Play Sufficiency Duty that the issues identified across the system focus groups are so complexly interwoven.

The below findings, which have been provided by Ludicology, present the key themes that have arisen across the 5 systems examined. Moreover, these themes are very much interdependent of each other and therefore cannot be considered in isolation of any one system. They are categorised under four different areas: 'Understanding of Play Sufficiency', 'Attitudinal Shift', 'Achievements and Aspirations' and 'Barriers and Ways to Overcome' them.

**system specific evaluation can be found in Matter Areas C, D, G, H and I.*

1. Participants Understandings of Play Sufficiency

Of primary importance in the implementation of any duty is its interpretation and implementation. The Play Sufficiency Duty requires Local Authorities to both take account of and respond to issues influencing children's ability to access and express their right to play.

⁵ Ludicology. (2019) *Evaluation of Play Sufficiency Systems in Wrexham*

Interdependent cross cutting themes found in PSA focus groups

Of significance, in respect of the Local Authority's comprehension of the duty, synchrony was established across all of the systems, with each recognising the importance of children's play and the relevance of the duty, not only across departments and services with a direct impact or responsibility to children and families but also those with indirect influence. All focus groups recognised the multidimensional nature of the duty and recognised that the responsibility to enable children to access their right to play is cross-departmental and that, through evaluation and analysis, they were better able to establish need and what to do about it.

Furthermore, across all systems there was a recognition that to truly meet the requirements of the duty, the assessment and its identification of need must be addressed at both operational service delivery and strategic levels ensuring that children's play needs were accounted for in strategy, policy and planning of county priorities and objectives.

All of the focus groups acknowledged a shift in thinking, recognising that at the commencement of the duty provision for children's right to play was considered to be solely the domain of those directly delivering play provision and that children's play was likely only accounted for at strategic level in the directorate within which that operational service was situated. Over the lifetime of the duty it had been increasingly recognised that to account and respond effectively in any sustained and strategic way it was in fact essential that consideration of play was woven into and across the Local Authority's plans at the highest level.

2. Attitudinal Shift

Comprehensive understanding of the purpose and scope of the Play Sufficiency Duty is essential to its implementation, a major aspect of work involved in securing that comprehensive understanding is supporting attitudinal shift across multiple dimensions. Children's ability to access and express their right to play is always co-dependent on adults whether they are simply adult residents within local communities, parents, members of the children and young people's workforce, council officers working in departments indirectly connected to children's right to play or elected members. For children's need and right to play to be met sufficiently and secured it is essential that adult attitudes are synchronous with that intention. It is no surprise therefore that attitudes and the work involved in supporting an attitudinal shift, made up a significant proportion of the discussions within the focus groups.

Interdependent cross cutting themes found in PSA focus groups

For both the Play Development Team and Playwork as Community Development systems, supporting attitudinal shift is about "helping those they work with, see things differently" and helping people to "play and work with children's play more professionally". For those directly involved in these two systems, their message is clear "you can't separate play and the child, the two are inseparable, when people think about and plan for children, they have to think about and plan for their play" and they see much of the ongoing dialogues they engage in through their work as enabling people to understand that relationship and the implications of it.

The inseparability of children, childhood and play was key to the understanding of those representing the Planning for Play system, who equally recognised that a key aspect of their work was *“keeping children’s right to play on the agenda”, “championing it” and “getting in early enough at the detailed planning stage of any development”* to really help people think differently about providing for children’s play needs.

Similarly, the Policies for Play system representatives were in agreement that for them *“shifting understanding and perceptions”* was essential. Even with the support of key figures within the Local Authority there are so many priorities that *“play still needs lifting off the page”* of agendas and minutes and into the *“hearts and minds”* of partners, elected members and officers. They recognised opportunities for the system in supporting the development of a currency of language, informing and establishing connections and communities of practice that can influence and keep play sufficiency on the agenda.

Finally, this quote from the Professional Development for Play focus groups represents in its fullest the endeavours of the combined six systems: *“We are taking professionals, parents and adult community members alike on a journey to value and support children to access their right to play. To ensure that what time there is for play is quality and that every professional adult or parent that influences that can do so in a positive way through the development of a shared understanding of children, and what we can reasonably expect for children in the local authority”*.

3. Achievements and Aspirations

Key to assessing and securing sufficiency of opportunities for play is establishing what is working well and what is it that is trying to be achieved. Working strategically to meet the play needs of children requires that the six systems as a collective work for the same ends, that their work is coordinated and aligned but allows each the scope to take advantage of circumstances as they arise and make most benefit of the opportunities available.

Interdependent cross cutting themes found in PSA focus groups

Most simply put, and a point made explicitly within the Planning for Play system focus group but implicit in the conversations across the sister systems, was the statement that those involved are aspiring to *“provide structured opportunities and removing barriers and obstacles for informal opportunities for children to access space and time and permission for play”*.

Across the systems this endeavour is being pursued through three interrelated lines of action: Politics, Partnerships and Policies. While embedding play sufficiency as a cross departmental policy objective may still be emergent, the fact that this clarity of thinking was evident across all systems is a clear indication of the Local Authority’s commitment to children’s rights as citizens of Wrexham and that when that is taken seriously their right to play must be accounted for and responded to at the highest levels as well as ‘at the coal face’. Wrexham have a play champion in Andrew Atkinson, Lead Member for Youth Services and Anti-Poverty, and in June of 2018 he gained endorsement by Wrexham Council’s Executive Committee for the Play Pledge, an agreement that commits officers from each of the Local Authority’s departments to work together as a

part of a Play Sufficiency Partnership. Executive Board Minutes from the 12th June 2018 state: *“Whilst the Play Development Team will continue to provide the driving force, maintaining momentum and coordinating cross-departmental activities in support of children’s play, this approach will help ensure that the work of each relevant department/organisation is represented on the Play Sufficiency Partnership. This process would also formalise existing links between the Play Development Team and other departments/organisations and would enable new links to be formed with those partners not yet involved.”*

The development of this partnership over the coming years should work to strengthen the position of play sufficiency along the second line of action: ‘policy’. It was evident through each of the systems that while opportunities for children’s play was discussed at the highest levels this only occurred when issues of significance arose, for example the Play Pledge, the Shared Values for the Play Workforce, the additional Welsh Government funding at the end of the financial year and at points of assessment and action planning. Whilst a collective wisdom across the county had developed significantly over the life of the Play Sufficiency Duty, the position of play in cross departmental planning and strategies was still fragile to the will of individuals to champion it. Play sufficiency has yet to develop a firm foothold in cross departmental policies, partnerships and council plans and endorsement by the Council’s Executive Board to commit officer time to this Play Sufficiency Partnership, effectively creating advocates for play across council departments, could provide a vehicle to facilitate this.

Finally, an overarching theme as noted explicitly in the Policies for Play system focus group, implicitly across the other sister systems and in minutes from the Communities and Well-being Scrutiny Committee held on 5th September 2017 and 17th January 2018. There is significant work being done to mitigate against the continued funding cuts from Welsh Government and most specifically the closure of the funding programme from which the majority of playwork provision was previously funded. In the face of these significant difficulties the county is working hard to embed play and play sufficiency through these three lines of action: politics, partnerships and policies, at low or no cost.

4. Barriers and Ways to Overcome them

Wrexham should be commended for its commitment to Children’s right to play and The Play Sufficiency Duty. Wrexham has long been regarded, Nationally and Internationally for the regard it pays to children’s right to play. That said, children and the play agenda are only a part of the range of people and necessities the Authority must provide for, as such there is evidence that all of the systems are experiencing stress to larger or lesser degree. Barriers to the implementation of the play sufficiency duty were discussed across by each system focus group. There was a sense of pragmatism across the suit of systems, people accept changes are necessary, cuts are going to happen, new ways of working and new ways of delivery are emerging and will have their associated challenges but people were optimistic, and more importantly aspirationally realistic. There are barriers that make things harder than they need to be and there are things that can be done that can make things better.

Interdependent cross cutting themes found in PSA focus groups

Funding was a source of concern mentioned explicitly by all system focus groups. In particular the lack of core funding for securing sufficient opportunities for play and the ways in which local implementation of national initiatives can skew the focus at a local level making it difficult for the likes of the Play Development Team to access funding for universal provision. Both the portfolios of the Lead Member for Youth work and Anti-poverty come with little money. Furthermore, year on year funding for the Playwork as Community Development and the Play Development Team make longer term strategic planning and commitments to the longer-term plans of others increasingly difficult. This is compounded by the requirements of the funding that is provided through the Local Authority to the Play Development Team, constraining the way in which they can work and making it increasingly difficult for them to fulfil the requirements of the sister systems. The monitoring parameters of this funding stream also means that the measure by which delivery is accounted for in respect of its funding fails to measure the real success of projects. Funding streams that operate on a year by year basis through community council contracts also make it difficult to generate the community knowledge required to be of real service to the community.

Maximising resources

This section should provide an overview as to how partners currently use their existing budgets to support children's access to play opportunities. It should identify how budgets have been reprioritised as part of the 2019 Play Sufficiency Assessments and subsequent plans.

Please use this section to highlight what has changed since the 2016 Play Sufficiency Action Plan in terms of how resources are allocated.

Please also highlight how Welsh Government programmes have been used locally for the provision of play and how they have addressed priorities from your 2016 play sufficiency assessment:

WCBC Play and Youth Support Team

The local authority's Play Development Team is currently made up of 3.5 full time posts with functions that include policy development, workforce development, inclusion and participation, and the development of playwork provision. The objectives for the team set out in their existing contract fit reasonably well with the priorities identified by the PSA process. However all of the team's development work is currently funded via the Welsh Government's Families First program requiring them to focus the majority of their efforts on overall aims of this funding stream. This can prove problematic for the team as they do not have the freedom to wholly respond to community need and undertake all the work required to secure sufficiency under the current funding arrangement. There is scope in 19/20 that funding for some of the functions within the team will come from the Childcare and Play Grant. It is encouraging to note that this funding stream within its short guidance

refers to Play Sufficiency Assessments, albeit limited to staffed provision, disability services and workforce development. It would be welcoming to receive further, more comprehensive guidance in relation to this funding stream, or any other funding stream, which embraces the full scope of Play Sufficiency Assessments and Action Plans.

Staffed Play Provision

Wrexham may be fairly unique in terms of the level of financial resources it has historically committed to supporting the delivery of staffed play provision through its Families First and Communities First funding. As a consequence Wrexham is fortunate to have an established network of staffed play provision that includes three adventure playgrounds, a number of year round and school holiday based playschemes, some dedicated provision for disabled children, a small but influential play development team and a largely progressive relationship between local authority and third sector providers. However, the Communities First Programme ceased in 2018 which had a major impact on the third sector play providers in Wrexham. Unfortunately Gwenfro Valley Adventure Playground, which relied on this funding, has ceased to operate resulting in a tremendous loss to the sector within Wrexham, including the loss of highly qualified and experienced playworkers and a severe reduction in the operation hours of the site, the site currently operates two nights a week for two hours at a time as opposed to open 6 days a week for up to 4 hour sessions.

The Legacy Fund provided much needed financial resource to support the Venture and The Land in their operation. In addition the Legacy funding has enabled a coordinator to reinvigorate the Wrexham Youth and Play Partnership (WYPP) of which the adventure playgrounds, Caia Park Partnership and PYST are partners. WYPP now lease and maintain the site of Gwenfro Valley and the PYST deliver sessions through funding from the Community Council. Whilst this model is viable in the short term the long term future is still unclear for Gwenfro as it is dependent upon the sustainability of WYPP.

Additional Welsh Government Funding

The All Wales Play Grant funding (AWPOG) is very welcome and provides much needed support in respect of the securing aspect of the Play Sufficiency Duty and has enabled Wrexham to progress actions as evidenced in the Matter areas. The PYST are now well accustomed to having well developed plans that are strategically aligned with their sufficiency action plan and as such the money is always spent well. However, the fact the money is delivered with such a short spending timeframe (even this year (2018/19) where the Welsh Government provided an improved notice period) that it increases the workload significantly in one quarter of the year stifling the team's ability to engage efficiently across its other work streams. Additionally, the spend time frame precludes using the money on actions that need lengthy development time. The money could be spent on actions with potentially more sustainable impact if the time frames were over a longer period.

The funding has been made available in five of the past 6 years, whilst, as mentioned, it is a welcome source of funding, due to the aforementioned concerns re the AWPOG and Families First aims in relation to play sufficiency it is frustrating that longer term, more strategic projects cannot be supported through the AWPOG. For example throughout this

assessment there is acknowledgment that there is limited play development capacity to support actions that do not relate directly to families first funding aims, AWPOG could provide such funding to address this limited capacity if identified and secured at an earlier period of the year, provide longer term funding or notification in advance of the upcoming financial year.

The Play Sufficiency Assessment and local Well-being Plans

This section should identify how the Play Sufficiency Assessments form part of the local needs assessment and to what extent the Play Sufficiency Assessment and Action Plan are integrated into the Well-being Plan and Public Service Board.

The Play Sufficiency document was considered and included when the Well-being Plan was developed. The Well-being Plan has a number of play specific actions that contribute to the provision of rich play opportunities. More information on the actions can be found [here](#).

The Public Services Board members are all signed up to the actions included within the Well-being Plan and have responsibility for their delivery. Play has been recognised within the plan within several of the actions. The Chair of the Healthy Start Board has overall responsibility for the actions relating to play and there is named persons within the action plan who have responsibility for their delivery.

Monitoring Play Sufficiency

This section should identify the lead director and lead member for children and young people's services. It should also describe the Play Monitoring Group or equivalent. Along with a list of members, please describe how the group has been facilitated and the benefits and challenges of the group.

Wrexham's 2016 PSA identified that the professional development process resulted in establishing new connections between local authority departments, individuals changing their practice and people working together to try out new ideas. Importantly for the majority of those involved it was their choice and at least equal emphasis has been given to their professional development as to the contribution they can make to the play sufficiency agenda. Subsequently more attention has therefore been paid to developing and maintaining a community of practice for those interested in the play sufficiency process.

However it remains that factors affecting the sufficiency of opportunities for play include but are not limited to: parental permission influenced by their fears and values; other obligations on children's time; the availability of space inside and outside the home; layout of residential roads; levels of on-street parking; the amount and speed of traffic; the attitudes of other residents; the visibility of other children; the attitudes and actions of professionals in adult run institutions; the culture and history of local communities; local and national media coverage; planning, transport, housing and education policies; and public liability concerns. Securing sufficient opportunities for play therefore cannot be addressed in isolation and so *other* ways must be found of prioritising this work across a range of agendas and this will *still* be dependent on good communication across diverse partners ensuring individuals can work together to highlight opportunities and negotiate potential barriers.

In terms of leading on the play sufficiency duty and formally monitoring progress towards securing sufficient opportunities for play, this is already a role performed by the local authority's PYST who work in partnership with a broad range of other departments and partner agencies to progress the play sufficiency action plan. One of the reasons Wrexham has continued to make progress in terms of the play sufficiency duty, despite the lack of a formal partnership, is because the PYST continues to provide a driving force, maintaining momentum and coordinating cross-departmental activities in support of children's play. Those involved in the evaluation of the systems focus groups identified that whilst there were still connections that needed to be made, the PYST would be central to any networks created.

The lead member for Youth services and Anti-Poverty, which is responsible for play, is Cllr Andrew Atkinson. Cllr Atkinson has been very supportive of play and has been actively engaged and involved in 2019's assessment.

In 2018 the council's executive board signed up to a Play Pledge, this action was originally presented in the 2013 PSA. The play pledge states that there needs to be a partnership for play established within the county whereby heads of services need to identify officers who are willing and have the capacity to monitor and progress actions. Following the engagement during the play sufficiency process key individuals will be identified and invited to form the Play Partnership, as outlined in the action plan.

Ensuring that the local authority meets its statutory responsibilities with regards to the Play Sufficiency Duty and that the identified actions are actually completed will then be the responsibility of the local authority's Executive Board and Public Service Board. Both of these partnerships will receive an annual report from the PYST and any barriers to progressing actions will be reported to senior managers within the local authority and to the Public Service Board if necessary.

Criteria

This section contains the “matters that need to be taken into account” as set out under section 10 of the Statutory Guidance.

The Criteria column: sets out the data that needs to be available and the extent to which Local Authorities meet the stated criteria.

The RAG status column: provides a drop down box, whereby the Local Authority can show its assessment of whether that criterion is fully met; partially met; or not met. These have been given Red, Amber Green markers, which appear as words in the drop down boxes. *(In the “RAG status column”, Double click on the word STATUS – this will bring up drop-down form fields options, use the arrow down key until the status required RED, AMBER or GREEN- is at the top then press ok)*

Red, Amber Green (RAG) status is a tool to communicate status quickly and effectively.

RAG status

Criteria fully met.	Fully met
Criteria partially met.	Partially met
Criteria not met.	Not met

The 2019 column enables the local authority to indicate the direction of travel with the insertion of arrows.

The Evidence to support strengths column: should be used to provide the reason for the chosen criteria status and how the evidence is held.

The Shortfall column: should be used to explain the areas in which the Local Authority does not fully meet the criteria.

The Identified Action for Action Plan column: should be used to show the Local Authority action planning priorities for that Matter.

The Comments section: asks some specific questions for each matter that should enable you to give a clear overview of how the Local Authority complies with the intention and implementation of this matter as set out fully in the Statutory Guidance. It also provides the opportunity to identify challenges and how they might be overcome.

Matter A: Population

The Play Sufficiency Assessment should provide an overview of population and demographic data used locally to plan for play provision. Information should also be included regarding:

- Ages of children
- First language Welsh speaking children
- Cultural factors (such as other language)
- Gypsy Traveller children
- Disabled children

What has changed in terms of population and demographic trends since Play Sufficiency Assessment 2016?

The PYST team gather their data through the use of the education CAPTIA system. Discussions with Officers has highlighted the difficulty in tracking trends in respect of the categories above as the most comprehensive and accurate data was gathered in the previous census which is now over 8 years old. More accurate population and demographic information is held across numerous departments in respect of the categories above however there is no system or department which collates all this data together.

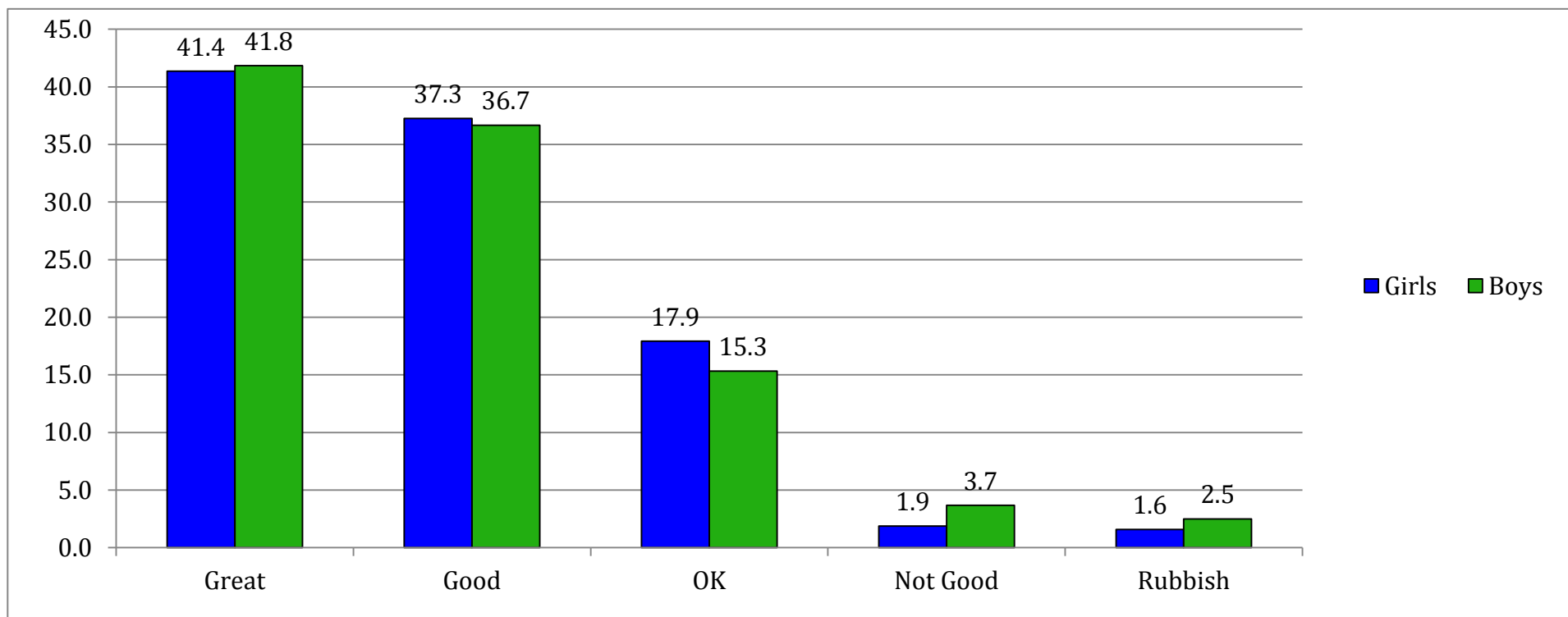
The Play Satisfaction Survey has highlighted a slight increase from 2016 in the amount of children first language Welsh as well as decrease in the amount of children completing the survey who identify themselves as disabled. However it is important to recognise the limitations and scope of this survey so conclusions cannot be drawn based upon this information.

How has/will the Local Authority use its population data to plan for sufficient play opportunities locally?

The Play Satisfaction Survey (2018)⁶ results provides the most useful way of using data to plan for sufficient opportunities to play. The below information highlights the key findings from this survey:

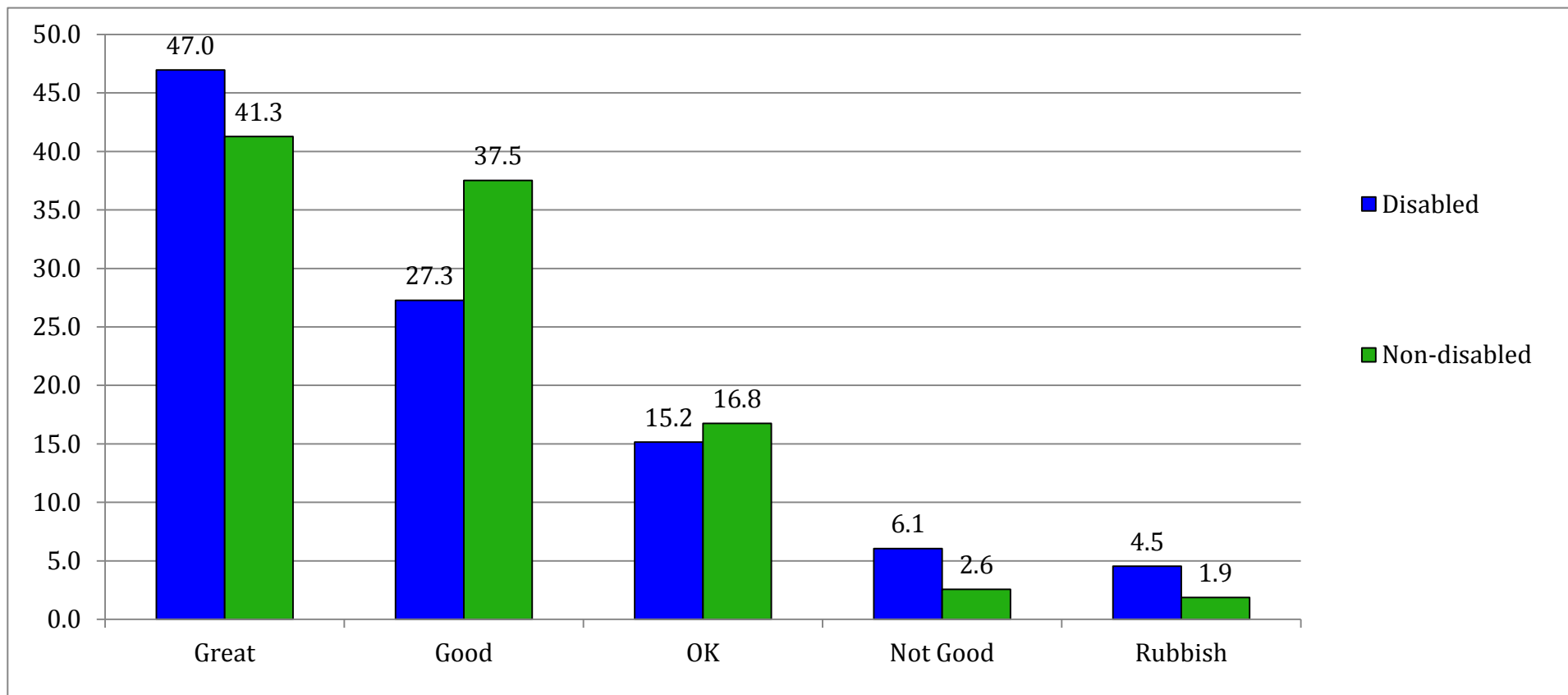
⁶ Ludicology.(2016) *Wrexham Play Sufficiency Survey 2018 Data Analysis*

Of the respondents to the 2018 survey 51.5% were female, 48.5% were male. The graph below provides a breakdown of overall satisfaction ratings reported by boys and girls:



As illustrated above satisfaction levels reported by girls and boys are very similar, with the percentage rating 'great' or 'good' almost exactly the same. In terms of those reporting lower levels of satisfaction, slightly more boys than girls rate their opportunities for play as 'not good' or 'rubbish'. However the data suggests that gender is not a significant factor in reported levels of satisfaction in Wrexham.

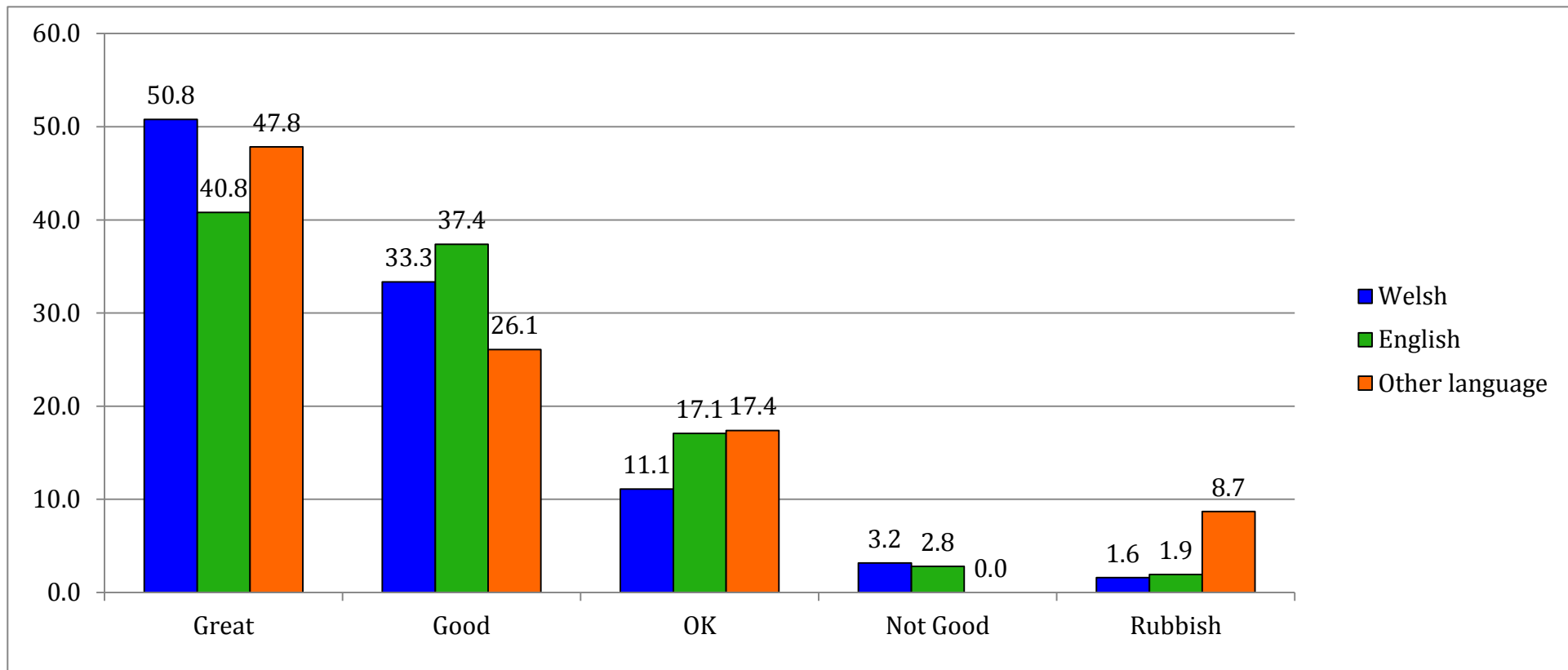
When answering the question “Do you think of yourself as ‘disabled?’”, 5.3% of respondents said yes representing 66 children. The graph below provides a breakdown of overall satisfaction ratings reported by disabled and non-disabled children:



Although a higher percentage of children who consider themselves to be disabled report their satisfaction as ‘great’ overall, significantly more report dissatisfaction with their opportunities for play with 25.8% rating their opportunities for play as OK, not good or rubbish, compared to

21.2% of non-disabled children. 10.6% of those reporting dissatisfaction rate their opportunities for play as 'not good' or 'rubbish' compared to only 4.4% of non-disabled children. This suggests disabled children are more likely to report lower levels of satisfaction with their opportunities for play. Additional research may be required to establish the reasons for this. Furthermore the survey did not include children from St Christopher's School, which may present an opportunity to further explore the play experiences of disabled children.

The survey also asked children "What language do you prefer to speak". 93% (1142 children) said English, 5.1% (63 children) said Welsh and 1.9% (23 children) identified another language. The graph below provides a breakdown of overall satisfaction ratings reported by children who prefer to speak English, Welsh or another language (five children who select both English and Welsh have been included as Welsh speakers):



The results suggest that children who prefer to speak Welsh report slightly higher satisfaction with their opportunities for play compared to the majority of children who prefer to speak English. However, similar to the situation with disabled children, significantly more children (26.1%) who identified a language other than English or Welsh reported dissatisfaction with their opportunities for play, with 8.7% rating them as 'rubbish'. This suggests that children for whom English is an additional language may be more likely to be dissatisfied with their opportunities for play. Again further research may be required to confirm these findings and establish the reasons for them.

Local level analysis

The intention of analysing the survey data at a smaller more local level is to identify places where there has been a significant shift in satisfaction and help to prioritise where further work may be most needed. However **caution must be taken when interpreting the findings at a local level because the data becomes less reliable**. This is a particular issue in some communities where the number of respondents is very low which may result in misleading conclusions. Gaps in data also become more pronounced at a local level because one school that doesn't take part in the survey could result in significantly fewer responses from a particular community which could then in turn skew the satisfaction ratings for that area. However the data does at least suggest there are places that warrant further investigation if not immediate development work.

Problems with postcodes

Accurate analysis of the survey data at a local level relies on children inputting the postcodes of where they live. However in this survey there was a particular problem with children inputting their postcodes with many not completing them in full. Where it was not possible to identify a child's home postcode the postcode of their school has been used. Furthermore a significant number of respondents appear to have used the postcode of their school rather than their homes address anyway.

Whilst it is not unrealistic to expect some children to live in the same postcode as their schools, it is more unlikely that the majority of children would do. In some cases all respondents from a particular school gave their postcode as being the same as the school, which raises the suspicion that these may not be the postcodes of their actual homes. The consequence of this is that when analysing the data at a ward or community level, results may be skewed by children not actually living where the postcodes would suggest. For example, statistics for the Maesydre ward are likely to be screwed by the fact that all respondents from Alexandra school included the postcode of the school rather than their home address. In reality children who attend this school come from a much wider catchment area including Caia Park.

Satisfaction levels by ward or community

The most reliable data in terms of location is likely to be the name of the school that children attend and so the data does provide accurate insights into how children in year 5 in each of the schools rate their satisfaction with their opportunities for play. However because children often attend schools outside of the communities in which they live this may not be representative of their lived experiences within their local communities. The focus is therefore on geographic areas.

Whilst responses were gained from children living in every electoral ward and community council area, inevitably the number of responses varied greatly with some having many and others very few. In an attempt to increase confidence in these results, and in line with the approach taken in Wrexham's 2016 PSA, the largest possible wards or community council areas have therefore been used, maximising the number of responses for each location. In Wrexham some electoral wards incorporate more than one community council area and some community council areas incorporate more than one electoral ward. The table below identifies where wards or community councils areas are bigger and have therefore been used in the analysis of this data:

Communities and wards the same	Coedpoeth, Llay, Llangollen Rural, Rossett
Communities larger	Acton, Broughton, Caia Park, Cefn, Chirk, Gresford, Gwersyllt, Offa and Rhosddu
Wards larger	Bronington, Ceriog Valley, Holt, Marchwiel and Overton
Where community and ward boundaries overlap, communities are used.	Brymbo, Esclusham, Minera, Penycae, Rhosllanerchrugog and Ruabon

The table below ranks these wards/communities in terms of the percentage of children rating their opportunities for play as 'great' or 'good', with changes in the satisfaction levels compared with the results of the 2015 survey:

2015/2018 comparison		2018 Community Council / Ward Rankings								
change in % rating 'great'	change in % great + good	Com council / ward	Number Responses	Great	Good	Great + Good	OK	Not Good	Rubbish	
		All responses	1248	41.7	36.8	78.4	16.7	2.7	2.1	
16.2	7.9	Llay	49	59.2	34.7	93.9	4.1	2.0	0.0	More than 10% above the average
19.6	16.1	Overton	55	43.6	45.5	89.1	9.1	1.8	0.0	
21.9	14.9	Penycae	36	63.9	25.0	88.9	8.3	0.0	2.8	
19.0	13.0	Chirk	50	44.0	44.0	88.0	12.0	0.0	0.0	0 to 10% above the average
-9.4	6.0	Cefn Mawr	77	41.6	45.5	87.0	10.4	2.6	0.0	
7.0	11.0	Ruabon	11	40.0	45.0	85.0	10.0	5.0	0.0	
-6.0	6.0	Rossett	20	40.0	45.0	85.0	10.0	5.0	0.0	
11.1	16.7	Brymbo	49	53.1	30.6	83.7	8.2	6.1	2.0	
19.7	19.3	Rhosllanerchrugog	75	50.7	30.7	81.3	17.3	1.3	0.0	
2.4	-1.0	Gresford	35	31.4	48.6	80.0	14.3	5.7	0.0	
-18.6	-12.2	Coedpoeth	33	39.4	39.4	78.8	18.2	3.0	0.0	0 to 5% below the average
-8.2	-0.7	Caia Park	152	40.8	37.5	78.3	16.4	2.0	3.3	
3.6	1.2	Acton	127	38.6	38.6	77.2	18.1	0.8	3.9	
33.2	27.7	Ceriog Valley	37	43.2	32.4	75.7	13.5	0.0	10.8	
24.5	-1.0	Minera	8	62.5	12.5	75.0	25.0	0.0	0.0	
4.0	5.0	Esclusham	20	45.0	30.0	75.0	25.0	0.0	0.0	
1.7	1.7	Rhosddu	75	34.7	40.0	74.7	18.7	4.0	2.7	
30.1	30.7	Holt	19	42.1	31.6	73.7	10.5	10.5	5.3	5 to 10% below the average
1.3	-1.9	Gwersyllt	104	41.3	31.7	73.1	23.1	1.9	1.9	
48.3	5.4	Llangollen Rural	29	48.3	24.1	72.4	17.2	6.9	3.4	
4.0	-0.3	Broughton	80	35.0	33.8	68.8	25.0	2.5	3.8	
-14.3	-1.3	Bronington	32	18.8	50.0	68.8	28.1	3.1	0.0	
9.5	-1.7	Offa	52	36.5	30.8	67.3	25.0	7.7	0.0	More than 10% below
-15.9	-24.9	Marchwiel	19	21.1	21.1	42.1	36.8	10.5	10.5	

It is important to recognize that these “rankings” are all relative to a general increase in satisfaction levels across the county borough as a whole. As a consequence even those places identified as being below the average may have seen a small increase in satisfaction or at least have stayed the same. For example the percentage of children reporting great or good in Broughton and Bronington is very similar to the survey in 2015 despite both areas now being significantly below the Wrexham average. In the Ceriog Valley satisfaction has actually increased by nearly 28% but because they were starting from a low satisfaction rating in 2015, still appear below the Wrexham average. Llangollen Rural has again increased by 5.4% but is still 6% below the average. Gwersyllt has dropped much further down the list when compared to other areas even though satisfaction has only dropped 1.9%.

When interpreting these results, people should also be mindful that changes in smaller geographical areas may disproportionately affect the overall ratings of a larger area and that generalized responses for larger areas may not be representative of children living in particular neighbourhoods within those areas. For example satisfaction levels across the Rhos community have increased considerably but this becomes even more pronounced when focusing on some of the electoral wards incorporated within that community, most notably Pant where satisfaction levels have increased even more than the Rhos community as a whole. Again, due to gaps in data, the results may also not be representative of all children living in a particular community. For example satisfaction levels in Holt have increased dramatically (30%) and whilst this is hopefully representative of the reality, the lack of responses from Holt school could be an influencing factor in the results. That said, bearing in mind the 2018 survey has been completed by a completely different cohort of children than in 2015, where satisfaction levels remain similar this should increase confidence in the validity of these responses i.e. more children over more time are reporting the same thing.

There does appear to be a significant problem in some of the more rural areas in the south east of the county, particular the Marchwiel ward which encompasses the Marchwiel, Sesswick and Banger i-sy-coed communities.

Areas for further work

Areas that warrant further investigation include those that have seen the largest improvement in satisfaction levels to identify what is it that is now contributing towards the sufficiency of opportunities for play and conversely, those areas where satisfaction levels have dropped the most to determine what may have changed at a local level to reduce the sufficiency of opportunities for play. Such an approach would help to identify the assets (services, space, attitudes etc) that are supporting play and therefore need to be safeguarded as well as identifying the problems that need to be addressed and therefore the ways in which children’s opportunities for play could be improved. Based on the above analysis the communities with the largest improvements in satisfaction include: Holt, the Ceriog Valley and Rhos and those with the largest reduction include:

Marchwiel and Coedpoeth.

If financial and/or human resources are made available to support children's play it would make sense that they are prioritized in areas where children report the lowest levels of satisfaction with their opportunities for play. The data above suggests that there is a particular need for work in support of children's play in the Marchwiel ward, areas of which also reported low levels of satisfaction in the 2015 assessment. However it is also important that the assets that contribute to children reporting higher levels of satisfaction in other areas are identified and protected/maintained to ensure these children continue to experience a sufficiency of opportunities for play.

Finally there is scope for satisfaction survey data to be mapped alongside the demographic data at LSOA, community council or ward level to complete a more holistic profile of communities in respect of children's play.

Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	The play requirements of children living in isolated rural areas are understood and provided for			<p>The satisfaction survey has highlighted that children living in more rural areas report 74.3% in relation to their satisfaction for play. This is below the average satisfaction level reported across Wrexham as a whole which is 78.4%.</p> <p>The PYST currently deliver year round playscheme provision in Sydallt. Sydallt is community which can be considered isolated due to its lack of community facilities and accessibility via transport routes. Observations over the past year have suggested</p>	<p>The research completed to inform this assessment has provided further evidence about children's opportunities for play in the more rural communities within the county. As stated, children in rural areas rank lower in their satisfaction levels, however we must not take this figure and suggest that all children in rural areas are dissatisfied with their opportunities to play although it does suggest that further work and understanding is required in respect of children these communities. Findings ways of</p>

				<p>that children's play requirements are no different to other children and there seems to be high level of acceptance of play within the community; children know the adults and vice versa. Older children have often spoke about their dissatisfaction with their affordances for play in thei community due to their limited access to services and spaces available. Older children report that they are more likely to attend activities and clubs as opposed to hanging out.</p>	<p>improving conditions for those children who report low satisfaction in these areas remains a challenge.</p>
2	<p>The play requirements of Welsh language speaking children are understood and provided for</p>			<p>There was no evidence in the satisfaction survey to suggest that the play needs of Welsh and English speaking children were significantly different and did not appear to influence children's satisfaction with their opportunities for play.</p> <p>Interestingly, significantly more children (26.1%) who identified a language other than English or Welsh reported dissatisfaction with their opportunities for play, with 8.7% rating them as 'rubbish'.</p>	<p>Further research may be required to confirm findings in relation to children who identified a language other than English and Welsh and establish the reasons for them.</p>

				<p>This suggests that children for whom English is an additional language may be more likely to be dissatisfied with their opportunities for play</p> <p>20% of Playwork staff employed through the PYST are Welsh speakers. All play and playscheme publicity and promotion is bilingual as per Local Authority Policy</p>	
3	The play requirements of children from different cultural background are understood and provided for			<p>In 2015 the Play Development Team used some of the additional funding from Welsh Government to buy a license for the school's Capita database providing them with much more information on the children accessing their services thereby enabling them to improve their performance monitoring. This included children's ethnic backgrounds and has enabled the team to demonstrate that the demographics of children attending staffed play provision closely reflect those across the county in general.</p> <p>The Play Development Team also use funding to translate their</p>	<p>On-going improvements needed</p> <p>Unfortunately it was not possible to involve families from minority ethnic backgrounds in the assessment this time around.</p> <p>However, as reported, children who identify a language other than English and Welsh are experiencing a greater dissatisfaction with their opportunities to play. With this in mind more work is need to understand and address these statistics</p> <p>In some cultures parents may</p>

				<p>publicity for playwork provision into a further four languages spoken in Wrexham, where funding allows.</p> <p>The WCBC Community Diversity team leads on the local authority's Strategic Equalities Plan and supports those responsible for developing Equalities Impact Assessments. There is potential for improving guidance to practitioners through this process encouraging them to pay greater attention to possible impacts on children and young people's time and space for play.</p>	<p>also place less emphasis on their children accessing provision. This also raises the question of whether existing provision is culturally appropriate i.e. does it appeal to families from different ethnic backgrounds? As a consequence staff may benefit from having access to training on cultural awareness and engaging with these families. In addition, funding needs to be identified to support the promotion of play services to a wider range of cultural backgrounds</p>
4	The play requirements and support needs of disabled children are understood and provided for.			<p>The PYST Playwork Inclusion Project continues to provide support to children and their families who may be experiencing extra-ordinary barriers to accessing staffed play provision. In addition for the past three years AVOW have received funding to increase capacity and support more of these children across their playwork services. In addition the</p>	<p>Parents still report that there is a need for improved access to play provision for children with severe and complex impairments. Furthermore, the majority of staffed play provision either targeted specifically at these children or potentially accessible to them (with additional support if necessary) is funded through Families First and Community</p>

				<p>PYST have provided inclusion training, reframing behaviour training, as well as facilitating Makaton training more recently.</p> <p>Increasingly children who identify as disabled are attending playschemes throughout the county without additional support.</p> <p>Access to the school's Capita database has also enabled the Play Development Team to identify how many children classified as having Special Education Needs have accessed their services. However this does not confirm how many of these children would be described as 'disabled' by either themselves or their parents.</p> <p>Dynamic continues to provide vital support to more severely impaired children and their parents. These families highly value the service and some say that this level of support is not available anywhere else. However Dynamic currently have a waiting list suggesting that some children are unable to engage in their opportunities to</p>	<p>Councils. There is significant concern about how these children's right to play will be supported in the future due to the precarious nature of the year on year funding limiting long terms, strategic plans.</p> <p>Using the social model of being 'disabled' this would also refer to children who have or are not able to play. There is potential for improving social worker's and foster carer's access to play based training and their awareness of available play provision. This could be achieved by improving communication between social work teams and the play development team, who could then also provide advice on play related matters. Furthermore consideration needs to be given to what support might be available to individual children who are isolated from playing (and not really enjoying their childhoods) but that wouldn't necessarily be picked up by these services.</p>
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				<p>play as frequently as is needed.</p> <p>Early discussions have been held in relation to a multi agency team providing play, care and respite during holidays.</p>	<p>There is considerable work to be undertaken in understanding the needs of disabled children in relation to play. E.g. do disabled children consider attending 'clubs' as play or is their understanding of play something they do in the community with friends and limited adult intervention. Understanding such questions will improve planning of provision for disabled children.</p>
5	Play projects and providers have access to a range of resources which support inclusion			<p>Inclusion training for playwork and childcare settings remains a priority and continues to be made available through the Family Information Service Childcare Team.</p> <p>The AWPOG has enabled funding for YourSpace to run play activities for children with autism.</p> <p>There is also a disability Panel within the local authority who work to ensure that disabled children and their families can access existing childcare services. There is funding available to support the</p>	<p>There is a need for greater involvement of disabled children and their parents in the design and development of play provision so that they feel confident that it meets their support requirements.</p>

				cost of additional staffing to ensure settings can meet these children's support requirements, not only to support parents to remain in work but also to provide families with some respite. Whilst this service has a focus on access to childcare, families accessing are regularly supported to access other services such as the Playwork Inclusion Project.	
6	There is a well-known and agreed mechanism which is used to identify the need for separate provision for disabled children			As recognised in Wrexham's previous PSA, this process has been achieved informally through close partnership working between those offering inclusive play services and those facilitating provision specifically aimed at disabled children. However the key to this success is the fact that a range of provision exists which can meet the preferences of different children and their families at different times.	These services are predominantly funded through Families First and so the future of them is uncertain past March 2020
7	Access audits for all play provision as described in the guidance are undertaken			As reported in the previous PSA the most successful and accessible spaces are those that have been developed where disabled children and their parents have been involved in the design	The involvement of disabled children and their parents is not yet embedded into the design and development of play provision and this will require staff who have the

				process.	capacity to carry out this additional work
8	Designated play space is provided and well maintained on gypsy traveller sites			<p>Ongoing work by the PYST with the Traveller education service manager has resulted in extended consultation with gypsy traveller children and the provision of resources to improve their play experiences.</p> <p>Recently the AWPOG has enabled the purchase of a container to be placed on the gypsy traveller site which will be utilised with suitable play provision to meet the needs of Gypsy and Traveller children and young people</p>	This work has been dependant on funding from the AWPOG which is not guaranteed each year and the timescale for spend only allows for short terms actions
9	The requirements of young carers are understood and provided for				More work is needed to understand and provide for the specific requirements of young carers
10	The requirements of lesbian, gay or bisexual (LGB) children are understood and provided for				Unfortunately we were unable to consult specifically with any LGBT children during this assessment period. However the satisfaction survey and focus groups did not highlight sexual orientation as a factor that effects children's satisfaction with play. More

					work may be required to explore if this is the case.
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Providing for Diverse Needs

How has data been used (or how will the data be used) to address the barriers that children with diverse needs face in accessing inclusive and accessible opportunities for playing?

Research undertaken, specifically: local play sufficiency assessments and play satisfaction surveys with children and parents, continually informs the way in which services can target and understand children who report low satisfaction and the factors which affect their satisfaction levels. For example, data shows us that a greater understanding of disabled children’s perceptions of play is required in order to provide more effective inclusion services. In addition, as highlighted in the 2018 satisfaction survey, further research is required to understand why children who do not identify as first language Welsh or English are reporting lower satisfaction.

It is encouraging to note that provision for Gypsy traveller children in respect of their play opportunities has improved over the period since the last PSA however the continued progress of this remains to be seen due to the AWPOG which has funded this work. As reported in 2016 tackling rural and isolated areas where children report low satisfaction remains a priority for the PYST.

Two ‘Homelife’ conferences have been facilitated by the North Wales Play Officers Network, the intention of this conference is to explore ‘typical’ constructs of childhood held by a variety of services in an attempt to establish a common adult/professional understanding of childhood, and consequently how adults should value and work with children. The impact of this conference has resulted in a diverse range of professionals to consider their practice and the way in which they support children’s play.

Increasingly the PYST have begun to work with children who report very low levels of satisfaction through their involvement with Wrexham’s Together Achieving Change (TAC) team. This has broadened the inclusion role within the PYST to consider children’s opportunities for play beyond staffed play provision, working with families and other professionals to identify ways in which these children’s day-to-day experiences could be improved

Have there been challenges?

As presented in the evidence above, the parameters of funding streams often dictate the geographical areas in which services work and to which outcomes; unfortunately weighting is not placed on those in most need of play (as reported as having low satisfaction in survey results) limiting the ability to respond to community need. In addition, a theme throughout Matter B is the lack of capacity for services to understand and provide for children with protected characteristics. The lack of capacity is resulting from the pressure placed on services through budget reductions and short term funding.




Recommendations for Action Plan

- Review the remit and funding for the Play Development Team with the aim of enabling them to prioritise support to those communities across the county borough where children report the lowest levels of satisfaction with their opportunities for play.
- Meet with LGBT children to discuss their opportunities for playing.
- Facilitate a mechanism in which parents and children from minority ethnic cultures can explore how they think about play and identify ways of better supporting their children to play.
- Undertake specific, focussed work with disabled children in an attempt to understand their perceptions of play in an attempt to improve their conditions for play.
- Develop a system in which practitioners involved in TAC, fostering and social work can take greater consideration of children's opportunities for play, the effect this may have and ways in which this can be embedded into practice
- Ensure social workers and foster carers are aware of available play provision and have access to play based training.
- Support the Equalities Impact Assessment process by developing guidance that encourages consideration of children's ability to access time and space for play, especially those with protected characteristics.
- Continue to examine rural or isolated areas in which children report low satisfaction to understand the conditions that effect their opportunities to play
- Undertake specific research with parents of yr5 children in order to identify emerging barriers, as indicated in the parent survey, and identify ways to address them.

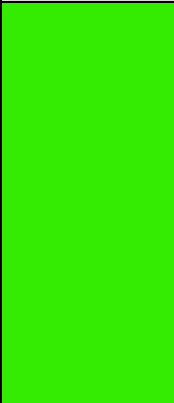
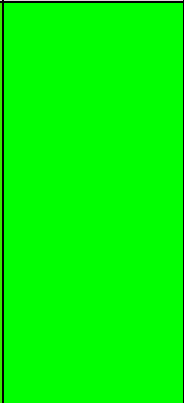
Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Open Spaces

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	The Local Authority has undertaken an Open Space Assessment (OSA) that maps areas that are used, or might be used for playing as listed in the Statutory Guidance			Open Space Audit and Assessment of Need 2016 Lists typologies. The variety of spaces children use for play is further recognised in the typologies listed within the OSAAN. This reinforces the notion that play cannot be seen as separate across the ranges of spaces and it is something that will occur, or not occur, regardless of the initial intention of development	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
2	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing			Open Space Audit and Assessment of Need was completed in 2016. The play development team were involved in this process and, as such, play sufficiency is referenced within the assessment. In addition, as above recognition of informal spaces for children to play is recognised.	
3	The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety			Parks section has not undertaken access audits of open space.	Lack of staff resources.
4	The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales			This is recognised within the Local Development Plan Deposit Draft 2013-2028. Emerging Policy CF2: Provision of New Open Space outlines the open space standards	
5	The Local Authority undertakes and actions play value assessments in public open space			Parks work section has not undertaken this work The PYST have undertaken local sufficiency assessments which examine the amount and quality of spaces for playing in Acton and Sesswick.	Lack of staff resources.
6	Brownfield sites owned by the Local			No information provided.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	Authority are assessed for the potential for the site to be reclaimed to provide for children's play				

Outdoor Unstaffed Designated Play Spaces

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
7	The Local Authority keeps an up to date record of all designated play space as described in the Statutory Guidance			Parks section keeps a record of all play areas, MUGAs, skate parks with their location and site description, via an inventory	
8	The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance			Play areas are assessed for play value if funding is available to undertake improvement work. Typically 3 or 4 play areas will be assessed a year. The assessment is informal and is not recorded, but leads to improvement of play value onsite.	Capacity to undertake this work is limited.
9	The Local Authority undertakes access audits at all designated play spaces and implements proposals to improve access and safety			Access audits were undertaken on all play areas, in the past (2003). Access improvements were then undertaken on play areas where it was possible to improve access.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>Since that period any improvements to a play area will involve ensuring DDA and access requirements are incorporated into the new play scheme. Within the annual inspection reports of all play areas, the external inspector highlights any access issues. Generally all play areas have accessible site entrances, accessible equipment and safe routes through the play area.</p>	
10	The Local Authority has developed and agreed a new fixed play provision standard			Play provision for new Housing Development is governed by planning requirements.	
11	The Local Authority undertakes and actions play space assessments in designated play spaces			See C8 above.	
12	The Local Authority has introduced smoke-free playgrounds			Signs are erected in all play areas, indicating no smoking.	
13	The Local Authority has removed 'no ball games' signs to encourage more children playing in the community			<p>No ball game signs are not erected on open spaces. There is no active policy to remove existing signs.</p> <p>The PYST are working with Acton community council in relation to</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				signage in order to promote more consideration for children's play.	
14	The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community			<p>Main play area sign was redesigned a few years ago to be more child friendly and welcoming</p> <p>Within the Plas Madoc area there has been Play Priority signs erected. Anecdotal evidence suggests that these signs have supported children to have a bigger claim on the spaces they have to play.</p>	There is no funding for new signs in the wider community. Any such signs would need support of local community and local member sand be funded.
15	The Local Authority includes a recognition of the importance of playing fields to children's play when any disposal decisions are made			No playing fields have been disposed of over the last 10 years. Consent to such a disposal would have to be given by members and Welsh Government.	
16	The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields			See C15 above.	
17	The Local Authority refers to guidance around creating accessible play space when refurbishing or developing new	NEW		Any improvements to play areas adhere to DDA standards, consultation is undertaken with local children and Community Council	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	playgrounds			and residents. Inclusive items are incorporated into the play area, wherever possible. Gate widths, path surfaces and access is considered within the design.	

Open Spaces

How has the Local Authority ensured collaboration between Open Space Assessments / Green Infrastructure Strategies and Play Sufficiency Assessments to improve spaces for play?

The key to improving the environment for play on open spaces is to make the landscape more variable. This means trees, areas of longer grass and areas of short grass for different types of play and recreation. Any major improvement to open space has to rely on outside grant funding or section 106 payment. We are continuing to plant trees on open space as part of the Tree and Woodland Strategy. Changes to grass mowing regimes on open space to allow the grass to grow longer can be very sensitive issues to the local community, as they see this as the Local Authority reducing their commitment. Allowing areas to grow longer has worked well in the Country Parks, such as Moss Valley and Alyn Waters Country Park where people accept the change more readily. It has been harder to implement in smaller open spaces.

ZCD Architects were commissioned to undertake a mapping analysis of four neighbourhoods in Wrexham based on previous PSA's. The PSAs and subsequent focus group work carried out with children in Plas Madoc, Brymbo, Holt and Cross Lanes, have uncovered the importance of a number of 'spatial' aspects that can contribute to children's play opportunity, one of three factors, alongside 'temporal' and 'psychological'

The report concluded by suggesting that systematic analysis of the 'spatial' aspect of neighbourhoods could be used to better plan for Play Sufficiency. It shows how to 'design it in' from the outset and could help professionals judge where to make physical improvements. The report could influence the rest of the UK, where a link can be made between social value and play, presented as a measurable outcome and achievable through good design. In summary, the research recommended that the following spatial 'rules' are applied to better achieve Play Sufficiency:

- Enable all public and shared spaces to be accessible and playable
- Provide direct access to a variety of shared/ car free spaces throughout a development
- Allow play close to home and avoid a single play area
- Aim for universal or a significant majority of the dwellings to have direct access to these spaces
- Create safe footpaths and networks connecting all external spaces
- Allow for overlooking from dwellings

The findings of this research will inform the basis of discussions when engaging with professionals from planning, housing, and open space, to name a few in relation to improving spaces for play.

Please see below Planning For Play focus group evaluation

Outdoor unstaffed designated play spaces

How has the local authority considered all issues of accessibility in play space development?

Any improvements to play areas adhere to DDA standards, consultation is undertaken with local children and Community Council and residents. Inclusive items are incorporated into the play area, wherever possible. Gate widths, path surfaces and access is considered within the design.

Have there been challenges?

Cory and WREN landfill tax grant funding provided hundreds of thousands of pounds of funding to allow the refurbishment of many play areas across the County Borough between 2009-2017. These funding streams ceased. There is a new Welsh Government landfill tax grant fund which was launched in 2018. It's not clear at this point whether funding for play area provision will be successful in the new fund.

Comments

Play areas are funded by Community Councils. Wrexham County Borough Council does not fund existing or new play areas, though still retains the ownership of the majority of sites. Wrexham County Borough Council manages on behalf of Community Councils many of the play areas and works to ensure safety and inspection standards remain in place. This means any improvements, or changes to play areas now needs the agreement of Community Councils. The result of the changes means a more individual approach to play areas based on local community needs, funded through the Community Council. These changes mean the provision and management of play areas has moved from a Wrexham County Borough Council model to a more locally based model

Planning For Play PSA Focus Group Evaluation⁷

Understanding

Representatives for the planning system expressed clarity of understanding of the Play Sufficiency Duty but, as a result of a range of factors outside of the Local Authority's control, the work stream that was due to represent that understanding in planning guidance and the Local Authority's development plans had been disrupted. There was unanimous agreement amongst representatives that this work needed to be resumed urgently.

Attitudinal Shift

Getting in early enough with planners and developers of housing stock, infrastructure developments and town centre developments to support attitudinal shift was an issue, as was the mechanism for assuring attitudinal change had been evidenced in plans. Of note were changes to impact assessment arrangements for planning and it was muted that a criteria/objective for play could be made a part of these. Additional to this was the absence of any advocate or play representation thus far in the planning for 21st century schools.

⁷ Ludicology. (2019) *Evaluation of Play Sufficiency Systems in Wrexham*

Achievements and Aspirations

In respect of the recognition and comprehension of the purpose and scope of the Play Sufficiency Duty within the Planning for Play system, there was a good degree of satisfaction with the current situation. The issue here is implementation, ensuring that attention to children's right to play is paid at each of the appropriate stages in the development of planning agreements and that clear guidance exists that can inform both the spatial layout of designs and any associated impact assessments. Discussions about developing these tools/measures/notes have been a part of the ongoing work between the planning department and play development lead but as previously mentioned this work has not yet come to fruition due to staff turnover or other issues outside of the Authority's control. It was recognised that this area of work needed to be the focus of this particular system in the short term to ensure play does not 'slip between the cracks'. Equally it was noted that there was significant opportunity to ensure advice from the play development lead was sought as a part of the 21st century schools planning, and it was agreed that this individual should be invited to sit on the group working on related strategies and plans.

Barriers and Ways to Overcome them

In the development of places for play the Local Authority continues to develop relationships with partners and work in partnership with communities and developers to create places that are high in play value. Spatial developments also take into account children's need and right to play and consideration is given to the range and proximity of places available for children to play in their local neighbourhoods and to work with partners to secure these opportunities. However, to ensure the consistency and effectiveness of this work, the system needs to be supported by the development of specific guidance for developers and/or planning notes that can be used at the pre-planning and detailed planning stages with developers. Children's ability to access time, space and permission for play also needs to be incorporated as a part of any planning impact assessment processes. Finally play also needs to be accounted for and responded to in the 21st century schools program.

Recommendations for Action Plan

- Engage in discussions to identify systems to promote positive signage for play. This could include the removal of no ball games, play priority signs installed or bespoke community signage which supports children's conditions to play.
- Ensure specific and informed guidance and support, in relation to children's play, is provided for the development of spaces in Wrexham

- Establish clear planning guidance that can be used at various points of the planning process for both housing and spatial developments.
- Ensure that criterion for play are developed and incorporated into existing impact assessment processes, supported by the Shared Values for the Play Workforce and the online learning module.
- Ensure that there is a representative from the Play Development Team included in the development of the 21st century schools agenda and associated Local Authority plans.

Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Playwork provision

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance			<p>The PYST web page on WCBC website outlines all supervised play provision. This includes 10 communities in holidays and 5 communities on a weekly basis. In addition The Land and The Venture run year round provision in their communities – this information can be found on their respective websites as well as the PYST webpage</p> <p>Wrexham Family Information Service (WFIS) holds information on all registered provision in Wrexham,</p>	Dewis requires the information to be updated by the providers and there is some work to be done in promoting this to providers and parents.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				including open access playschemes. This is regularly updated and is informed by the information provided by CIW on registered provision. This information has recently been transferred across to the Dewis service directory	
2	The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance			<p>PYST Playworkers who deliver playschemes have received playwork training which considers their impact on the environment and highlights the importance of creating spaces for play.</p> <p>PYST staff are encouraged to complete the First Claim self assessment toolkit which identifies ways in which to improve spaces for play.</p> <p>The local authority's Play Development and Childcare Teams are continuing to work together to look at ways of creating better outside spaces in early years and other childcare settings. This was reinforced by the purchase of a</p>	Whilst the tool for examining playwork practice in settings has been purchased and owned by WCBC, limited capacity has prevented the rollout to settings.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				playwork self assessment framework by the childcare team which examines playwork practice within childcare settings and supports practitioners to identify ways to enhance their spaces.	
3	The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory Guidance			<p>Third sector playwork providers in Wrexham continue to receive national and international recognition with people visiting these settings from across the UK and further afield.</p> <p>The WCBC Childcare Team provides business support to all settings in Wrexham on improving the quality of their provision. This includes creating suitable play opportunities and spaces.</p>	
4	Staffed play provision that the Local Authority provides meets the regulatory requirements and National Minimum Standards			The local authority's playwork provision have come in for praise from the Care and Social Services Inspectorate Wales (CIW), in relation to the frontline staff, which described playworkers as having "a	The current approach to registration from CIW is prohibitive to peripatetic provision because it requires each individual site to be registered separately even if it is the

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>wealth of knowledge and experience” in their 2017 inspection report. Just some of the areas of the council’s playwork service that came in for praise included the “environment and resources provided allow children to experiment and take risk”. In particular partnerships with organisations, parents and the community received high praise specifically in relation to community relationships.</p> <p>The WCBC Childcare Team provides business support to all settings in Wrexham on improving the quality of their provision. This includes creating suitable play opportunities and spaces.</p> <p>The 2017 CSA reported that 72% of all out of school clubs are registered with CIW.</p> <p>Although the PYST have placed the majority of their playschemes under voluntary suspension due to the prohibitive process of registering</p>	<p>same service provider delivering provision on those sites. As a consequence the provision delivered by AVOW is not registered but this is the service that best reflects the priorities from Wrexham’s previous PSA precisely because it adopts a more peripatetic approach therefore promoting play in more public places. The local authority playwork provision have voluntarily suspended all their sites excluding one due to the issues barriers presented.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				sites as opposed to a service, the provision still operates towards the National Minimum Standards	
5	Staffed play provision that the Local Authority funds meets the regulatory requirements and National Minimum Standards			<p>All contracts with third sector organisations funded to deliver playwork provision include a requirement for the provision to be registered with CSSIW where possible.</p> <p>The WCBC Childcare Team provides business support to all settings in Wrexham on improving the quality of their provision. This includes creating suitable play opportunities and spaces.</p>	
6	Staffed play provision that the Local Authority's partners provide meets the regulatory requirements and National Minimum Standards			<p>All contracts with third sector organisations funded to deliver playwork provision include a requirement for the provision to be registered with CSSIW where possible.</p> <p>The WCBC Childcare Team provides business support to all settings in Wrexham on improving the quality of their provision. This</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				includes creating suitable play opportunities and spaces.	
7	Staffed play provision across the Local Authority works to a recognised quality assurance programme			<p>PYST staff are encouraged complete the First Claim self assessment toolkit.</p> <p>The childcare team purchased a playwork self assessment framework which examines playwork practice within settings and supports practitioners to identify ways to enhance their playwork practice,</p> <p>The WCBC Childcare Team provides business support to all settings in Wrexham on ensuring their provision meets the minimum requirements for CIW registration and inspection. This includes creating suitable play opportunities and spaces.</p>	<p>There is currently no formal quality assurance programme in place.</p> <p>Whilst the tool for examining playwork practice in settings has been purchased and owned by WCBC, limited capacity has prevented the rollout to settings.</p>
8	The Local Authority prioritises quality issues when engaging with/ commissioning the private sector to deliver recreational activities for children.			WCBC always place high priority on quality when commissioning other sectors to deliver recreational activities. This is recorded through monitoring and evaluation	
9	The Local Authority provides council				

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	premises and space free of charge to organisations which provide free (at the point of access) play provision for children			<p>The local authority has secured free leases on land for third sector organisations providing services free of charge, for example, in the cases of Wrexham's three adventure playgrounds.</p> <p>The local authority does not charge play providers delivering provision in public open space.</p>	<p>The PYST have supported the installation of adapted containers as a base for community provision. The process for installation has raised issues in relation to permission of siting containers on public open space as well as planning permission processes. Work is required to ensure the process is clear and transparent to organisations wishing to adopt this approach</p>

Structured recreational activities for children

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
10	Local authority sport, physical activity, and active recreation plans are contributing to increasing free play and recreational activities	Not reported in 2016		Wrexham County Borough Council in partnership with Freedom Leisure offers a wide variety of accessible sport and leisure activities (e.g. in	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>leisure facilities for children and families).</p> <p>Active Wrexham sports development team provide a range of services within schools and communities that includes the Sport Wales school sport active young people programme and volunteer pathway with training and qualifications for Young people.</p> <p>Active Wrexham provides the multi skill and physical literacy programme to children in Wrexham – linking to nurseries, schools, teacher training, leisure activities, and sports clubs</p>	
11	The sports agenda contributes to the provision of sufficient recreational activities for children	Not reported in 2016		<p>Participation at Community sports and engagement sessions in communities is good.</p> <p>Activities are based in schools, communities, and parks.</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				Voluntary sports clubs across the county provide opportunities for children to participate in various sports	
12	The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children			<p>The Arts Council of Wales provided funding a small-scale practice led experiment to raise awareness of the issues surrounding older children's experiences, and provide a temporary installation for young people in Wrexham. It explored what factors constrain or support young people's ability to perform actions in public spaces, for instance to hang out with friends, and their ability to provide ideas for the installation and improvements to the town centre.</p> <p>With the support of the AWPOG The arts centre in Wrexham, Ty Pawb, is planning on holding a play exhibition during 2019 to celebrate the rich history of play provision in Wrexham. This may include a photo exhibition as well as a temporary adventure playground installation.</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
13	The Local Authority Youth Service provides for children's opportunities for leisure and association			<p>Following re-shaping of youth services, the play development team and community youth work team have now merged together to form the Play and Youth Support Team. Community youth provision now aims to develop more bespoke community led activities. This involves a combination of both Playwork and Youthwork opportunities at the same space and place. An innovative approach to this delivery has commenced in Coedpoeth where an adapted shipping container is used as a space for playwork and youth work sessions to run on the same evening one after another. This model enables the provision to respond to community need and provide a flexible and affordable solution to the challenge of providing safe, enjoyable environments for children.</p> <p>As a consequence of the re-shaping increasingly more youth work staff are now receiving accredited</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				playwork training.	

Supervised play provision

Where the Local Authority has assessed settings as part of the Childcare Sufficiency Assessments (CSAs), how have these settings been assessed in respect of the quality of play opportunities they provide and offer?

The childcare team have not assessed any settings this year in respect of their quality, nor have they completed any baseline assessment of quality with the childcare settings. The CSA 2017 reports that the 100% of childcare settings and 72% of out of school care clubs (breakfast clubs, after school clubs etc.) in Wrexham are registered with CIW, therefore meeting the National Minimum Standards.

Playwork as Community Development PSA Focus Group Evaluation⁸

Attitudinal Shift

Attitudinal shifts were seen to come about readily as a result of community engagement in playwork projects, serving as examples of quality play provision being places where parents and other adults could observe children's capacity for and capability to play as well as their responsiveness to it. As such they serve to reduce adult's intolerance of children's play, improve people's skills in interacting with playing

⁸ Ludicology. (2019) *Evaluation of Play Sufficiency Systems in Wrexham*

children, as well as acting as a potential catalyst for community action and participation in service development and delivery. Almost all the funding for this sort of direct delivery comes from community councils. In order that the Playwork as Community Development system can continue to support this form of sustainable provision across Wrexham the work of the Play Development Team in building and maintaining the relationships with community councils is essential.

Achievements and Aspirations

There are some really great examples of partnership working and project development and delivery over the lifetime of the Play Sufficiency Duty and it is fair to say these ways of working are still emerging as the professionals involved foster and develop new relationships within communities and the associated organisations and partners. Most particularly project developments in Coedpoeth and Brymbo, where a delivery model including the use of shipping containers and the facilitation of loose parts play through a playwork delivery model working in partnership with the community and a range of associated departments in the council, was reported as being very successful and a potential low-cost sustainable model for roll out across the county.

Work had also been carried out with Acton Community Council, local authority departments and elected members, school children and residents over the last two years to enhance the provision of a suitable place for play. The Hightown Play Project is also still experiencing good attendance by children. Plas Madoc continues to be a good example of a place where playwork as community development is ongoing and where there is evidence that residents welcome playing children and have taken action to campaign and advocate for the estate's children's right to play. Elsewhere the Venture continues to provide site based opportunities for play but also, at particular points throughout the year, works 'outside of the fence' (so to speak) delivering playschemes at localities around the local estate. Two issues are significant in relation to the work reported here and the ongoing work of playwork projects. Playworkers provide a touchstone for the community in which they are working, that serve to support continued attitudinal shift, encouraging more playful ways in which adults can work with, volunteer and interact with children and that all the work reported on here is the result of medium to long term engagement over a year or two and often much more. Funding for the engagement and delivery of these projects is external to local authority core funding which in some ways makes it less susceptible to the localised implementation of Welsh Government funding cuts. However, the work is still subject to year on year contracts as Community Councils rarely contract for work lasting more than a year and the majority of this work relies heavily of the Play Development Team to coordinate and inform it, making playwork provision in the county somewhat susceptible to the changes in funding that the Play Development Team experience.

Barriers and Ways to Overcome them

The ability of this system to account for and respond to issues of play sufficiency in a strategic way across multiple dimensions is currently constrained. This is primarily due to the year on year funding agreements with community councils. There is a hope that this can be improved through influencing the aims of the Families First initiative resulting in increased synergies between its locally agreed aims and objectives and what is understood to be the core work of this systems. Equally there is recognition that the new flexible funding agreement might enable local authorities to apportion monies more responsively to their local needs, and again this could be used to better enable these systems to carry out what is understood to be their core work.

This system recognises that some of the issues it faces are national, for example issues associated with the recognition of playwork as a profession, the fitness for purpose of the playwork principles, the accessibility of funded playwork training and the ineffectiveness of the Disclosure and Barring system. Those involved in the focus groups acknowledged their responsibility to contribute at a national and regional level in addressing these concerns.

The Playwork as Community Development system is still embryonic, as such new ways of working are still developing and the system needs to have the flexibility to experiment and try things out. Importantly in this respect it needs to develop system specific measures to evaluate the effectiveness of its work, to be able to generate evidence of its success and to justify project resources. Those involved in this system sense that the best effects are generated through medium to long-term work that establishes need, forms partnerships, engages with attitudinal shift and organic project development. Developing an evidence base for this approach may enable the system to create the willingness amongst funders (predominantly community councils) to engage in longer term funding agreements that are better aligned with this way of working.

Recommendations for Action Plan

- Maintain the dialogue for amendments to be made to the CIW registration process at a local and National level to further enable registration of open access, peripatetic playwork projects
- Ensure that lessons learnt through the introduction of container based provision is monitored and reported to facilitate a smooth process for potential communities in future
- Work with community councils and other funders of play provision to establish ways by which the constraining effects of annual funding may be reduced in recognition of the need to develop projects over longer time frames.
- Support the childcare team to develop and implement the quality assessment framework for play in childcare settings
- Ensure the merge of play and youth services continues to function in a way which complements and acknowledges their respective professions by developing service specific policy and procedures which supports positive childhood experiences.

- Continue to support the development of the newly formed Wrexham Youth and Play Partnership as a delivery partner to the Local Authority and a vehicle for community action in support of play.

Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	The Local Authority keeps records of the number of children living in low income families			Information is available on the population levels for different age groups living in areas of deprivation.	
2	The Local Authority keeps records of the number of children living in areas of deprivation			Information is available on the population levels for different age groups living in areas of deprivation.	
3	The Local Authority keeps records of the number of children living in rural areas			Information is available on the population levels for different age groups living in the more rural areas of county.	
4	The Local Authority keeps records of the number of disabled children and those with particular needs.			Information is held within the school's Capita database about the number of children with 'Special Educational Needs' and this information.	Whilst some information is held in different departments, there is currently no definitive data on the number of

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>In addition social services hold information regarding the number of disabled children, these tending to be those with more severe and complex physical and mental impairments</p>	<p>disabled children in each age group</p>
5	<p>The Local Authority records the availability of no cost provision</p>			<p>All of the open access playwork provision funded by the local authority is free at the point of entry. The PYST page on WCBC website about supervised play provision.</p> <p>Wrexham Family Information Service (WFIS) holds information on all registered provision in Wrexham, including open access playschemes. This is regularly updated and is informed by the information provided by CIW on registered provision. This information has recently been transferred across to the Dewis service directory.</p>	<p>Dewis requires the information to be updated by the providers and there is some work to be done in promoting this to providers and parents.</p>
6	<p>The Local Authority records the provision of no cost / low cost premises used for play provision</p>	<p>Not previously reported</p>		<p>All of the open access playwork provision delivered on public open space do not pay hire for use.</p>	<p>There is currently no definitive record of community use facilities</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				Informal arrangements are made within service areas to secure low/cost no cost premises.	that provide no cost/low cost premises for play provision. Informal arrangements are in place in service areas to access premises at low or no cost.
7	The Local Authority records the provisions where grants or subsidies are available for play providers			Information on available grants is circulated to all childcare settings in Wrexham when the information is available. Settings are also supported to apply for the funding through the childcare team and or PYST. AVOW (Association of Voluntary Organisations in Wrexham) also provide support to third sector providers in identifying suitable opportunities for grant funding.	
8	The Local Authority provides subsidised transport for children travelling to play opportunities			No further information to report re transport subsidies. Historically the local authority have provided free car parking in the town centre on playday each year. Unfortunately in 2018 this subsidy did not receive approval meaning	There is currently no subsidised transport for children travelling to play and recreational opportunities and given the pressures being placed on public transport expenditure this is

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				that parking was charged for.	unlikely to change. Furthermore, opportunities to divert existing bus routes to incorporate drop offs at play provision are limited because the private operators are only likely to make this change if it is commercially viable.

Charge for play provision

How is the Local Authority ensuring that children have access to no or low-cost provision?

Playscheme provision delivered by the PYST is free at the point of access. Playscheme provision typically operates on public open space and there is no charge for hire of this space.

Have there been challenges?

Playscheme provision is entirely dependant upon contributions from Town and Community Councils, typically community councils 'sign up' to one year provision which proves problematic in long term development of provision in a community. In addition this does not guarantee no cost provision for children beyond the upcoming year.

The removal of free parking for Playday has impacted families' ability to attend no cost events.

Recommendations for Action Plan

- Seek to secure long term service level agreements from Town and Community Councils to ensure that strategic planning for play can be reflected in the provision planning.
- Engage in discussions in relation to car parking charges for Playday and destination play spaces.

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children's access to play or moving around their community.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas	Not reported in 2016		The Local Authority has completed a programme, which has introduced 20mph zones outside all schools. The Traffic Management Section keeps a complete list of Schools.	
2	The Local Authority has an identified mechanism for assessing the impact of speed reduction and other road safety measures on the opportunity for children to play outside in their communities	Not reported in 2016		Road Safety Collision Data is analysed and assessed to both identify and evaluate the impact of schemes. This mechanism is used to assess the impact of any Road Safety measures implemented. Welsh Government require monitoring and evaluation for all funded schemes as part of the grant process.	There is currently no mechanism in place to assess the impact of road safety measures on children and young people accessing play opportunities as this is not recorded and measured.
3	The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the	Not reported in 2016		The Regional Transport Plan has replaced the Local Transport Plan.	There is no specific plan that directs this work as it is demand and priority

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	introduction of speed reduction measures and provision of safe crossing points/routes for pedestrians and cyclists			<p>All Capital and Revenue Expenditure bids for specific Road Safety initiatives are submitted to the Welsh Government and are awarded through a competitive basis throughout Wales.</p> <p>Locally, Information and requests relating to reducing the negative effect of busy roads are assessed in accordance with the Road Safety Improvement Programme. Speed Survey's, Pedestrian movement counts, and collision analysis investigations are undertaken to identify if/what problems may happen at specific locations.</p>	led. Areas of concern are undertaken in order of priority within the limits of the limited budget/funding available.
4	The Local Authority has a plan(s) to improve walking and cycle access to parks, outdoor play facilities and local leisure centres from residential areas	Not reported in 2016		The Safe Routes in the Community initiative has enabled a significant amount of improvements to be made to improve walking and cycling. The Regional Transport Plan focuses on improving access to key destinations at a strategic level. The Authority is continuing to work with partners to improve well-being by developing cycling and walking routes in line with the Active	There is no specific focus on access to play opportunities.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				Travel Act.	
5	There is potential for the Local Authority to take further action to reduce traffic speed and improve road safety to promote play opportunities	Not reported in 2016			A great deal of work is being completed to improve Road Safety for all road users, however there is no specific consideration being given to play opportunities at present.
6	The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national standards	Not reported in 2016		The Authority provides National Standard Cycle Training – ‘Bikeability’. Training is offered to all Primary School Pupils in Year 6. . . Funding is secured through an annual bid process to Welsh Government through the Road Safety, Education, Training and Publicity Revenue Grant	None As long as funding continues to be provided.
7	The Local Authority uses road safety grants and/or other funding to provide pedestrian safety training for children	Not reported in 2016		The Authority provides Walk Wise, a child pedestrian safety training scheme - currently a pilot scheme for Wales. Schools in areas of deprivation are prioritised for training then it is offered to all schools on a first come, first served basis until funding is exhausted. Funding is secured through an annual bid process to Welsh	None As long as funding continues to be provided.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				Government through the Road Safety, Education, Training and Publicity Revenue Grant.	
8	The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes				There remains a cost associated with publishing details of road closures and arranging any necessary diversions and before these costs can be reduced, or additional funding secured to cover them. In reality, opportunities to try out these different approaches will arise from working in partnership with local community, residents and to reduce any barriers associated with implementing these initiatives will be explored at that time and with the people who are most likely to be affected.
9	The Local Authority refers to <i>Manual for Streets</i> when considering new developments and changes to the highway network/urban realm	Not reported in 2016		Manual for Streets (1 & 2 are used when new developments are being considered. The Active Travel Plan guidance	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				would also be considered.	
10	The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities	Not reported in 2016		<p>Sustrans Design Guidance, Design manual for Roads and Bridges. Active Travel guidance.</p> <p>Road safety funding is prioritised in areas where there is a documented history of collisions and casualties.</p>	
11	The Local Authority uses child pedestrian road accident casualty data to inform the location and design of interventions which help children get around independently in their communities			<p>Safe Routes in the Community considers collision data within the community as a whole.</p> <p>The Local Development Plan in association with other elements of an integrated transport strategy makes provision for the promotion of alternative means of transport.</p> <p>WG Road Safety Grant Schemes use similar criteria and prioritise schemes within the more deprived areas of the County. Casualties are normally highest in these areas for all road user categories.</p>	Children and young people are not considered in isolation.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
12	The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure			When developing services within the County, Transport Officers take into account the destinations travelled to and from facilities within those destinations.	Children and young people are not considered in isolation
13	The requirements of disabled children are understood and provided for within traffic and transport initiatives	Moved from Matter B		When developing services within the County, Transport Officers take into account the destinations travelled to and from facilities within those destinations.	Children and young people are not considered in isolation

Information, publicity and events:

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.

14	The Local Authority has a clearly identified section on its website which gives information about play opportunities as described in the Statutory Guidance (play areas, play provision, clubs and their accessibility)			Play Team's page on WCBC website is regularly updated and contains comprehensive information re their work.	
15	The Local Authority provides information on access to play opportunities and contact for support if required			PYST have produced and distributed the 'guide to play' booklet which outlines the importance and benefits of play. The PYST web page has information of all their work and how	Relies on information being provided to WFIS or being readily available for inclusion.

				<p>to contact the team.</p> <p>The PYST team is listed on the Dewis website. In addition the PYST promotes their work on a local radio station.</p> <p>WFIS regularly promotes information on play opportunities through its Facebook page and also includes information in the Holiday Activities and Events pack that is produced for each school holiday. This information is available through the WFIS web page, Facebook, in hard copy or via the Gov.delivery email subscription service</p>	
16	The Local Authority supports and publicises events which encourage play opportunities and events for children and families			<p>The PYST web page has information of all their work and how to contact the team.</p> <p>Playscheme programmes and leaflets are distributed to every child in the communities sessions are running through schools.</p> <p>Playday is promoted to every school and featured on local radio, regional news in the lead up to the event.</p>	Relies on information being provided to WFIS or being readily available for inclusion.

				WFIS regularly promotes information on play opportunities through its Facebook page and also includes information in the Holiday Activities and Events pack that is produced for each school holiday. This information is available through the WFIS web page, Facebook, in hard copy or via the Gov.delivery email subscription service	
17	The Local Authority publicises information which contributes to positive community attitudes to play			<p>PYST have updated and distributed the 'guide to play' booklet which outlines the importance and benefits of play.</p> <p>A guide for low cost solutions for communities is currently being produced and will be distributed in the coming year.</p> <p>WFIS regularly promotes information on play opportunities through its Facebook page and also includes information in the Holiday Activities and Events pack that is produced for each school holiday. This information is available through the WFIS web page, Facebook, in hard copy or via the Gov.delivery email subscription service</p>	Relies on information being provided to WFIS or being readily available for inclusion.
18	The Local Authority publicises information and support for parents to			As outlined in 15-17.	Relies on information being provided to WFIS or

	help them encourage their children to play			<p>Parent drop in sessions provided by the PYST delivers targeted training and information for parents on supporting their children to play.</p> <p>WFIS regularly promotes information on play opportunities through its Facebook page and also includes information in the Holiday Activities and Events pack that is produced for each school holiday. This information is available through the WFIS web page, Facebook, in hard copy or via the Gov.delivery email subscription service</p>	being readily available for inclusion.
19	The Local Authority widely uses on-site signposting to safeguard and promote play			<p>All of the local authority owned unstaffed designated play areas are clearly signed as are other public spaces that have been protected under the Owain Glyndwr award.</p> <p>Each site where playschemes are being delivered have banners outlining details of the sessions</p>	
20	The Local Authority engages with the media to encourage the positive portrayal of children playing in the local area			The local authority's Play Development and Press teams have continued to work together to promote positive stories to the media when possible. This has included sharing feedback about play provision and promoting events like Wrexham's annual celebration	

				of national playday. Recent positive stories in the press include the ministers visit to Coedpoeth play project and the Council's commitment to the Play Pledge	
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Access to space/provision

As outlined in the evidence presented there is considerable consideration for the public in relation to speed reduction decisions and the development and changes to the highway networks. This consideration includes communities as a whole, however further specific consideration on the impact for children, in particular in relation to their opportunities for play, needs to be explored further and closer collaboration is recommended to ensure that there is a mechanism for this. The local play sufficiency assessments undertaken have highlighted the crucial role of children being able to access spaces and the impact this has on their conditions to play. Bespoke mapping has been undertaken in three communities which highlighted children's ability to roam and barriers that affect them accessing spaces for play. More often than not, children with greater capacity to roam in their community results in higher satisfaction for play reported. As documented throughout, there are a number of factors which can affect children's ability to roam however a very real, tangible barrier that children continually report is the presence of fast cars and large highways which have a negative impact on their satisfaction for play. Evidence from one local PSA has reinforced this; there was a road development which has 'cut' off an informal green space which has historically been used for play. This resulted in a 'dip' in levels of satisfaction children report with their opportunities for play.

Information, publicity, events

How has the Local Authority positively used information to support access to play provision?

A considerable amount of work has been undertaken to improve the publicity of play provision, including the development of a PYST brand, the

impact of which is demonstrated by the increase attendance at playwork projects. Efforts have also been made to promote more positive messages about children's play and raise the profile of the play sufficiency duty across the county borough. This work needs to continue with a greater emphasis also placed on sharing examples of different ways in which adults support children's play to demonstrate to others what might be possible.

Have there been challenges?

Although there is a concerted effort in promoting positive stories of play, quite often this is the area in which additional capacity is needed in terms of financial resources and staff time. The AWPOG has enabled information to be updated and distributed to a greater degree, however without this funding the PYST would not have capacity to undertake marketing to the level it currently is. WFIS information is reliant upon service areas updating their records and submitting information to the team.

Recommendations for Action Plan

- Maintain positive relationships with key stakeholders who can assist in the dissemination of publicity for play
- Further develop the PYST brand and marketing materials to ensure that there is brand recognition from the public that is associated with high quality provision.
- Develop a guide for parents, professionals and communities which outline low cost/no cost solutions to providing resources for play
- Continue to promote positive news stories about children's play with the press.
- Strengthen the engagement of departments responsible for transport and highways to embed their skills, experience and understanding in the play sufficiency process.

Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
<p><i>Note – These criteria are specifically about Playwork: Playwork is a highly skilled profession that enriches and enhances play. It takes place where adults support children’s play but it is not driven by prescribed education or care outcomes. This includes both open access and out of school childcare settings</i></p>					
1	The Local Authority keeps up to date information regarding the playwork workforce across the Local Authority (this should include the number of playworkers, playwork management structure, qualification levels, training opportunities and volunteers)			<p>The PYST hold up to date information re the playworkers employed.</p> <p>The Workforce Development Team (WFD) send out training needs analysis and Census to all partners and record this data.</p> <p>The 2017 CSA reported that: WFIS holds electronic information about the qualifications of staff in the</p>	<p>It is acknowledged that the WFIS data is not complete. Data is currently held on 173 childcare settings in Wrexham (51.5%), yet it is important to note that because some staff may work for more than one setting, double counting may occur.</p> <p>An updated audit needs</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>childcare workforce in Wrexham. It is acknowledge that this picture is not complete. Data is currently held on 173 childcare settings in Wrexham (51.5%), yet it is important to note that because some staff may work for more than one setting, double counting may occur.</p> <p>SASS data provides a more comprehensive picture of the qualifications levels of the workforce. The majority of those who completed the SASS section on workforce were able to say whether their qualification level was in line with the Care Council for Wales List of Acceptable Qualifications and had high or medium levels of confidence</p>	<p>to be carried out to identify the existing qualifications of the voluntary sector as well as identifying need for further development.</p>
2	The Local Authority supports all of the workforce to achieve the qualification level required by the Welsh Government's National			The PYST team has a strong partnership with Adult Learning Wales who administer, develop and quality assure a number of	Funding for qualifications is limited and often does not reflect the demand

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	Minimum Standards			<p>playwork qualifications. Three members of the PYST are registered trainers and assessors of playwork qualifications. The PYST deliver level 1, level 2 and level 3 qualifications for the play and childcare sector in an attempt to ensure that settings are meeting the NMS in relation to the workforce.</p> <p>The PYST have representation on PETC Wales to ensure that any changes at a national level are communicated back to the authority and responded to.</p> <p>The childcare team is in discussion with different providers to ensure that staff in out of school childcare settings have the required play qualifications prior to the change in regulations.</p>	within the sector. The PYST receive regular requests for lv 2 playwork courses and do not have the resources to meet this demand.
3	The Local Authority supports the workforce to achieve the accepted qualification levels set out by			As above	There is a need to identify how we are to support childcare

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	SkillsActive				<p>settings to be compliant with the new Playwork Qualifications by September 2021.</p> <p>The current position of Skills active and their role in playwork qualifications is uncertain.</p>
4	The Local Authority has a staff development budget ring fenced for play, including playwork			The Childcare Team currently uses the Welsh Government's Out of School Childcare and Play Grant to support workforce development and places a strong emphasis on practitioners adopting play-centred approach. This funding stream will also support the PYST to deliver playwork training in 19/20.	How long this approach can continue will depend on the availability of the Out of School Childcare and Play Grant and the priorities of Welsh Government and the local authority.
5	There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for playworkers in the area			There continues to be a range of professional development opportunities available to playworkers with the Play Development and Childcare teams placing a strong emphasis on development of this workforce.	High turnover of staff in the childcare sector can hinder progress. Training courses need to be re-delivered on a regular basis due to many new practitioners every year.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>The PYST has developed a training brochure that includes a suite of play based training courses to support the professional development of people working with children. This includes training on contemporary play theories, cultivating the conditions for play, risk management, re-framing behaviour, practical playwork skills and ways to further extend children's play. As a consequence the team has delivered a significant amount of play based training to a broad range of professionals over the past three years with positive responses in terms of the impact of this training on people's practice</p> <p>The childcare team have their own comprehensive childcare training programme of statutory courses and CPD courses for childcare settings in Wrexham and also circulate the Play</p>	<p>Often, owners of after school clubs do not always have a deep understanding of play, which then limits their support to embed playwork into practice</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				Team's training directory	
6	Training is available for volunteers and parents to develop their knowledge on skills in playwork			<p>There continues to be a range of development opportunities available to volunteers and parents.</p> <p>The PYST have ran a series of parent drop in sessions which has provided informal training opportunities for parents in attendance.</p> <p>The emergence of WYPP has further supported accredited and non-accredited opportunities for volunteers</p>	It is often problematic to find convenient times for parents to access courses often due to childcare and work commitments.
7	The Local Authority includes playwork within its Workforce Development strategies			The PYST team have developed shared values for the play workforce through a series workshops with a broad range of professionals in an attempt to develop a shared understanding of childhood. This, in turn, develops a more consistent and coherent approach to developing the workforce.	Play and playwork needs to be more explicitly represented within wider workforce development strategies.
8	The Local Authority supports			The Play Development Team	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	partners to deliver appropriate training to community groups, parents and volunteers			works closely with third sector playwork organisations across the county borough to raise the profile of play . This has included staff from these organisations delivering training and presentations, developed partnership with the Play Development Team, to groups of parents. For example the AVOW play team have delivered the 'Playing Out Not Stressing Out' course to parents and now continue to facilitate a regular parenting group.	
Note – these criteria are about the Play workforce: This 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.					
9	The Local Authority has undertaken a comprehensive training needs analysis for the play workforce as defined in the toolkit glossary and above			A workforce audit was conducted 3 years ago as reported in Wrexham's 2016 PSA The Workforce Development Team (WFD) send out training needs analysis and Census to all partners and record this	The turnover and nature of staff working within the sector means that this will now be outdated and not provide an accurate reflection of the play workforce currently.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				data.	
10	The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff			<p>The PYST have developed an elearning module specifically concerning play. This module explores children’s right to play as well the impact the play workforce has on children’s conditions to play when decisions are made.</p> <p>The intention of this module is to support professionals to reflect on how their daily work and practices impact on children’s opportunities to play.</p> <p>The WFD respond positively to requests for training and have provided a variety of sessions for all staff in the children’s sector</p>	<p>The module is available for all WCBC employees. Approval is currently being sought to make this course mandatory for all employees of the council.</p> <p>This course at present is not accessible to professionals not employed by Wrexham County borough council.</p>
11	There is a comprehensive range of CPD opportunities for a range of professionals who work with children			The PYST has developed a training brochure that includes a suite of play based training courses to support the professional development of	Often, owners of private day nurseries do not always have a deep understanding of play, which then limits

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>people working with children as outlined in G5.</p> <p>Early Education practitioners have attended numerous courses related to play and are focussing on supporting settings to adopt a 'loose parts approach' to their resources. Furthermore, as a team, they also promote use of the outdoors and natural materials wherever possible. In many of our settings, children are now able to take safe risks, (climbing, rolling, tumbling) and a couple of settings are beginning to use woodworking tools.</p> <p>Two 'Homelife' conferences have been facilitated by the North Wales Play Officers Network, the intention of this conference is to explore 'typical' constructs of childhood held by a variety of services in an attempt to establish a common adult/professional</p>	<p>their support to embed playwork into practice</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>understanding of childhood, and consequently how adults should value and work with children. The impact of this conference has resulted in a diverse range of professionals to consider their practice and the way in which they support children's play.</p> <p>WFD try to complement the training already being delivered – although this needs developing further</p>	
12	Training awareness sessions are available for professionals and decision makers whose work impacts on children's opportunities to play			<p>Alongside a variety of training available to the play workforce, the PYST team have developed shared values for the play workforce through a series of workshops, with a broad range of professionals in an attempt to develop a shared understanding of childhood. These workshops provided a valuable platform to discuss and identify the ways in which departments view children, their rights and subsequently how</p>	<p>Produce a booklet which outlines the shared values for the play workforce within Wrexham and launch this initiative across the authority.</p> <p>Targeted support from the PYST to a department should be considered to ensure that these values are adopted and</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				they work with children and reflect their rights in decision making. The shared values for the Play workforce were endorsed by the public service board and features within their healthy start action plan.	<p>implemented in practice. Furthermore this will provide an opportunity to evaluate the impact of these values and the significance placed upon them in practice.</p> <p>This has not been delivered by WFD but could be considered for future</p>

Professional Development for Play PSA Focus Group Evaluation⁹

Understanding

As a result of a series of cross departmental professional development workshops facilitated by the Local Authority's Play Development Team and a subsequent consultation process, a set of shared values for the play workforce in Wrexham have been developed in recognition of the fact that professional views of play vary enormously. These 'shared values' describe the way in which people should think about children, their childhoods and adult responsibilities towards children when working in supporting of their right to play. In line with the United Nations Convention

⁹ Ludicology. (2019) *Evaluation of Play Sufficiency Systems in Wrexham*

on the Rights of the Child, the term 'children' is used to refer to all people (including teenagers) below the age of 18. The Shared Values for the Play Workforce in Wrexham have been endorsed by the Public Service Board and are currently being implemented across the county supported by training and a (soon to be launched) online professional development course. This e-learning module is aimed at further supporting a shared understanding of play sufficiency and the development of a shared language used to articulate the Local Authority's understanding of children, childhood, play and the ways in which adults can support children's play.

Attitudinal Shift

A focus for the professional development system was attitudinal change within the education sector where, whilst numerous examples of sound understanding and good practice could be cited, there was still observed to be a lack of understanding of play and a potential lack of understanding around child development. This may sound odd given the nature of this particular sector, but it remains sadly true that serious study of child development theory as part of teacher training degrees is minimal and the study of play even more so. The emergent new school curriculum for Wales ('Curriculum for Life'), developing in response to the Successful Futures report, would indicate that there will be an ever-increasing need for the education sector to deepen its understanding of both child development and play

Achievements and Aspirations

There is a well-developed suit of training programs available that support both professionals across the children and young people's workforce, allied professions that impact on children's right to play, as well as parents and other adult members of local communities. There is good uptake of these training programmes and anecdotally it seems as though this is having an impact, particularly in terms of the recruitment of playworkers where the quality of applicants is improving, perhaps indicating a broader appreciation of the role and value of playwork across the Local Authority's workforce.

Furthermore, the Shared Values for the Play Workforce have the endorsement of the Public Service Board and along with the commitment to the Play Pledge, bodes well for increasing collective wisdom, responsibility and accountability for children's play across a broader range of local authority departments and other partner agencies in the county. The online learning course currently undergoing its Welsh translation will also soon be available and there is an aspiration that anybody working with children or whose work has an impact on children's right to play should undertake the course. However, while this course will be freely accessible for all Local Authority workers there is some concern that school staff may have to find funding to undertake the programme because of the way funding settlements are agreed with schools. This may significantly minimise the potential cross cutting impact this professional development course could have. Finally, it is also an aspiration that the course be made mandatory for all council workers with any relationship to the play sufficiency agenda but if that were not possible (or in the more immediate term) the contents of this course could be incorporated into other mandatory online training for the sector.

Barriers and Ways to Overcome Them

There is a difficulty in supporting the professional development of those working in schools, particularly at key stage 1 and 2. Training comes from the regional school improvement service and is mostly based around the curriculum making it both difficult for this system to support the professional development of those working in schools and for those working in schools to access professional development opportunities provided by the Local Authority. Raising the status of play and the ways in which adults can work with playing children could encourage school practitioners to access Local Authority professional development opportunities, as will an improved use of the Local Authority's intranet site for healthy schools.

Recommendations for Action Plan

- Support the implementation of the Shared Values for the Play Workforce across the county by providing a wide range of practitioners with access to play and playwork based professional development opportunities.
- Improve access to professional development opportunities for those working in non-maintained and maintained childcare and education settings (specifically those working in key stages one and two).
- Explore opportunities for the online learning module to be made available to anybody working with or whose work has an impact on playing children and/or children's right to play.
- Maintain existing funding streams for training and explore ways in which to ensure that a play training budget is ring-fenced in order to meet the demands of the sector.
- Consideration for a workforce audit to be undertaken for the playwork workforce.
- Continue to work with the regional Play Officers North Wales in developing bespoke conferences which targets the specific areas of the Play Workforce



Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	The Local Authority promotes initiatives to engage relevant groups in enhancing play opportunities for children in its area.			The PYST have continued to facilitate research with children, communities and organisations using a range of consultation resources, such as mapping, to analysis the effects which impact on their local affordances for Play. These stakeholders are then supported to identify ways in which they can support children’s play in their locality. Notable work that has been undertaken in relation to this is the PYST green time programme with schools as well as community auditing and local play sufficiency assessments commissioned by town and	Relies on information being provided to WFIS or being readily available for inclusion. Actions relating to this Matter are largely driven by the PYST. The funding streams of the team do not always align with actions and priorities outlined in this assessment therefore the team has less capacity to support these actions.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>community councils. Increasing communities are requesting specific consultation work to be undertaken in relation to opportunities available for children.</p> <p>WCBC Participation strategy makes reference to the Play Sufficiency Duty and highlights the importance of children's Play. The core of this strategy is promoting and supporting children's rights as outlined in the UNCRC.</p> <p>WFIS regularly promotes events which encourage play opportunities and events for children and families through its Facebook page, Gov.delivery email list and through the production of Holiday Activity packs for the school holidays. This pack of information is available via the WCBC website each school holiday as well as in hard copy from WFIS.</p>	
2	The Local Authority promotes			As highlighted throughout this	Whilst this type of

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	<p>community engagement in:</p> <ul style="list-style-type: none"> - making space available and suitable for play - organising play events - positive attitudes towards children and play - training on the importance of play. 			<p>assessment through the evidence provided across all Matter areas the PYST have a crucial role in ensuring that Wrexham meet this criteria. Increasingly, ranging as far back as Wrexham's first PSA, the work of the play team has focussed on community engagement and development in respect of children's play. In the absence of Communities First programme the demand for community development has been noted within the PYST which has resulted in greater demand for services and consultation in respect of children and community members.</p> <p>In 2018 the council's executive board approved and endorsed the Play Pledge, this action was originally presented in the 2013 PSA. The intention of the Play Pledge is for departments to sign up to it and endorse the 12 priorities identified in 2016. In addition, the pledge identifies that</p>	<p>community development work could encourage and coordinate greater community involvement in improving local conditions for play, the capacity and current remit of the PYST restricts how many communities could be supported. This has been achieved partially in 'one off commissions from community councils' over the past 3 years, however in order to meet the demand for more communities alternative funding would need to be secured enabling this team to work across the county borough. The capacity of the team could then be increased by transferring the local authority's remaining staffed play provision to existing third sector playwork providers but</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>a Play Partnership needs to be formed in order to monitor and progress actions from the Play sufficiency Assessment. Finally, the play pledge report, outlines the 'make up' of this partnership in recognition of the various departments involved and suggests that heads of service need to identify officers who are willing and have the capacity to form this partnership.</p> <p>The development of the Wrexham and Youth Partnership (WYPP) has provided additional capacity in specific relation to working with communities and supporting community action. Although in it's infancy WYPP has the potential to broaden the capacity and scope of community engagement across Wrexham by supporting groups to become constituted and develop or 'take over' community based play projects.</p> <p>WFIS regularly promotes events</p>	<p>retaining the same number of staff posts within the Play Development Team</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>which encourage play opportunities and events for children and families through its Facebook page, Gov.delivery email list and through the production of Holiday Activity packs for the school holidays. This pack of information is available via the WCBC website each school holiday as well as in hard copy from WFIS.</p>	

Play Development Team System Evaluation¹⁰

Understanding

Whilst there have been significant improvements in the understanding of the Play Sufficiency Duty and its recognition of the importance of play, the Local Authority's play development team still experience wide ranging interpretations and understandings as expressed in the proposals made by agencies to its 'innovations grant' (set up using some of the money Wrexham has received through the All Wales Play Opportunities Grant). Whilst the play development team use the innovations grant and associated proposals as a starting point for working with potential partners, to improve their understanding of play and play sufficiency, the workload this develops can also be challenging to meet.

¹⁰ Ludicology. (2019) *Evaluation of Play Sufficiency Systems in Wrexham*

Furthermore, the play development team have been subject to changes in the way they are funded and monitored on their outputs. Currently the parameters by which they are monitored do not adequately represent the work of the play development team as expressed in the shared understanding of Play Sufficiency Duty that exists across the six systems. The result being that there is currently a misalignment between the expectations of those involved in these systems in respect of play sufficiency and the role of the play development team and their ability to meet those expectations within the monitoring parameters set by the particular funding arm of the Local Authority. This places significant constraints on the team's ability

Attitudinal shift

Specific to the Play Development Team, but of significance to all the other systems, was their continuing ability to support attitudinal shift to the extent that was required of them by the other five systems given the recent changes in both their funded status and associated monitoring parameters. Much of the work associated with supporting attitudinal change involves *“taking people on a journey”* from first contact (for example with a local community council clerk interested in making some form of commitment to play provision) to the implementation of any provision or service delivery can take many months and, as would be expected of any good sustainable community development approach, could span several years. Whilst the community council may have available funding to work in a strategic and medium to long term way with the Play Development Team, the team itself are only funded year on year, leaving them in a position of making agreements and commitments to work streams that extend beyond their own short term contract with no certainty that this will be renewed or what will be expected of them if it is.

The Play Development Team is weighed on heavily by its sister systems who rely on it to support and inform their work areas. However, as a result of the funding parameters that the team now work to, much of what might be expected to be the core work of 'play development' (working strategically over the short, medium and longer term with wide ranging partners, championing play, keeping play on the agenda, forming relationships, influencing local authority plans, supporting the development of knowledge and understanding of play and its benefits) is now made more difficult as it often stands outside of the parameters of their contract agreement

Achievements and Aspirations

The Play Development Team have developed successful models of working that can enable the Local Authority to work towards meeting its requirement to assess and secure sufficiency of play opportunities across multiple dimensions. These models include, the Green Time project with schools focusing on both policy development and improved provision for children's play, local play sufficiency assessments/community audits, professional development training programs, work with community councils in

developing evidence based strategic provision for both formal and informal opportunities for play, development of increased playwork provision during term time as well as school holidays (funded by community councils), supporting the development of the still emerging 'new model for the delivery for playwork provision' through the Wrexham Youth and Play Partnership, through joint recruitment and training strategies for the play and youth service, and finally of course through their role in the development of research in to play in Wrexham and the associated plans, partnerships and policies that they develop and contribute to. However, due to changes in funding over the last three years their ability to carry out the sorts of work described above, which are essential to universal provision for children to enjoy their right to play, is much constrained by the parameters of their current funding contract which is both short term and contains measures poorly aligned with what is understood by those involved in their sister systems as their core work.

Barriers and Ways to Overcome them

The ability of this system to account for and respond to issues of play sufficiency in a strategic way across multiple dimensions is currently constrained due to the parameters of their Families First funding contract. There is a hope that this can be improved through influencing the aims of the Families First initiative resulting in increased synergies between its locally agreed aims and objectives and what is understood to be the core work of these two systems. Equally there is recognition that the new flexible funding agreement might enable local authorities to apportion monies more responsively to their local needs, and again this could be used to better enable these systems to carry out what is understood to be their core work.

The All Wales Play Opportunities Grant (AWPOG) funding is very welcome and provides much needed support in respect of the securing aspect of the Play Sufficiency Duty. The team are now accustomed to having well developed plans prepared that are strategically aligned with the Local Authority's play sufficiency action plan and as such the money is always spent well. However, the fact the money is delivered with such a short spending timeframe (even this year where the Welsh Government provided an improved notice period) increases the team's workload significantly in one quarter of the year stifling their ability to engage efficiently across their other work streams. Additionally, this time frame precludes using the money on actions that need lengthy development time and the money could be spent on actions with potentially more sustainable impact if it were allowed to be spent over a longer period.

Recommendations for Action Plan




- Better align the funding parameters and measures by which the work of the Play Development Team is assessed with the county's expectations of the Play Development Team as outlined in the Play Sufficiency Action Plan

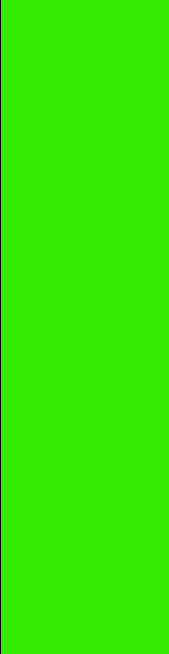
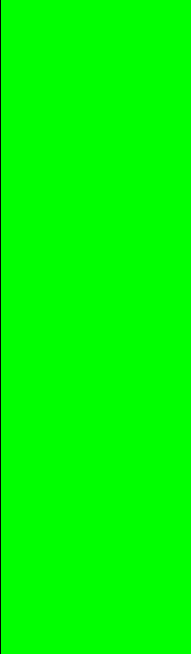
- Explore opportunities through the new flexible funding agreement to support the Play Development Team in leading on the Local Authority's work in respect of the Play Sufficiency Duty.
- Continue to develop relationships with Community councils to implement local Play Sufficiency Assessment and community specific action plans.
- Establish measures to evaluate the effectiveness of playwork projects like that being developed in Coedpoeth and Brymbo and explore the means by which this model of delivery may be rolled out across the county.
- Challenge Welsh Government to make further improvements to the way it manages its underspend in respect of the All Wales Play Opportunities Grant, improving the Counties effective and efficient use of the funding.
- Continue to use the Innovations Grant as a vehicle for supporting both the development of quality play provision, attitudinal shift and improving the collective wisdom of applicants.

Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children’s opportunities to play and embed targets and action to enhance children’s play opportunities within all such policies and strategies.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
1	There is a named person on the Local Public Service Board who champions children’s play and ensures that the Play Sufficiency Assessment and Action Plan contribute to and are incorporated within the Well-being Plan			The Public Services Board members are all signed up to the actions included within the Well-being Plan and have responsibility for their delivery. Play has been recognised within the plan within several of the actions. The Chair of the Healthy Start Board has overall responsibility for the actions relating to play, there is named persons within the action plan who have responsibility for their delivery.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
2	The Well-Being Plan recognises the importance of play and contributes to the provision of rich play opportunities	NEW		The Play Sufficiency document was considered and included when the Well-being Plan was developed. The Well-being Plan has a number of play specific actions that contribute to the provision of rich play opportunities. More information on the actions can be found here	

Education and schools

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
3	Schools ensure that children are provided with a rich play environment for breaks during the school day			<p>There are schools in Wrexham where children report high satisfaction with their opportunities during designated play-times</p> <p>Implementation of 21st school programme suggests that new school designs take into account the provision of a richer environment. This includes installation of MUGAs, forest school areas and trim trails. However the way in which these areas are</p>	Conversely there are schools that report lower than average satisfaction with their opportunities which suggests that satisfaction levels reported are based upon very local conditions.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				utilised is very much dependant upon the operation of the specific school i.e. a school with a forest area may not allow children to access that space freely for play	
4	Schools provide play opportunities during out of teaching hours			Schools have delegated responsibility in relation providing play opportunities out of teaching hours, therefore there is an inconsistent approach to this across the authority.	The role of the lunchtime supervisor still needs to be reviewed if schools are expecting them to place a greater emphasis on facilitating children's play. These staff tend to be on a lower pay scale, have access to little training and only work a few hours each week. Despite this they are also the staff who can have the greatest influence over children's experience of "play" times in school
5	Schools provide access to school grounds for playing out of school times			Schools have delegated responsibility in relation to opening their grounds for play. There are examples where schools have informal arrangements with the community and allow the public to access the site out of school hours.	Pressure from Estyn in relation to site security may have an impact on schools willingness to open schools outside of school hours.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>The decision to allow access is down to governing bodies and senior school staff and should be based on a balanced risk assessment.</p>	<p>Continually schools are reporting that one of the biggest barriers they have is concerns in relation to insurance when the site is used out of school hours. i.e if there is damage who covers the cost. All school sites are covered under WCBC public liability insurance.</p>
6	Schools encourage children to walk and cycle to school			<p>The majority of schools in Wrexham have 20mph roads/zones directly outside their site.</p> <p>Schools undertaking the Healthy Schools programme encourage parents to support their children to walk and cycle to school.</p> <p>All new school developments have a travel plan survey which considers less car use and how to support more children to walk and cycle to school.</p>	<p>50% of children in the satisfaction survey reported that an adult takes them to school by car. Anecdotal evidence suggests that this figure may be lower if we asked children, 'how do you get home from school?'</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
7	The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed			<p>There is currently no formal guidance provided to schools in relation to outdoor play.</p> <p>The Green Time project is a long term policy development programme for schools, delivered by the PYST. The aim is to improve children's and adult's subjective experience of playing within these settings by developing a child-centred play policy and promoting a more considered approach to supporting and facilitating children's play. The actual program consists of a series of mentoring sessions delivered over a 12 month period which includes elements of training around contemporary play theories, planning for play, risk management and reflective practice. 9 schools have been involved in this programme over the past 3 years.</p>	<p>Feedback and observation from the Green Time programme suggests that there is an inconsistent approach to play within schools across the authority. There are examples of schools embracing play and being flexible in their approach whereas there are examples of schools who are quite the opposite. 12 months working with a school provides an opportunity to influence cultures within a school however the commitment over a lead member of staff throughout the 12 months has been problematic due to staff turnover and external pressures placed upon teaching staff.</p>

Town and Country Planning

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
8	The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities			<p>The play sufficiency process has resulted in more regular discussions being held between members of the play development team and the planning department. As a consequence a shared understanding of what works in terms of public spaces for play is developing. The play development team and planning department have continued to work closely together exploring opportunities and methods for improving environmental design for play and this work is on-going</p> <p>Within the LDP, policy CF1 and CF2 outlines the protection and provision of public open space in relation to developments. In respect of this the LDP suggests that guidance should be taken form the Open Space</p>	<p>Although Play Sufficiency is clearly represented at a policy level within the LDP and OSAAN more work is required to formalise the relationship of the PYST and planning department to ensure that children's play is considered throughout all stages of development.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>Audit (OSSAN) and Assessment which clearly outlines how spaces should be used in relation to Play. Within the OSAAN it makes reference to Wrexham's PSA 16 and its priorities specifically in relation to priority 4-7. It states, "The authors of WPSA are keen to move away from the idea that space for play is somehow separate to other types of space and that play only occurs in designated areas. Children will want to play in a wide variety of places. The connections between the spaces are equally important. Pockets of indeterminate space that may have some landscaping but are not overly prescribed are important for play". The variety of spaces children use for play is further recognised in the Typologies listed within the document. This reinforces the notion that play cannot be seen as separate across the ranges of spaces and it is something that will occur, or not occur, regardless of the initial intention of development.</p>	

Traffic and Transport

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
9	The local Transport Plan recognises the importance of local streets, roads and walking and cycling route in offering play opportunities for children of different ages and abilities	Not reported in 2016		<p>The Regional Transport Plan has replaced the Local Transport Plan.</p> <p>Safe Routes in the Community projects and Active Travel programme consider the safety of all who walk and cycle taking into account the particular needs of children and young people.</p>	
10	The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.	Not reported in 2016		<p>The Regional Transport Plan has replaced the Local Transport Plan.</p> <p>Safe Routes in the Community projects and Active Travel programme address the safety of all who walk and cycle taking into account the particular needs of children and young people.</p> <p>Welsh Government Road Safety funded schemes address the needs of those groups are often marginalised in society, particularly those who reside in areas of deprivation.</p>	

Early Years Plans

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
11	Early Years and Flying Start plans and services recognise the importance of play and contribute to the provision of rich play opportunities for younger children			<p>Funded Early Education Team are all experienced Foundation Phase teachers and aim to promote Foundation Phase pedagogy and practice through support visits and training courses, this, of course, has a focus on play. On support visits, link teachers will model activities to demonstrate how learning can take place through playful games and activities. Workshop style training courses also demonstrate learning through play ideas.</p> <p>The PYST are increasingly engaging with pre school children through drop in sessions and parents accompanying their children to playschemes.</p> <p>All staff delivering early years services have a crucial role in promoting play as they are ideally</p>	<p>There is currently no all-encompassing Early Years Plan</p> <p>High turnover of staff in non-maintained settings prove difficult to embed playwork practices.</p> <p>Early years professionals have consistently reported that administration requirements of their role, such as assessment, observation and focus on policy is detrimental to the their capacity to support playful practices specifically in relation to children's voice.</p> <p>As reported in previous PSAs, within early years</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>placed to work with parents and children alike in promoting positive childhood experiences.</p>	<p>practice the value of play is measured on the potential learning that will take as opposed to valuing 'play for plays sake'.</p> <p>There remains varying views of childhood throughout early years services which suggests there needs to be a coherent, consistent message in relation to the understanding of childhood and, subsequently, children's play.</p> <p>Play training for is offered to staff members, some have them but not all. See Matter G</p>

Family policy and initiatives

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
12	Family support initiatives provide up to date information and support for parents to enable them to support their children to play			<p>Playschemes have always been an important way of communicating to parents and supporting their understanding of Play. The PYST have delivered specific training to parents about children's right to play and the subsequent benefits of children's play.</p> <p>Throughout 18/19 the PYST have developed specific parent drop in sessions where parents are invited to bring their children for a 'stay and play' session. During these sessions parents are encouraged to observe, reflect and support their children to engage in a variety of play opportunities with the support of qualified playworkers.</p> <p>The PYST have always had strong links with TAC (Together Achieving Change) and have recently become more engaged in 'complex' cases which has resulted in specific, targeted interventions in supporting families to become more 'playful'.</p>	<p>As identified previously there is a need to review the degree to which consideration of children's play is embedded into family support initiatives.</p> <p>There is also a need to develop a common language between professionals providing advice to parents on supporting their children's play. This links to work associated with developing a more coherent and consistent approach to training for the play workforce.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
13	The local implementation of the Families First programme recognises the importance of play and contributes to the provision of rich play opportunities	NEW		Families first recognises the importance to play and currently funds the Play development team to deliver the programmes aims. The funding provides coordination and engagement of community council funding to deliver rich play opportunities.	As highlighted throughout the aims of the families first funding does not wholly support all the actions within the PSA action plan.
14	Plans to reduce the impact of Adverse Childhood Experiences recognises the importance of play and contributes to the provision of rich play opportunities	NEW		<p>There are a number of research papers that demonstrates that children and young people having time and space to play contributes to building their resilience. Increasing resilience within children and young people equips them with the skills to manage their own Adverse Childhood Experiences and reducing the likelihood of continued Adverse Childhood Experiences for their own children in the future.</p> <p>Within Wrexham, the contribution of play in the prevention of Adverse childhood experiences is valued and recognised within the Families First</p>	At a national level, within the Adverse Childhood Experience agenda, sport is recognised as a strong contributor to the prevention of ACE's. However the recognition of the role play has requires further exploration and recognition.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>Programme, and contributory funding is received to promote the importance of play, particularly in working with parents to support their understanding of play and to enhance their skills to create opportunity for their children to play, therefore building resilience.</p> <p>The PYST works in close partnership with the Together Achieving Change (TAC) team, who recognise the contribution that play has in relation to the prevention of Adverse Childhood Experiences. The TAC team are instrumental in identifying families whereby additional support is required to enable children to have positive play experiences, including direct work with parents to improve the understanding of the benefits of play and therefore improve outcomes</p>	

Inter-generational policy and initiatives
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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
15	There are a range of play based approaches to inter-generational activity	Not reported on in 2016		See Matter H: Community Engagement and Participation	
16	There is a creative approach to inter-generational activity which encourages better interaction between children of different ages	Not reported on in 2016		See Matter H: Community Engagement and Participation	

Health and Safety

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
17	The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge		No updated information provided	<p>Evidence reported in 2016</p> <p>In April 2013, alongside the report concerning the findings and recommendations from the initial play sufficiency assessment, the local authority's executive board received an additional information report concerning the introduction of the new risk management policy for play services. As a consequence</p>	<p>Shortfalls reported in 2016</p> <p>Concerns and misconceptions around 'health and safety' is one of the most constraining factors in terms of professionals feeling like they can allow children to engage with risk of their</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				<p>this policy has been implemented across local authority playwork services with staff being supported to adopt an approach to facilitating children's play which balances the need for safety with the need for children to experience risk in their play.</p> <p>Since being developed elements of this risk-benefit framework have been recognised as good practice both nationally and internationally. The policy was used to form the basis of a model risk-benefit policy included in the Welsh Government's toolkit for local authorities in meeting the Welsh play sufficiency duty, and the dynamic risk-benefit assessment flowchart is currently being used by staff in a range of settings where children play</p> <p>2019 In one member of the Play Development Team is a RoSPA registered operational playground inspector. This means that the team will be better able to advise</p>	<p>own volition. In some cases despite acknowledging the benefits of children being allowed to get on with it for themselves, practitioners still feel it necessary to intervene through fear of being accountable for what might happen.</p> <p>If organisations like the local authority want their staff to adopt a more balanced approach to managing risk then they have to make sure that their policies and procedures support this i.e. practitioners need to be given permission and feel confident to work differently.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
				community councils, schools and childcare settings on the development of spaces for play	
18	The Health and Safety policies and procedures incorporate the risk-benefit approach to health and safety assessments as recommended by the Health and Safety Executive (HSE)		No updated information provided	<p>As reported in 2016 The PYST have worked with Play Wales to develop a risk-benefit assessment and subsequent guidance for common but potentially hazardous play behaviours i.e. those types of behaviour that adults may be more likely to constrain but never-the-less are beneficial to children's health and well-being. This guidance is currently being rolled out to professionals who work with children through training, support and advice.</p>	<p>The PYST team have limited capacity to work with all settings. An approach needs to be adopted whereby managers and professionals in settings understand and take ownership of a risk benefit approach and embed this into practice.</p> <p>The guidance produced from this behaviour based risk-benefit approach could be highly beneficial to other professionals working with children but ways need to be found of helping them to adopt this approach.</p>
19	The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers		No updated information provided		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls
	and community councils				

Play within relevant policy and implementation agendas

Policies for Play System PSA Focus Group Evaluation¹¹

Understanding

Cross departmental partnership working has resulted in the production and endorsement, by the Local Authority's Executive Board, of the Wrexham Play Pledge, an agreement to ensure that appropriate consideration is given to protecting and improving children's time, space and permission for play within the public realm and other Local Authority run services. The pledge commits officer time to the development of a Play Sufficiency Partnership inclusive of representatives across childcare, community safety, economic development, education, environmental services, health, housing, planning, playwork, social care, transport and youth work. The intention is that this partnership meets regularly to review progress against the play sufficiency action plans and discuss particular challenges associated with improving children's opportunities for play.

Attitudinal shift

The value of collective wisdom was key to the Policies for Play system, where the benefits of shared understandings across policy portfolios and strategic partnerships had seen significant steps forward in embedding the play sufficiency agenda over the last 6 years. However, it was also recognised how fragile that collective wisdom was when it relied so heavily on informal relations and partnerships, making its effect at strategic level limited. Keeping play on the agenda was still largely due to the influence of individual officers rather than any real joined up approach formalised across local authority departments, strategies and council plans securing a policy/strategy profile for children's play and the work of

¹¹ Ludicology. (2019) *Evaluation of Play Sufficiency Systems in Wrexham*

supporting it.

Achievements and Aspirations

To date successes have included the forging of informal networks across departments creating buy in to embed the Play Sufficiency Duty in work across the Local Authority, the development of play sufficiency as an agenda item as a part of the scrutiny process, raising awareness and the profile and status of the Play Sufficiency Duty, supporting the Lead Member with responsibility for play sufficiency, the Play Pledge and the Shared Values for the Play Workforce. However, there is still much to do to embed informal support more formally across policy and strategy portfolios by way of clear statements and policy objectives for both the assessment and securing of sufficient opportunities for children's play. It was noted that the continued involvement with the Play Development Team for the Lead Member was essential in ensuring his continued ability to champion and secure the status of play at a strategic level and policy development.

In respect of policy developments, priorities include ensuring planning processes and associated impact assessments account for and are responsive to children's right to play, and ensuring play has a place in the council plan and the 'Wrexham we want' plan that is currently under development. Most importantly in developing the formalisation of the play sufficiency agenda through cross departmental policy and strategy synchrony there is the potential to mitigate against the loss of play provision in Wrexham as a result of reductions in funding. Furthermore, this approach could also mitigate against the loss of collective wisdom, which whilst well-developed is still fragile to such things as Local Authority restructuring, staff turnover and the effects of multiple, simultaneous changes across statutory requirements.

Barriers and Ways to Overcome them

There is a recognition that embedding the Play Sufficiency Duty is still embryonic (given the conditions over the last six or seven years this is not surprising) and the attendees of the focus group were satisfied that the position that had been achieved thus far was quite reasonable. Securing play sufficiency is difficult as a result of the lack of core funding but could potentially be achieved through a range of disparate funding sources including community councils, AWPOG, anti-poverty programs etc. However, this relies heavily on the willingness of funders and grant applicants to be creative in 'program bending' thus placing the securing of play sufficiency on precarious grounds.

Furthermore, in times of austerity there is a need to reduce the profile of strategies rather than to increase them, further placing play sufficiency in an uncertain situation. Embedding play sufficiency aims and objectives throughout cross departmental plans would improve the potential for the Local Authority to effectively account for and respond to the Play Sufficiency Duty. However, officer resources are already stretched and whilst the Play Sufficiency Partnership relies on the available capacity of department officers to attend, its implementation, development and

productivity will need strong leadership commitment and drive from those that can support it. To ensure play has a place in cross departmental plans clear objectives must be identified that create and ensure embeddedness of play sufficiency and create synergies across policy portfolios. To this end it is essential that the play sufficiency lead works closely with the Lead Member for Youth Services and Anti-poverty, so that they can continue to effectively advocate for play across the policy platform.

Recommendations for Action Plan

- Support organisations and settings to adopt a risk benefit approach
- Work with education department to develop clear guidance for outdoor play within schools
- Review the Green time programme and amend the approach based upon feedback and observations
- Establish and maintain the Play Sufficiency Partnership as a part of the Local Authority's Play Pledge, ensuring it is inclusive of representatives across childcare, community safety, economic development, education, environmental services, health, housing, planning, playwork, social care, transport and youth work.
- The Play Sufficiency Partnership should over the coming years be used to embed issues and objectives associated with play sufficiency across departmental and interdepartmental policies, strategies and plans.
- Ensure that the Council Plan and forth-coming well-being plans recognise the importance of the Play Sufficiency Duty, acknowledge the findings from Wrexham's play sufficiency assessments and position play as a strategic priority for the Local Authority
- Ensure play has a place in cross departmental plans through the identification of clear objectives for play sufficiency creating synergies across policy portfolios and ensuring embeddedness of the Play Sufficiency Duty.
- Ensure regular and continued support from the Play Development Team for the Lead Member for Youth Services and Anti-Poverty, supporting their ability to establish links at a strategic level between various plans and policies and any associated funding possibilities.

Conclusion

This section should identify the key priorities for the Local Authorities in accordance with the regulations and described in the Statutory Guidance.

When considered in the context of the original 12 priorities, this new evidence reaffirms many and further develops others, resulting in an amendment to priority 1 and an additional priority has been included. The following 13 priorities represent the objectives that the local authority must continue to work towards:

- **Priority 1: Increase time for playing during term-time**

The slight change to this priority has arisen through misunderstanding of the term 'object play time'. Feedback from organisations and professionals has highlighted that people's perceptions of this priority relates to children playing with objects as opposed to what is meant by the term 'object play time' i.e. to increase the time children spend playing.

- **Priority 2: Enhance opportunities for playing in Winter**
- **Priority 3: Secure safer streets for play**
- **Priority 4: Secure a wider range of spaces for play**
- **Priority 5: Secure spaces for play in close proximity to children's homes**
- **Priority 6: Secure and maintain quality play provision**
- **Priority 7: Secure a greater range of provision for teenagers**
- **Priority 8: Improve children's subjective experience of time and space in adult supervised provision**
- **Priority 9: Enable parents to identify ways in which they can support children's play**
- **Priority 10: Improve support for disabled and marginalised children**
- **Priority 11: Improve generalised negative attitudes towards teenagers and their play**
- **Priority 12: Ensure children have easy access to friends**

New priority identified

- **Priority 13: Enable communities to identify ways in which they can support children's play:**

Findings from the 2019 assessment have identified that there is clear demand for community based provision and appetite to improve conditions for children's play. There is recognition throughout the evidence presented that tolerance of children's play needs to be increased within communities in respect of: play behaviour, permission and access to spaces and/or provision. It is, therefore, crucial for the authority to support local groups to take ownership of their responsibility for children's play in their community. Wrexham will seek to identify ways in which to empower local groups and develop a mechanism for them to provide sufficient opportunities for children's play at a local level.

This assessment has demonstrated that Wrexham is continuing to make progress with many examples included that illustrate a strategic response to the Play Sufficiency Duty. As highlighted throughout, notably: in the authority's commitment of the Play Pledge and the PSA being reflected in strategic documents such as the Well Being Plan, and the Local Development Plan, play within the authority is being considered at a strategic level. Whilst these achievements are not to be underestimated and have proven there is considerable understanding and drive for supporting children's play in Wrexham, what remains to be seen is the Policy for Play system being translated into practice across the board. This is evidenced, in part, by the engagement and involvement from departments in this process suggesting there is more work required to ensure corporate responsibility of Play Sufficiency.

The key factor in the progression of Play Sufficiency since its inception has been the role of the play development team, as reported within the focus groups. This notion begs the question to what extent would Wrexham be meeting their duty without the functions of this team, particularly with the nature of its funding, and to what extent do stakeholders feel ownership of the duty itself. There is still much progress to be made if sufficient consideration of children's ability to find time and space for play is to become embedded in the everyday practices of departments, professionals, communities and adults in Wrexham. However, this assessment suggests that when the systems for securing sufficiency are working effectively conditions for children's play can be improved and, ultimately, Wrexham can continue to strive towards sufficient play opportunities for all children.

Way forward

This section should briefly introduce the Action Plan which sets out what steps need to be taken to improve the opportunities for children to play within the Local Authority area, including what mechanism and criteria were used to agree and prioritise actions. It should also describe the actions the Local Authority will take with regards to change in infrastructure, partnership working or mechanisms to ensure that it is well placed to deliver on the duty to secure sufficient play opportunities

A Systems Approach to Securing Sufficiency

As reported in 2016, in order to work towards securing sufficient opportunities for play the local authority and its partners need to cultivate the organisational conditions that would support further examples and innovations to emerge within local communities. In this context the systems described should be understood as organic rather than of the engineering kind. These are not the highly predictable, regimented and repetitive processes found in manufacturing but instead they are systems that are constantly evolving as the people involved develop their 'collective wisdom'. Most importantly these are systems that together can allow and enable people to try out different approaches from which all manner of possibilities may occur. In doing this there is also potential to explore the concept of play sufficiency as an organising principle for further community involvement and development.

- **Planning for Play** – embedding consideration of the ways in which children use and move through space into planning processes and making greater efforts to avoid inadvertently removing or constraining access to features that currently support children's play.
- **Playwork as Community Development** – giving greater recognition to the role of playwork, as a distinct profession working to cultivate more favourable conditions for children's play, and securing the sustainability of these services.
- **Professional Development for Play** – establishing a more coherent and consistent approach to developing the play workforce, providing a wider range of professionals with access to play based training and qualifications.
- **Play Development Team** – ensuring this team is sufficiently resourced to lead on the play sufficiency duty and work proactively with communities where children report low levels of satisfaction with their opportunities for play.

- **Policies for Play** – developing more child-centred policies that work with and in support of children’s innate playfulness and pay greater attention to the potential impacts of different policy initiatives on children’s ability to find time and space for play.
- **Partnerships for Play** – bringing people together to further develop their ‘collective wisdom’ as to how adults might better embed consideration of children’s ability to find time and space for playing (with and without adults) into their own and other people’s everyday practices.

The evidence provided throughout this assessment has reinforced this approach, as it has enabled: stronger partnerships between departments resulting in improved ‘collective wisdom’, innovation in practice and empowerment of communities, to name a few examples. Wrexham will continue to adopt a systems approach to securing sufficiency, as outlined above, moving forward.

Wrexham’s on going progress in terms of securing sufficient opportunities for children’s play relies heavily on its network of playwork provision and the local authority’s PYST, all of which are almost solely dependent on fixed-term external funding. If this funding were no longer available the main challenge for the Local Authority would be the sustainability of these services.

The play sufficiency action plan 2019/20 focuses on further developing and sustaining these systems. Whilst there are many recommendations identified in this assessment and many more that will emerge over the next three years, the play sufficiency action plan prioritises those which can realistically be achieved in the next 12 months.

Signed:G. Stacey.....

Date:28.3.19.....



Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1st April 2019 – 31st March 2020

The specific priorities identified in the table below are underpinned by Wrexham's revised 13 encompassing priorities outlined in this assessment. Meeting these priorities is dependant upon the 6 identified systems operating effectively.

**reference to play development relates to the 'play development functions' of the PYST*

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework	Provide the local authority's Executive Board and the Public Service Board with an annual progress report against the play sufficiency action plan.	Reports submitted May 2019	All matter areas	Play Development officer time	Families first
Matter A: Population	Further examine conditions for play for children living in isolated or rural areas	One 'isolated or rural' school engages in green time programme Oct 2019	MB, MI, MF, MC, MH	Play Development officer time	Families first
	Investigate parents perceptions of sufficiency in Wrexham, specifically parents if year 5 children	Year 5 parents consulted Mar 2020	MB, MC, MH	Play Development and other department time	Families First

Matter B: Providing for diverse needs	Explore ways in which to understand and provide for the play needs of 'marginalised' children.	Monitor play session attendance undertake consultation where required Ongoing	MA, MD, MG, MH	Play Development officer time	Families first
	Develop a system in which practitioners involved in TAC, fostering and social work can take greater consideration of children's opportunities for play, the effect this may have and ways in which this can be embedded into practice	Training for identified professionals and development of a tool based upon good practice Mar 2020	MG,MI, MB, MF	Play development and other agencies officer time	Multiple streams
Matter C: Space available for children to play	Facilitate discussions with relevant departments to consider positive signage for play in Wrexham	Discussions to be held Sep 2019	MI, MF, MH,	Multi agency officer time	Multiple streams
	Ensure that there is representation from the PYST included in the development of the 21 st century schools agenda and associated Local Authority plans.	Engage in discussions for representation of play to be included in planning meetings ongoing	MF, ME, MI,MH	Multi agency officer time	Multiple streams

	PYST to provide support and guidance on the development of spaces in Wrexham	PYST to provide guidance and support on at least one space within Wrexham Mar 2020	MI, MF, ME, MH	Play development officer time	Families first
Matter D: Supervised provision	Ensure that lessons learnt through the introduction of container based provision is monitored and reported to facilitate inform potential communities in future	Evaluation of Coedpoeth container project Sep 2019	MB, MH, MC	Community youth work officer time	Core
	Seek to secure long term service level agreements from Town and Community Councils to ensure that strategic planning for play can be reflected in the provision planning.	At least one Community Councils agree to multi year SLA Mar 2020	ME, MC, MG, MH	Play development time	Families first
	Ensure the merge of play and community youth services continues to function in a way which complements and acknowledges their respective professions by developing service specific policy and procedures which supports positive childhood experiences	Development of updated policy and procedures to reflect the shared values of the play workforce Ongoing	ME, MC, MG, MH	PYST officer time	Families first and core

	<p>Provide support and advice to Wrexham Youth and Play Partnership (WYPP) to develop a vision and mechanism to support community led provision, volunteer engagement and community ownership in respect of play.</p>	<p>Increased community ownership and engagement in relation to play provision in Wrexham</p> <p>Ongoing</p>	<p>ME, MC, MG, MH</p>	<p>Play development and WYPP officer time</p>	<p>Legacy fund</p>
	<p>Maintain the dialogue for amendments to be made to the CIW registration process to further enable the registration of open access, peripatetic projects</p>	<p>PYST to attend Playwork, Education and Training Council for Wales meetings</p> <p>Ongoing</p>	<p>MG,</p>	<p>Play development office time</p>	<p>Families first</p>
<p>Matter E: Charges for play provision</p>	<p>Engage in discussions in relation to parking charges for Playday and destination play spaces</p>	<p>Discussions held</p> <p>Aug 2019</p>	<p>MC, MF</p>	<p>Play development and other department time</p>	<p>Families first</p>
<p>Matter F: Access to space/provision</p>	<p>Key stakeholders maintained positive relationships to ensure dissemination of publicity for play</p>	<p>Publicity is updated and made available on all</p>	<p>ME, MC,</p>	<p>Multi agency officer time</p>	<p>Multiple streams</p>

	<p>Further develop the PYST brand and marketing materials to ensure that there is brand recognition from the public that is associated with high quality provision.</p> <p>Develop a guide for parents, professionals and communities which outline low cost/no cost solutions to providing resources for play</p> <p>Strengthen the engagement of departments responsible for transport and highways to embed their skills, experience and understanding in the play sufficiency process.</p>	<p>relevant platforms Ongoing</p> <p>Development of logo and updated publicity Mar 2020</p> <p>Guide produced and disseminated Feb 2020</p> <p>Representation of service areas responsible on the Play Partnership ongoing</p>	<p>MH, ME, MC, MH</p> <p>MB, ME, MH</p> <p>MC, MB, MH, MI</p>	<p>PYST officer time</p> <p>Play development time and play wales</p> <p>Play development and other department officer time</p>	<p>Families first and core</p> <p>Families first and AWPOG</p> <p>Multiple streams</p>
<p>Matter G: Securing and developing the workforce</p>	<p>Raise the profile of 'Shared values for the play Workforce' with a view to support at least one department in adopting these values ensuring that they are embedded into practice.</p>	<p>Launch event held Jun 2019</p> <p>Support an identified department to embed</p>	<p>MI, MH, MB,</p>	<p>Play development time and other department yet to be identified.</p>	<p>Families first and other streams</p>

	<p>Seek to ensure that the play emodule becomes mandatory for the play workforce.</p> <p>Maintain existing funding streams for training and explore ways in which to ensure that a play training budget is ring-fenced in order to meet the demands of the sector.</p>	<p>values into practice Ongoing</p> <p>Module is mandatory for the play workforce Dec 2019</p> <p>Play training budget is ringfenced Mar 2020</p>	<p>MI, MC</p> <p>MI, MH</p>	<p>Play Development and workforce development time</p> <p>Families first and play development time</p>	<p>Families First</p> <p>To be confirmed</p>
<p>Matter H: Community engagement and participation</p>	<p>Explore opportunities through the new flexible funding agreement to support the Play Development Team in leading on the Local Authority's work in respect of the Play Sufficiency Duty and the scope by which the team are monitored</p> <p>Continue to develop relationships with Community councils to implement local Play Sufficiency Assessment and community specific</p>	<p>Funding secured Mar 2020</p> <p>Undertake a community audit in an community of interest as identified in the assessment</p>	<p>All matter areas</p> <p>All matter areas</p>	<p>Circa £125,000</p> <p>Play development and community council time</p>	<p>To be confirmed</p> <p>Families first and community councils</p>

	action plans.	Feb 2020			
Matter I: Play within all relevant policy and implementation agendas	Support organisations and settings to adopt a risk benefit approach	Deliver implementing risk benefit training for providers. Three school actively engaged in Green Time project Nov 2019	MD, MG, MB	Play development and school staff time	Families First
	Develop guidance for outdoor play within schools which recognises the importance of play and protects children's time and space	Guidance produced and provided to schools Feb 2020	MC, ME, MF, MG, MH, MB	Play development and education officer time	Families First and education
	Ensure that children's play needs are accounted for in strategy, policy and planning of county priorities and objectives. Ensuring play has a place in the council plan and the 'The Wrexham We Want' Plan.	Continue to actively engage in dialogue with professionals involved in plans and progress 'play related' actions within the PSB plan.	All matter areas	Play development and Performance, Improvement & Partnerships officer time.	Families first and other streams

	Work to implement the Play Sufficiency Partnership as a part of the adopted Play Pledge, inclusive of representatives across multiple departments	Ongoing Two Play Partnership meetings held annually with scope for smaller task and finish groups to meet more regularly Mar 2020	All matter areas	Multi agency officer time	Multiple streams
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