

## Play Sufficiency Assessment Form



Llywodraeth Cymru  
Welsh Government

**Name of Local Authority:** Cardiff Council

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**Job title:** Operational Manager: Parks, Sports, Harbour, Leisure & Play

**Date of completion:** 31<sup>st</sup> March 2019

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



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### 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.

### Background

Play is a fundamental right and is enshrined in the United Nations Convention on the Rights of the Child. This means that every child living in Cardiff is entitled to and has a right “to engage in play and recreational activities” (*United Nations Convention on the Rights of the Child, Article 31*). A popular definition of play within the profession is that play is “freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child” (*Hughes and King 1982*). The key implication is that children choose WHAT they do, HOW they do it, and WHY they do it.

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

The Play Sufficiency Duty comes as part of the Welsh Government's anti-poverty agenda, which recognises that children can have a poverty of experience, opportunity and aspiration, and that this kind of poverty can affect children from all social, cultural and economic backgrounds across Wales.

Section 11 of the Measure places a duty on local authorities to assess and secure sufficient play opportunities for children in their area (Play Wales).

Cardiff Council has completed the third Play Sufficiency Assessment and Action Plan which will be delivered from 2019 – 22 and can be seen detailed in this document. The previous two assessments were carried out in 2013 and 2016.

Since the PSA carried out in both 2013 and 2016, Cardiff Council has undergone significant change in the delivery of some of its services. This is largely due to the need to deliver services more effectively and efficiently in a climate of financial change for local authorities. In addition, funding streams have reduced both internally and externally which will have a significant impact on service delivery and opportunities for local communities.

However, through the PSA process and subsequent action plans, many play opportunities have been further developed and improved and there is greater recognition for the importance of play and the rights of the child across service areas and through the communities, although, as the assessment will highlight, there are still some areas for development.

Some examples of the changes for Cardiff Council throughout the PSA process have included the introduction of the new Children's Play Delivery Model and the new service delivery partnership between Cardiff Council and Greenwich Leisure Services (GLL) in the delivery of Leisure Services. Both have seen significant changes to the delivery and continuation of services. Examples of which will be highlighted within the assessment.

Since the last PSA, Cardiff Council has further developed its commitment to children and young people through the participation in UNICEF UK's National Child Friendly Cities Initiative. The ambition is for Cardiff to be recognised as a Child Friendly City; a city with children and young people at its heart, where the rights of children and young people are respected by all; a great place to grow up (Child Friendly Cardiff Strategy 2018). Through this ongoing area of work, there are clear links to the Matters developed throughout the Play Sufficiency Assessment. Both the Play Sufficiency Assessment and the Child Friendly Cities Initiative places a responsibility on public services to contribute towards making children's rights a reality.

### 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.

To outline the ambitions for the city, 'Capital Ambition 2018-2021' identifies four priorities:

- Working for Cardiff: Making sure that all citizens can contribute to and benefit from, the city's success.
- Working for Wales: A successful Wales needs a successful capital city.
- Working for the future: Managing the cities growth in a sustainable way.
- Working for Public Services: making sure Public Services are delivered efficiently and sustainably in the face of rising demand and reducing budgets.

To deliver on Capital Ambition, the Council's Corporate Plan and Cardiff Public Services Board's Well-being Plan includes the well-being objective 'Cardiff is a great place to grow up'.

'Cardiff is a great place to grow up' recognises that the city offers a wealth of opportunities in sports, leisure and play but not all children and young people are benefitting from such opportunities. In recognition of the value of play and the right of children to play, the Council and Cardiff Public Services Board has committed to making Cardiff a Child Friendly City with [Cardiff's Child Friendly City Strategy](#) prioritising children, young people and partner organisations working together to ensure access to safe outdoor environments for formal and informal play.

### **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.

### **Methodology**

Cardiff's third Play Sufficiency Assessment (PSA) will continue to monitor and challenge play opportunities across Cardiff since the previous PSA in 2016. The assessment has enabled a critical evaluation of provision of play opportunities across the local authority service areas and partners alike. The assessment has identified gaps in provision, opportunity and information, areas for improvement, as well as examples of good practice. The process has taken into consideration the previous two assessments and action plans in order to review improvements made and challenges faced.

Cardiff Council Children's Play Service has been responsible for carrying out the PSA for 2019 – 22 as well as the continued monitoring of progress since the 2016 assessment and action plan. Children's Play Service has also been the lead section for the Action Planning process as well as administering the All Wales Play Opportunities Grant provided by Welsh Government.

A monitoring group was formed during the first PSA and has continued to monitor and guide the progress of the PSA and relevant action plans. The group meets termly, in order to review the actions and identify any shortfalls that may need addressing. The group consisted of officers from across the Local Authority, partners from voluntary sector and officers from other statutory organisations, however, due to changes internally and in external organisations, membership has altered over the years. (Members of the Working Group can be seen in **Appendix A**).

A range of consultation methods was used for the 2019 PSA, which has included:

- 'Shout Out about Play' Children's Consultation Event



- Children’s Play Service Mapping Exercise
- ‘Hands Up’ Questionnaire
- Employer Settings Survey

The ‘Shout Out About Play’ Event was hosted by Children’s Play Service and supported by Cardiff Youth Service in order to gain valuable information regarding play opportunities across Cardiff from the point of view of the child. Twenty Primary Schools from across Cardiff attended with five children of all ages from each school. The day consisted of workshops and play sessions, using a variety of techniques for gathering data through play. The teachers were also given the opportunity to participate in a workshop that enabled them to offer information regarding play opportunities from the point of view of the school. The event provided detailed information that will influence the Play Sufficiency Assessment as well as feed directly into the schools action plans. The workshop themes were:

- Rights to Play
- Ideal Play Space
- Playing in School
- Playing in your own time
- Teachers Workshop – Play in school

A copy of the results can be seen **in Appendix A.**

The mapping exercise involved the four Children’s Play Teams assessing and analysing information collected from play sessions delivered across Cardiff. This mapping exercise enabled the play teams to identify where the children lived and how far they would travel to attend play sessions. The implementation of the New Play Delivery Model and the community asset transfer of Play Centres has shown a difference in the way children access the play sessions within their communities across the new model.

The Hands Up Questionnaire was carried out across Children’s Play settings to establish what age children can walk unaccompanied or with friends to and from play settings. This will indicate whether children are allowed to visit friends or other activities/areas. Such every day activity would contribute to a healthy lifestyle and will indicate the children’s ability to move around their community safely.

The Employer Settings Survey was conducted in partnership with the Cardiff Research Team. The online survey was promoted to all childcare providers and play settings across Cardiff. This survey has enabled data to be gathered regarding employee qualifications and training, ages of children participating, individual needs of children attending, types of provision and challenges faced within the play industry.

Other desk research included assessment of consultation carried out in relation to the Child Friendly Cities Initiative and the Sport Wales School Sport Survey 2018. The Child Friendly Cities consultation was carried out in the first six months of the partnership and is dedicated to building an understanding of the local context – the city's strengths, priorities, challenges and areas that require improvement. This phase, called 'discovery', is a participatory process that includes a broad range of stakeholders from the local authority and the wider service design and delivery partnership and, importantly, children and young people.

The School Sport Survey report presents results specific to Cardiff where 7878 pupils took part and shared their voices in relation to physical education (PE), extracurricular sport, and community activity <http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey.aspx>. The results from Employer Settings Survey document can be seen in **Appendix A**.

### Challenges

Due to the changes within the structure of Cardiff Council, a major challenge faced by the Children's Play Team was that of the change in personnel who had carried out the Play Sufficiency Assessment for Cardiff in 2013 and 2016. The 2019 PSA team therefore carried out the assessment with little or no knowledge of the previous assessment methodology or the experience of previous officers who have left the organisation.

Additionally, over the past six years the number of employees has reduced within the organisation therefore making the process more challenging as the team does not have the resource or capacity to take on the additional work. Financial pressures on the local authority does not allow employees to be seconded/dedicated to this process alone. However, the All Wales Play Opportunities Grant 2018/19 assisted towards supporting the team to carry out the assessment towards the end of the process,

which was beneficial. For future assessments, consideration will be given towards the process and employee/resource allocation in order to continue with the following three-year document effectively and efficiently.

Similarly, whilst the monitoring group was developed in 2013, the loss of key individuals from other service areas had a major impact on the involvement of other departments within the local authority and other partner organisations. Many of the officers originally involved have moved on and in most cases, left the organisation, again taking a wealth of knowledge and experience with them.

This resulted in a lack of understanding and recognition of other service areas contribution to play opportunities as well as lack of capacity for other officers to take time to consider their involvement in play.

Over the course of the past three-year action plan, the main challenge or impact on results, was due to the reduction in funding both internally and externally. The reduction in the number of employees as well as resource allocation meant that some targets were no longer achievable. These issues are more widely addressed within the main Action Play progress report.

A list of partners that engaged in the process can be seen in **Appendix A**

### **Mechanism to take Action Plan forward**

The responsibility for leading on the Play Sufficiency duty and monitoring progress of relevant action plans in order to ensure sufficient opportunity for play continues to be driven by the Cardiff Children's Play Team. Children's Play Service is managed within the Parks, Harbour, Sport and Leisure Service under Economic Development.

The Play Sufficiency duty places responsibility on Local Authorities to ensure that partners work together to deliver the objectives set out by Welsh Government to ensure sufficient play opportunities across the board. As with the 2013 and 2016 PSA Action Plans, a Monitoring Group will continue to oversee the status of the actions within the plan. The Children's Play Team will continue to lead the monitoring of the actions in line with the Play Sufficiency Assessment. The group will meet termly and will utilise the RAG status in order to review and evaluate the plans.

The monitoring group consists of officers from a range of service areas for example Leisure and Play, Parks, Youth, Education, Transport and Highways. Each Service Area has taken responsibility for the PSA Matter relative to their area of work.

The importance of play in the life of a child is also recognised through the Capital Ambition and Well-being objective: 'Cardiff is a great place to grow up'. The objective encourages practitioners and play-workers to come together to deliver a joined-up approach to enable the right conversations to take place at the right times with the right people. Both the Council and the Public Services Board will measure progress towards these objectives using the same indicators of city performance.

### **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

Play cuts across and has an important role in many different professions. It has a place in the work of many different service areas, organisations and groups. The provision and development of play opportunities in Cardiff is not the responsibility of one organisation or group, but of a wide range of different organisations, groups, individuals and communities who have a variety of reasons for being involved.

Within the process of the 2019 PSA, a number of surveys were distributed to a variety of partner organisations across Cardiff. The Employee Survey was conducted on line and in partnership with both the Cardiff Research Team and the Families Information Service (FIS). The FIS manages an extensive database which includes a near complete list of play and childcare providers across Cardiff both from third party and private organisations. This includes information on nurseries, childminders, out of school clubs, playgroups and parent and toddler groups. The Employee Survey was distributed through this list.

Additionally, the Children's Play Team carried out a mapping exercise of all providers in the surrounding area of each of the community play area or Play Centre in order to identify any not included on the contacts from the FIS. These were then distributed in the same way.

A separate survey was conducted with all Community and Town Councils across Cardiff in order to identify any local research carried out and local gaps in provision identified. These included:

- Radyr and Morganstown Community Council
- Tongwynlais Community Council
- Old St Mellons Community Council

- St Fagans Community Council
- Pentyrch Community Council
- Lisvane Community Council

A further survey was distributed to the Hostels and Housing Associations across Cardiff. The distribution list can be seen in **Appendix A**

### **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

The Shout Out About Play Event was conducted in order to gain the views of children with regards to play opportunities both in their free time and within the school environment. A variety of Primary Schools were invited to a full day event where approximately 100 children attended.

The main themes for the consultation included:

- Rights to Play
- Ideal Play Space
- Play in School
- Play in your Own Time

The children participated in a variety of workshops through which their views were captured. The workshops were fun and interactive and encouraged the children to think about how and where they play, the barriers to their play opportunities and what would improve their opportunities for playing in their communities.

The workshop activities involved, for example, 'The Memory Tree' where children were given time to consider their favourite play memory; the memories were then transferred to a visual 'Tree'. A 'Hands Up' activity enabled the children to answer questions with a quick show of hands. The questions involved how they play, where they play, if they play outside with their friends. One activity asked the children to close their eyes and pretend to be a powerful magician, who could cast a spell to make the perfect

play space. The children were then given pens and pencils to design their perfect play space. These illustrations were then transferred by a professional graphic designer onto a visual map mural, which captured their ideas.

Teachers also participated in the consultation workshop. The teachers were asked questions around a number of key themes. These included:

- School Time Play
- Activities and Resources
- After school play opportunities
- Accessible school grounds out of school hours

The results of the consultation were reported and analysed. The report was circulated to partners and the PSA Working Group in order to influence action plans being developed for 2019 onwards.



### **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:

Whilst the Play Sufficiency Assessment exercise has identified ways in which many different departments influence children's play, those aspects which support children's access to play opportunities are not separately indicated within budgets and therefore cannot be detailed without extensive additional investigations.

The Play Sufficiency Assessment contains details from many different service areas on how they influence children's play opportunities. These are clearly carried out through existing core budgets but are not separately identified.

The Children's Play Service is a core-funded section within Cardiff Council. The team currently employs 12 play officers including Disability Play Officer, Play Development Support Officer as well as Play Workers within four teams across Cardiff. The service has significantly changed due to budget pressures over the past six years, since the introduction of the Play Sufficiency Assessment. The internal funding available has been reduced, as well as the opportunity for external funding.

Over the years, opportunities such as Cymorth Funding and Families First have ended therefore resulting in a reduction in Play Officers and Play Development Officers. Whilst the programmes ensured sustainability for the play opportunities, this lack of funding has had an obvious impact on the ability to deliver further play opportunities.

Similarly, Children's Play Service has undergone a restructure and introduced a new delivery model that has required the seven Play Centres to be transferred to community groups and the Play Team to operate away from fixed venues and locate in the heart of the community. Although the change was met with some reservations, the impact on the community has been positive. The Play Team operates flexibly, offering play opportunities within community settings and schools.

New projects have been introduced, for example, Young Carers Play Sessions, School Lunch time sessions and play sessions on school grounds out of school hours. Additionally, the wider community is now being reached through the variety of community settings being used.

From the consultation and gap analysis undertaken for the 2019 Play Sufficiency Assessment, the New Play Delivery Model will be modelled on the results and findings of the research. Traditionally, Children's Play has offered play opportunities for the most deprived areas of Cardiff however the 2019 PSA has identified areas where there is a play deficiency and not normally targeted by Children's Play.

### **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.

### **Local well-being assessment**

[Cardiff PSB's Local Well-being Assessment](#) provides an analysis of Cardiff's social, economic, environmental and cultural well-being and identifies the key opportunities and challenges facing Cardiff as the city grows.

The evidence base for the assessment includes Cardiff's Play Sufficiency Assessment.

### **Cardiff's Well-being plan**

To integrate play sufficiency into the plan, Objective 4, Cardiff is a great place to grow up includes the following commitment:

'Place the voice and experience of young people at the heart of public services in Cardiff through adopting a Child's Rights approach and becoming a UNICEF 'Child Friendly City.'

[Cardiff's Child Friendly City Strategy](#) was approved by Cardiff Public Services Board in 2018 and includes the following goal:

#### **Goal 5:**

Children have good physical, mental and emotional health and know how to stay healthy:

- Children, young people and partner organisations work together to ensure access to safe outdoor environments for formal and informal play, to streets which prioritise walking, cycling and scooting, and opportunities for active travel to school across the city.

### **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.

The Lead Director for Children's Play is Neil Hanratty, Economic Development, Cardiff Council; the Lead Member for Children's Play is Cllr Peter Bradbury, Cabinet Member for Culture and Leisure.

A monitoring group was formed during the first PSA and has continued to monitor and guide the progress of the PSA and relevant action plans. The group meets termly, in order to review the actions and identify any shortfalls that may need addressing. The group consisted of officers from across the Local Authority, partners from voluntary sector and officers from other statutory organisations, however, due to changes internally and in external organisations, membership has altered over the years. However, the loss of key individuals from other service areas had a major impact on the involvement of other departments within the local authority and other partner organisations. Many of the officers originally involved have moved on and in most cases, left the organisation, again taking a wealth of knowledge and experience with them.

(Members of the Working Group can be seen in **Appendix A**).

### 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?**




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

**Have there been challenges?**

**How can these be overcome?**

**Comments**

**RAG Status for Matter A**

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

Cardiff Council generates and has access to a wide range of demographic data about the diverse and growing population of Cardiff. Data is available for each of the 29 Electoral Wards in Cardiff.

### Sources of Population data in Cardiff

Data sets include:

- Pupil Level Annual Schools Census (PLASC). This provides accurate local data on an annual basis for the child population in Cardiff generated by the Cardiff Council Education Service. Information includes age, gender, free school meals and special educational needs.
- On a National basis, the Office for National Statistics (ONS) Census 2011 data has been analysed for every electoral ward providing a statistics profile for 'Who We Are, How We Live and What We do'.
- The Welsh Index of Multiple Deprivation (WIMD) data defines local geographic areas known as Lower Super Output Areas (LSOAs). LSOA data provides an overall index ranking within Cardiff and Wales and furthermore provides a detailed picture for each electoral ward in Cardiff for the measures of Income, Employment, Health, Education, Access to Services, Community Safety and Physical Environment and Housing.
- More recently, Cardiff Population Estimates at Mid-2017 show population age structures in numbers and percentages. The data is consistent with both the results of the 2011 Census and the Output Areas.

ONS and WIMD data summaries are available on the Cardiff Council Website.

The data sets are a starting point to understand the population of Cardiff and subsequently can be analysed to determine the number of children in Cardiff, the socio-economic situation and any specific needs and requirements.

Prior to completing an analysis of the current breadth of play provision available, it is imperative to understand the demographics of children and young people in Cardiff. This will lead to further investigation of the needs of children and to identify what, if any, gaps in play provision.

Population and needs data has been used to inform a number of strategies and policies have been developed to shape the delivery of Council Services including:

- Child Friendly Cardiff Strategy 2018
- Cardiff Council Capital Ambition
- Cardiff Corporate Plan 2018-2021 : Delivering Capital Ambition
- Cardiff Improvement Plan
- Cardiff Well-Being Plan 2018-2023

- Youth Engagement and Progression Strategy
- Cardiff Council Strategic Equality Plan 2016-2020
- Cardiff Council Digital Strategy
- Cardiff Strategy for Disabled Children and Young People

### **Cardiff Children and Young People Population Overview**

Source: Child Friendly Cardiff Strategy 2018

Cardiff is the 10<sup>th</sup> largest city in the UK with a young, diverse and growing population. It has a long history of inward migration, with the Industrial Revolution providing a catalyst for significant population growth. The City continues to grow rapidly, attracting people to work and study. Cardiff's total population is projected to grow by over 20% in the next 20 years – an increase of 73,000 people. Within this, the number of children and young people in Cardiff is projected to increase by 25%, an increase of 20,159.

74,155 children and young people live in Cardiff (2017) and account for a fifth (20.4%) of the population. Net migration into Cardiff is the highest in Wales and is proportionately comparable with other British Core Cities. A third of the school population now comes from a non-White British background.

Some wards of Cardiff have a particularly young population, with almost 30% of residents aged 17 or under. These tend to be in some of the more deprived areas of the City.

Cardiff is already a good place for many of its children and young people to grow up. In particular, young people identify the city's good health services, its low crime, strong inclusive communities and the access to green spaces, sports, leisure and culture as some of the great things about living in the capital city of Wales.

Cardiff has a vibrant arts and cultural scene including museums, live music venues and theatres. Cardiff's city centre has a spectrum of retail and leisure facilities alongside outstanding green open spaces and waterways. There are leisure centres, community centres and libraries across the city and sports teams for all ages and interests from football and rugby to athletics and water sports.

However, over a quarter of dependent children and young people under the age of 20 in the city are living in poverty, ranging from just 5.2% in Rhiwbina to almost half of those in Ely. In a Welsh context, Cardiff has one of the highest proportions of dependent children living in low-income families. If the 'Southern Arc' of Cardiff, from Ely in the West to Trowbridge in the East, was considered a single local authority area, it would be the most deprived in Wales by a considerable margin. Poverty casts a long shadow over too many lives, particularly of our young people. As is the case across Wales and in cities across Britain, there is a significant gap in educational outcomes between pupils from low-income families and those from more affluent backgrounds in Cardiff.



Children and young people living in the most deprived communities are also more likely to suffer poorer health outcomes today and demonstrate symptoms, which point towards poor health in the future, such as obesity, low immunisation rates or poor dental health. They are also more likely to have feelings of isolation, be drawn into anti-social behaviour, offending or suffer the effects of crime. In some wards, nearly four times as many children have poor health compared to the least deprived areas of the city.

Children and young people from low-income families are also more likely to be at risk. The rates of children considered to be at risk, being placed on the child protection register, or taken into care, are significantly higher in the city's most deprived communities.

Across Cardiff, approximately 1,745 children and young people receive care and support from Children's Services (2.4% of Cardiff's under 18 population). In June 2018 there were 866 Looked After Children and 249 children on the child protection register, who were not looked after. Data indicates that economic disadvantage can have an impact on the educational attainment between those entitled to free school meals and those who were not as 9.6%. This gap widens through the education system, with the attainment gap increasing to 30.5% at Key Stage 4 in 2018.

### **Cardiff Council changes since PSA 2016**

Since the previous Play Sufficiency Assessment in 2016 a number of changes have ensued within Cardiff Council, including changing to resources/funding, restructures and alternative delivery models.

### **New Children's Play Service operating model**

A new operating model was introduced in 2016 involving a move away from delivery in traditional play centres to a flexible model of community outreach in accessible venues across the city's neighbourhoods. A number of Play Centres have transferred out of the Council on Community Asset Transfers.

Implementation of the new model required effective management of resources and has led to innovative ways of working. Whilst the change presented challenges in terms of providing a mobile provision rather than facility based, the team adapted well and embraced the change. It enables the service to be accessed by previous users as well as engaging with different children around the city. It has been successful in delivering sessions at lunch times in schools and the flexible approach has enabled quality service delivery in different community settings. The provision operates in the community areas South East, South West, South and West. Areas selected due to identified needs and available resource. Future developments include plans to deliver provision to 'play deprived' areas of the city as identified in the PSA 2019.

The Council plays an active role in signposting parents and young people to the range of play and youth provision that exists across Cardiff though the Family Information Service, Cardiff Council social media channels and utilising community networks.

### Leisure Service Alternative Delivery Model

In December 2016, the Council transferred the management and operation of Cardiff Council Leisure Centres to charitable social enterprise, Greenwich Leisure Limited (GLL). The 15-year contract has secured a variety of physical activity and sports activities for children and young people in Cardiff for the life of the contract.

### Further analysis of child population data

#### Pupil Level Annual Schools Census (PLASC)

Information is collected on an annual basis and is useful for planning and informing provision.

In order to demonstrate the population changes in Cardiff in the 3 years since the previous PSA, comparative data provided to show data at 2016 and 2019.

Current information obtained from the PLASC Cardiff Council Education and Lifelong Learning Service shows at the time of recording in 2019, pupil data shows the number of children and young people aged 0 to 17 is 55,138. This is an increase of 1,567 from 2016.

The age bracket with the biggest increase is 8 to 12 year olds (1,644 more in 2019)

Age Range	2016			2019		
	Male	Female	Grand Total	Male	Female	Grand Total
0 to 3	2385	2278	4663	2281	2273	4554
4 to 7	8877	8388	17265	8817	8222	17039
8 to 12	9487	9106	18593	10348	9889	20237
13 to 15	5195	4732	9927	5224	5068	10292
16 to 17	1545	1578	3123	1514	1502	3016
<b>Grand Total</b>	<b>27489</b>	<b>26082</b>	<b>53571</b>	<b>28184</b>	<b>26954</b>	<b>55138</b>

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### Children Educated through the medium of Welsh

In 2019, 2,487 children attended a Welsh Medium School.; this is an overall increase of 236 from 2016. There is an increase of 325 pupils in the 8-12 age bracket and a decrease of 108 in the 13 to 15 year age group.

Age Range	2016				2019			
	Welsh Medium School	Non Welsh Medium School	N/A	Grand Total	Welsh Medium School	Non Welsh Medium School	N/A	Grand Total
0 to 3	0	0	4663	4663	0	0	4554	4554
4 to 7	0	0	1726 5	17265	0	0	1703 9	17039
8 to 12	592	6135	1186 6	18593	917	6554	1276 6	20237
13 to 15	1169	8656	102	9927	1061	9105	126	10292
16 to 17	490	2593	40	3123	509	2460	47	3016
<b>Grand Total</b>	<b>2251</b>	<b>17384</b>	<b>3393 6</b>	<b>53571</b>	<b>2487</b>	<b>18119</b>	<b>3453 2</b>	<b>55138</b>

Children for whom Welsh or English is not their first language

In 2019, 12,887 pupils did not have English or Welsh as their first language. This is an overall increase of 964 in 2016. Interestingly the biggest increases are in the 8 to 12 age group (696) and 13 to 15 age group (323). There are slight reductions in 0-3 and 4-7 age groups.

Age Range	2016				
	Taught Welsh as a First Language	Taught Welsh as a Second Language	Disapplied from the National Curriculum	N/A	Grand Total
0 to 3	655	3629	0	379	4663
4 to 7	2688	14245	9	323	17265
8 to 12	2626	15702	48	217	18593
13 to 15	1172	8584	69	102	9927
16 to 17	491	2314	278	40	3123
<b>Grand Total</b>	<b>7632</b>	<b>44474</b>	<b>404</b>	<b>1061</b>	<b>53571</b>

Age Range	2019				
	Taught Welsh as a First Language	Taught Welsh as a Second Language	Disapplied from the National Curriculum	N/A	Grand Total
0 to 3	748	3512	0	294	4554
4 to 7	2763	14060	0	216	17039
8 to 12	2994	16905	62	276	20237
13 to 15	1390	8680	96	126	10292
16 to 17	516	1953	500	47	3016
<b>Grand Total</b>	<b>8411</b>	<b>45110</b>	<b>658</b>	<b>959</b>	<b>55138</b>

### Pupils entitles to Free School Meals

The overall number of pupils entitled to free school meals has remained consistent with 10,499 pupils in 2019 compared with 10,319 in 2016. The biggest increase is in the 8-12 age group with 372 more in 2019 (4,432) than 2016 (4,060).

Age Range	2016			2019		
	eFSM	Non eFSM	Grand Total	eFSM	Non eFSM	Grand Total
0 to 3	10	4653	4663	6	4548	4554
4 to 7	3942	13323	17265	3722	13317	17039
8 to 12	4060	14533	18593	4432	15805	20237
13 to 15	1970	7957	9927	2019	8273	10292
16 to 17	337	2786	3123	320	2696	3016
<b>Grand Total</b>	<b>10319</b>	<b>43252</b>	<b>53571</b>	<b>10499</b>	<b>44639</b>	<b>55138</b>

### Special Educational Needs (SEN) data

Overall the number of pupils with no special provision has increased by 1,586 from 2016 (42,197) to 2019 (43,783). However, the number of statemented pupils has risen by 199 from 1,574 in 2016 to 1,773 in 2019. Notable rise in statements for pupils in the age group 8 to 12. The overall numbers of pupils having school action has dropped but School Action+ has increased.

Age Range	2016				
	No Special Provision	School Action	School Action+	Statemented	Grand Total
0 to 3	4395	128	117	23	4663
4 to 7	13925	2147	793	400	17265
8 to 12	13698	2887	1344	664	18593
13 to 15	7422	1411	715	379	9927
16 to 17	2757	197	61	108	3123
<b>Grand Total</b>	<b>42197</b>	<b>6770</b>	<b>3030</b>	<b>1574</b>	<b>53571</b>

Age Range	2019				
	No Special Provision	School Action	School Action+	Statemented	Grand Total
0 to 3	4292	98	151	13	4554
4 to 7	13778	1861	946	454	17039
8 to 12	15219	2717	1523	778	20237
13 to 15	7785	1324	763	420	10292
16 to 17	2709	152	47	108	3016
<b>Grand Total</b>	<b>43783</b>	<b>6152</b>	<b>3430</b>	<b>1773</b>	<b>55138</b>

### Census 2011

The following data is available from Welsh Government via StatWales. As the data is from 2011 we are unable to compare changes since the previous PSA. Please note the age categories differ slightly from the age groups in the PLASC data.

#### Number of Welsh Speakers

The 2011 Census identified that 16,681 children and young people aged 3-19 years were able to speak Welsh.

Age Range	Census 2011 – Welsh Speakers Estimates			
	Able to speak Welsh	Not able to speak Welsh	Total	% able to speak Welsh
3 to 4	1290	7271	8561	15.06833
5 to 9	4897	13183	18080	27.08518
10 to 14	5812	12726	18538	31.35182
15 to 19	4682	21188	25870	18.09818
<b>Grand Total</b>	<b>16681</b>	<b>54368</b>	<b>71049</b>	

**Ethnicity**

The 2011 Census estimates are for children and young people age 0 to 15. 55,100 identified as White, 2,700 identified as Asian or Asian British, 1,000 Identified as Black or Black British, 2,800 identified ad Mixed Ethnicity and 800 as other. 100 in the all group category were not accounted for in the defined ethnicity.

Census 2011 – Ethnicity Estimates						
Age Range	All groups	Asian or Asian British	Black or Black British	Mixed Ethnicity	Other	White
0-15	63300	3700	1000	2800	800	55100

**Gypsies and Travellers**

Cardiff has a population of families with children living in caravan sites and housing.

Source: Gypsies and Travellers Wales

There are two Local Authority residential caravan sites fir Gypsies and Travellers in Cardiff. Shirenewton Site has 59 pitches and Rover Way has 21 pitches. There are also two privately owned sites with planning permission and three being developed by Gypsy and Traveller families.

Despite isolation from community facilities and services, many of the resident families have lived there for over 20 years. There are long waiting lists and both families have families ‘doubling up’ on relatives pitches.

It is estimated that 50% of Gypsies and Travellers based permanently in Cardiff are now lining in houses. The reasons for this include lack of sites, the harshness of living on the roadside and the need to safeguard the health and well-being of their children.

**Disabled Children and Young People**

Source: Cardiff Strategy for Disabled Children and Young People

It is difficult to be accurate about the population of disabled children and young people in Cardiff. The disability index is voluntary and therefore not comprehensive. There is data in relation to individual services, but it is not possible to eliminate duplication when aggregation.

**0-17 year olds**

In December 2010, there were 631 children and young people aged 0-17 in contact with the Child Health and Disability Team. In the 2010 Child in Need Census, the following breakdown was given for the 2,332 children who were known to Children’s Services:

No disability = 1,557 (67%)

Mobility = 407 (17%)

Manual Dexterity = 360 (13%)

Physical co-ordination = 410 (18%)

Continence = 307 (13%)

Ability to lift, carry or otherwise move everyday objects = 257 (11%)

Speech, hearing and eyesight = 479 (21%)

Memory = 369 (6%)

Perception of the risk of physical danger = 207 (22%)

Autistic Spectrum Disorder = 209 (9%)

(NB children with multiple disabilities are counted in all applicable categories)

Reasons for increasing referral rate could include survival rates for premature babies, increased diagnosis of Autism Spectrum Conditions and inward migration to Cardiff. There will be many disabled children and young people with more moderate impairment who are not known to Children's Services. For example, Pupil support services are in touch with 335 children and young people with hearing impairment and 167 with visual impairment, but this is not the total population of children and young people with sensory impairment.

### **Defining communities**

Cardiff Council define communities within 29 electoral wards. Detailed information about each ward in relation to population and community characteristics inform service and provision planning.

In addition to this, local knowledge of areas within Cardiff, gap analysis and work undertaken as part of the PSA assessments will influence provision in areas of identified need.

A current working example of working with defined communities is the Children's Play Model. Play provision is delivered in community settings and schools in the southern arc of the city namely South East, South West, South and West. The southern arc has pockets of high deprivation. Future aspirations are to deliver in the more affluent areas in the north of the city where although socio-economic circumstances are identified there are pockets of 'play deprivation'.



**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	Identified actions for Action Plan
B1	The play requirements of children living in isolated rural areas are understood and provided for	Amber	Amber	<b><u>Children’s Play Services:</u></b>	Children’s Play Services provision is limited due to funding and staffing levels of delivery. This consequently prevents delivery of further play provision.	To develop pilot project in schools incorporating loose parts play, targeting rural areas as a starting point. Using current resources and funding when available.
		Amber	Green	<b><u>First Opportunity:</u></b> The Early Years Inclusion Team now run 5 parent groups. 3 of which are in areas where there is insufficient preschool play provision. These are:-	Although not classed as rural, there are areas of Cardiff that don’t have any appropriate play settings (e.g. Grangetown,	To encourage parents to attend one of the 5 Early Years Inclusion Team parent groups that are run across the city.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Grangetown Penylan Tremorfa	Pontprennau, Penylan, Tremorfa). This is a barrier to some families, especially those without transport.	To supply families with information on stay and play sessions in their area.
			Green	<b><u>Parks:</u></b>  Playgrounds are provided in rural areas across Cardiff, including:  Lisvane Creigiau Old St Mellons Village Pentyrch Gwaelod-y-Garth Tongwynlais		
B2	The play requirements of Welsh language speaking children are understood and provided for	Green	Green	<b><u>Childcare/FIS:</u></b>  Welsh medium childcare provision (pre-school and school age) is available across the local authority area, for parents who elect to pay for their children to	There are no shortfalls identified that could be reasonably met.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				attend. The Childcare and Play grant can support the development of new childcare places; support the sustainability of existing childcare provision and address identified quality issues for Welsh medium childcare settings.		
		Green	Green	<p><b><u>Children’s Play Services:</u></b> (Menter Caerdydd)</p> <p>Cardiff Councils Children’s Play Services provides funding to Menter Caerdydd to operate ‘Play/Playcare’ provision across Cardiff.</p> <p>Menter Caerdydd have a service level agreement in place to provide year round play opportunities for children in Cardiff. The provide includes:</p> <p>7 weeks of free Welsh language holiday play</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>schemes at 6 different locations in the city.</p> <p>A specified play zone in Tafwyl Festival (a Welsh arts and culture festival in Cardiff castle).</p> <p>The play provision ensures that Welsh speaking children have opportunities to play, learn new skills, have fun and socialise through the medium of Welsh in their own local communities outside of schools hours.</p> <p>Menter Caerdydd also secured additional funding this year to pilot a new Welsh language drop in play provision for 11-14 year olds during the holidays (All Wales Play Opportunities Grant AWPOG).</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
		Green	Green	<p><b><u>First Opportunity:</u></b></p> <p>Offers a full bilingual service to families and runs 3 bilingual support groups.</p>		
			Amber	<p><b><u>Libraries/Hubs:</u></b></p> <p>Hubs and Libraries offer a bilingual service as a statutory requirement. Story times for under 5s are offered with a play session to follow. This offer includes sessions led by Menter Caerdydd.</p>	Bilingual staff not always available when play sessions for children of all ages held. Menter Caerdydd only offer the session during school term. Recruitment ongoing for Welsh speakers.	Recruitment of more Welsh speakers in progress
<b>B3</b>	The play requirements of children from different cultural background are understood and provided for	Green	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>All childcare settings are required to work within an Equalities framework and challenge discrimination. The Care Inspectorate Wales inspection framework includes a focus on children's individual needs.</p>	There are no shortfalls identified that could be reasonably met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
		Green	Green	<p><b><u>Children’s Play Services:</u></b></p> <p>Through the New Play Delivery Model (NPDM), peripatetic play teams are able to reach more diverse communities. Play requirements are reflected in the communities that attend, identifying the cultural needs of each individual group.</p> <p>South East Programme work with children and families from a hostel in their community development area. These families can be displaced, asylum seekers or homeless and come from a range of different cultures. This particular group at present have nowhere for families and children to socialise and play together. The play team utilise a small space within the</p>	<p>Identifying further groups and utilise resources to support.</p>	<p>Use NPDM to seek out these groups and support with play.</p> <p>South East Programme to undertake outreach work in local park to support children and families from different cultural backgrounds to play and feel safe in their local community. To support inclusion and equality in areas of Cardiff.</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>hostel, where parents and children can meet each other and chat, socialise whilst their children play or join in with play. Parents are also able to talk and raise concerns to the play team regarding playing in the local area and parks. The play team are now responding to these concerns and will begin outreach work in the local park to challenge behaviour and support the families to integrate and feel safe in the local community.</p> <p>Case study: Adamsdown Hostel, appendix A</p>		
		Green	Green	<p><b><u>First Opportunity:</u></b></p> <p>Settings are supported to make adjustments for children who have EAL and cultural differences. Settings are encouraged to celebrate diversity. Interpreters are</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				utilised where necessary and families are supported.		
<b>B4</b>	The play requirements and support needs of disabled children are understood and provided for.	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>The Childcare and Play Grant, funds access to <b>childcare</b> for children with disabilities through the Assisted Places scheme, funded via the Out of School Childcare Grant. For 2018/19, the value of this element of the grant is <b>£80,000</b>.</p> <p>Parents/Carers have 20hrs per week of funding for a one to one support worker for their disabled child/young person in half terms and summer holidays.</p> <p>Parent/Carers have 10hrs per week of funding for a one to one support worker for their disabled</p>	There are no shortfalls identified that could be reasonably met.	



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>child/young person, afterschool in term times.</p> <p>We anticipate to support 70 children with placements to meet individual needs during 01st April 2018 - 31st March 2019</p> <p>Information about inclusive fitness, play provision and play schemes that require referrals, are regularly included as information pages and articles in the quarterly "Index" newsletter produced by the FIS.</p>		
		Green	Amber	<p><b><u>Children's Play Services/Disability Project:</u></b></p> <p>Disability Play Project - Children's Play Services provides one to one support for all linked in disabled children and young people who attend, afterschool</p>	<p>Children's Play Services currently use agency staff as one to one support. This can cause continuity issue for the disabled child attending.</p>	<p>Work with peripatetic play teams to resolve issues around linking new disability children into 'Open Access' play provision.</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>clubs, holiday provisions, open access provision and childcare settings.</p> <p>Children’s Play Services support Ty Gwyn Summer Holiday Provision and The Hollies Easter and Summer Holiday Provision for autistic children.</p> <p>Each disabled child/young person are referred through various channels, from parents/carers, schools, Medical Professionals, Child Health &amp; Disability, Social Services, Children’s Services and Psychologists. Each referral is assessed by the Disabled Children’s Play’s Coordinator and entered onto a database.</p> <p>Each disabled child/young person is assessed based on the referral documentation. A home visit is set up with parents/carers</p>	<p>The New Play Delivery Model has had an impact on the ability to link new disabled children into open access provision, due to suitability of venues.</p>	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				and child/ young person to discuss the appropriate play provision/setting, preferably in their own communities.		
		Green	Green	<p><b><u>First Opportunity:</u></b></p> <p>All settings are supported to offer a fully inclusive and accessible environment and are offered advice and support from a range of specialist teachers and outreach workers for physical/medical needs. This includes manual handling training and training provided by Community Nursing Team if appropriate e.g tube feeding, catheters, epilepsy etc.</p>		
			Amber	<p><b><u>Parks:</u></b></p> <p>Provision in parks is currently made on an inclusive basis if this can be</p>	However challenges have been raised by families with disabled children to	Yr1: Identify priority list of playgrounds.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>achieved within financial constraints – with a focus on the major play areas. This includes provision of supportive and basket swings, supported spring rockers, multi-use items with tactile elements and alternative access points and other items that encourage inclusive play.</p>	<p>install more tailored equipment to enable all children to play together. This has been unsuccessful in the past as specialised equipment has limited appeal to the majority of children and is vulnerable to damage and vandalism. There is a need to assess current provision and work with other play providers (e.g. education/Special Schools) to identify needs and make family friendly provision where it can be protected from vandalism. Need for development of policy to support this action.</p>	<p>Yr 2: Develop project and seek funding</p> <p>Yr 3: Implement project</p> <p>Disabled Children’s Play Co-ordinator to work with Parks Department. To liaise with families with disabled children, to support development of inclusive equipment.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
			Amber	<p><b><u>Youth:</u></b>                      The Youth Service offers provision for young people with disabilities in Ely, Gabalfa and Cathays. Whilst the spirit of these provisions is one of full integration, the focus is on young people (11-25) with a range of disabilities to have the space to socialise with their peers. The provision at Cathays is a long standing partnership with the charity and they add value to the provision with their resources. Our provision for young people who are deaf also has a long and rich history.</p>	<p>There has been some disruption due to Trelai Youth centre transferring to Ty Gywn campus. Once the new campus is reopened we will renegotiate space.</p>	<p>Target the secondary special schools and other stakeholders to advertise and recruit young people.</p> <p>Continue to discuss with Families First the opportunities for better co-ordination of services for young people with disabilities.</p>
			Green	<p><b><u>Libraries/Hubs:</u></b>                      Hubs and Libraries offer an inclusive service and will accommodate all service users in any play opportunities. Hubs have</p>	<p>Promotion of these additional and new services to wider networks needs to take place.</p>	<p>Get further sensory equipment to support</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				sensory equipment available for use during events and story times. Hubs and Libraries support Thrive by holding a holiday club with play and reading opportunities for children suffering from Autism.		
<b>B5</b>	Play projects and providers have access to a range of resources which support inclusion	Green	Green	<b><u>Childcare/FIS:</u></b> Training for childcare providers is available via Workforce Development e.g. Makaton. Working with parents of children with ALN. Changes to the ALN Bill. Working with children with social communication difficulties.		
		Green	Green	<b><u>Children's Play Services/Disability Project:</u></b>	There are no shortfalls identified that could be reasonably met.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Children’s Play Services Disability Project provide a range of resources and specialist equipment to support disabled children and young people who attend, afterschool clubs, open access provisions, holiday provisions, childcare settings and Cwtch Together Saturday project disabled children and their siblings.</p> <p>The Disability Project also provides specific training to support play staff and providers to meet the needs of disabled children attending provisions.</p> <p>The Disability Project also works in partnership with the following organisations to support inclusion:</p> <p>Parents Federation Thrive</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Autism Puzzles                      Child Health &amp; Disability                      NCMA                      Special Schools                      Resource based units within mainstream schools                      Barnardos                      YMCA</p> <p>The following strategies/mechanisms are also used to support and promote inclusion:</p> <p>Cardiff Strategy for Disabled Children and Young People and Action Plan.                      Childcare strategy.                      Cardiff Council web page for information on Children's Play                      DEWIS                      FIS                      Disability Index</p>		
		Green	Green	<p><b><u>Children's Play Services/Disability Project/Menter Caerdydd:</u></b></p>	There are no shortfalls identified that could be	



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Funding is provided via Assisted Childcare Spaces to provide one to one support for disabled children in Wesh language playcare.	reasonably met Without additional funding available.	
		Green	Green	<b><u>First Opportunity:</u></b>  All settings are invited to training events and, general, in-house advice can be provided to the setting. Settings also have access to some specialist play equipment for children in their care.		
			Amber	<b><u>Youth:</u></b> Currently, our programme is limited due to funding constraints (each session is 3 hours per week). Some Youth Workers are well trained due to working within the SEN sector in other employment.	Funding for specialist training is very limited. The nature of the part-time workforce (3 hours per week) makes availability for training problematic.	Identify training needs for all workers engaged in provision to ensure capability in this arena that staff could access. Identify current training programmes delivered by other providers that we could potentially access to achieve a consistent level of capability/knowledge.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
			Amber	<p><b><u>Libraries/Hubs:</u></b></p> <p>All Hubs and Libraries have a range of games, lego and other resources which are used either for regular activities or ad-hoc events. Cathays Heritage Library have created a selection of boxes with play equipment that reflect different periods of history.</p>	Still developing services within community wellbeing hubs.	Build up a full range of play opportunities and resources in all hubs and libraries particularly in the developing wellbeing hubs.
<b>B6</b>	There is a well-known and agreed mechanism which is used to identify the need for separate provision for disabled children	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>See B4</p>	There are no shortfalls identified that could be reasonably met.	
		Green	Green	<p><b><u>Children's Play Services/Disability Project:</u></b></p> <p>Each disabled child/young person is assessed based on the referral documentation. A home visit is set up with parents/carers and child/ young person to</p>	Children's Play Services currently use agency staff as one to one support. This can cause continuity issue for the disabled child attending.	<p>Continue to identify gaps in play provision for disabled children and young people.</p> <p>Work in partnership with schools, Youth Services, third sector and volunteer groups. Identifying groups of disabled children who are</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				discuss the appropriate play provision/setting, preferably in their own communities.	The New Play Delivery Model has had an impact on the ability to link new disabled children into open access provision, due to suitability of venues.	not attending facilities in their local communities.
		Green	Green	<p><b><u>First Opportunity:</u></b></p> <p>Has a clear pathway for children accessing the scheme which, following referral, may include an allocation of an Integrated Support Worker, setting visits, home visits and planning for future support whilst accessing play opportunities.</p>		
			Amber	<p><b><u>Youth:</u></b></p> <p>Although participatory practice is central to young work delivery, we can only often access those young people that access our</p>	No formal mechanism to feed into/receive data/intelligence on the wider needs of young people.	Get access to data (rather than over consult young people) captured by partners and contribute to any initiatives by providing

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				service(s). We engage in the Make your Mark ballot as a service annually – but this is prescriptive and does not allow for capturing local needs.		access to young people, etc.
<b>B7</b>	Access audits for all play provision as described in the guidance are undertaken	Green	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>Access audits are carried out by Children’s Play Services, to provide play provisions suitable for children and young people in Cardiff.</p>		Further development of the NPDM is required to assess the suitability of all play provision in new community areas.
		Green	Green	<p><b><u>Children Play Services/ Disability Play:</u></b></p> <p>When a child or young person is referred on by a Social Worker, Special Needs Health Visitor or any other professional. The Disabled Children’s Play Coordinator undertakes the follow procedure to ascertain the childs needs</p>	See B4	See B4

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>to enable the child to be linked into an appropriate play setting.</p> <ul style="list-style-type: none"> <li>- Home, school and proposed provision visit undertaken by the Disability Play Coordinator</li> <li>- The completion of a 'My Book' which details the child's needs and preferences by the parent/carer.</li> <li>- One to one staffing put in place at provision to support disabled child and setting.</li> </ul>		
		Green	Green	<p><b><u>First Opportunity Play/Childcare:</u></b></p> <p>Monitoring visits are undertaken once a term for each child and, less formal visits are made throughout the year. Parental</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				evaluations are also sent out at the end of each term.		
			Red	<b>Youth:</b> Not undertaken	Not undertaken	To consult the guidance and undertake in 2019/20.
<b>B8</b>	Designated play space is provided and well maintained on gypsy traveller sites		Amber	<p><b>Housing:</b></p> <p>Shirenewton has a community hall where the following session are held by Council and External Providers:-</p> <ul style="list-style-type: none"> <li>• Pre-School (Flying Start)</li> <li>• Youth Club (Gypsy Traveller Wales)</li> <li>• Home Club (Travellers Education)</li> <li>• Art &amp; Craft (Romany Arts &amp; Culture)</li> </ul> <p>In addition to the above, we have external play areas, 1 fenced off to provide external play for Pre-</p>	Rover Way has no vacant space within the boundary of the site where the authority could develop an external play area	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>School, Muga and some static play equipment.</p> <p>Rover Way has a modular building located next to the office to enable the provision of play and other services to the community by Council and External Providers:-</p> <ul style="list-style-type: none"> <li>• Youth Club (Gypsy Traveller Wales)</li> <li>• Art &amp; Craft (Romany Arts &amp; Culture)</li> </ul>		
B9	The requirements of young carers are understood and provided for	Red	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>Has been able to utilise the ‘AWPOG’ funding to support YMCA Cardiff Young Carers project with play resources, trips and play schemes.</p> <p>Children’s Play Services are operating a pilot project over 12 weeks to support</p>	Sustainability of pilot project once funding is no longer available.	Seek Partnerships and additional funding sources to ensure Young Carers project is sustainable.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Saturday provision for young carers.</p> <p>Cardiff Council have produced a 'Joint Protocol for the Identification, Assessment and Support of Young Carers'. "The purpose of this Protocol is to outline the way in which Adult Services and Children's Services will work together to identify and assess the needs of young Carers and where appropriate, provide support as part of their statutory responsibility. The Protocol therefore seeks to ensure that the person being cared for is able to access the appropriate services and assistance they require. Where the person being cared for is a parent, services should enhance their ability to fulfil their parenting responsibilities.</p>		



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>The Protocol should be considered as part Cardiff's Young Carer's Strategy." (Page 1 City of Cardiff Council: Adult and Children's Services. 2.CH.741)</p> <p>The Welsh Assembly Government supports the principle that Young Carers should be considered under the Assesment Framework for 'Children in Need' and their families, under the provisions of the Children Act 1989.</p> <p>Case study: Young Carers Project, appendix A.</p>		
			Green	<p><b>Youth:</b> We have a strong tradition of offering targeted provision to young carers. We enjoy a fruitful relationship with Cardiff Rotary who provide volunteers and financial</p>	<p>Numbers are lower than in previous times. A short term alternative (play provision) affected numbers and the YMCA programme</p>	<p>Implement a recruitment strategy to increase numbers and publicise the provision as widely as possible.</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				support to enrich the programmes offered. An existing referral mechanism with Cardiff YMCA to facilitate membership at the provision (although we retain an open access approach so young people can bring friends, etc.)	can also impact on the club	
<b>B10</b>	The requirements of lesbian, gay or bisexual (LGB) children are understood and provided for	Green	Green	<p><b><u>Children's Play Services:</u></b></p> <p>All provisions are inclusive to all children's sexual orientations. All Cardiff Council play staff are trained and promote individual needs of children and young people.</p>		
			Red	<p><b><u>Youth:</u></b></p> <p>Although, historically, the youth service did offer specific provision – unfortunately this was lost in the restructure of 2016.</p>	Specific provision is dependent on external funding and robust partnerships with the Third sector.	Secure a contribution from grants available to support existing provision to further develop programmes, recruitment and sustainability.

### **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?**

In general the Local Authority provides moderately well for children with diverse needs, however there are areas that need improving through further partnership work to identify these groups.

The data collated highlights outdoor play is well catered in rural areas however more focus is required for those children to access supervised play provision within their local community. Data also shows gaps in improving access for children with diverse needs to attend local play provision.

The New Play Delivery Model requires development to support children in rural areas as well as improving access for children with diverse needs within their own local community, additionally the assessment has identified that more affluent areas of Cardiff are play deprived. Information collated shows a lack of funding opportunities to support community play teams in the use buildings, resources and finding suitable venues.

Welsh provision and opportunities are provided across Cardiff however, these tend to be for paid activities. There has been limited access to external funding for free/low cost provision, which is an area to be addressed should future funding be made available.

Provision for children with disabilities or additional needs is widely accessible, offering opportunities for after school and weekend access, one to one support and holiday play schemes. There is also good provision of childcare support for children with additional needs. Some challenges however include the need for more permanent staff and consideration towards the new play delivery model in Children's Play Service due to the change in community venues utilised and accessibility for all children. Provision for children with a disability in outdoor play areas tends to focus on major play areas; specialist equipment is dependent on funding. There is a need to access current provision and work with other play providers to identify needs and make family friendly provision more widely available. There is a further challenge of determining an appropriate level of accessibility for fixed equipment play areas at a time of economic constraint. Resolving the issue of family friendly access to play for families with children who have a range of needs.

Further play provision is needed on gypsy traveller sites, although these groups do access play opportunities provided in their local area these are not necessarily onsite. There is an identified gap for young carers accessing play provision below the age of 11 years, from this Children's Play Services have undertaken a pilot project that now needs to be made sustainable through incorporation into the New Play Delivery Model.

**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	Identified actions for Action Plan
C1	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	Green	Green	<p><b><u>Parks &amp; Strategic Planning:</u></b></p> <p>Parks in conjunction with Strategic Planning. OSA shows all green space and identifies dedicated play areas and teen facilities. All open space defined as functional or visual. A Quality Value assessment has been undertaken for all Council owned open space</p>		Yrs 1-3 Annual update of OSA, including areas used for children's play

## Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				which goes some way to identifying those areas that are well used by local communities.		
<b>C2</b>	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing	Amber	Amber	<b><u>Parks/Strategic Planning:</u></b>  Parks in conjunction with Strategic Planning. OSA currently maps accessible <u>natural</u> greenspace – access points have been partially mapped on these areas.	Needs to be updated to include all Accessible Natural Greenspace Study (ANGSt) plus areas mapped for play in OSA.	Yr 1: Update access points in OSA  Yr 2: Develop toolkit  Yr 3: Implement use of toolkit as part of assessment process for development
<b>C3</b>	The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety	Amber	Amber	<b><u>Parks:</u></b>  Access audits have been undertaken at all Parks managed, Green Flag parks.	Only appropriate for major and well used parks (Green Flag parks). Could only be rolled out beyond Green Flag parks if	Yr 1: Create database of sites with access audits.  Yr 2: Determine future programme of assessments

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				6 parks completed, 1 additional site completed in 2019.	additional resources were provided.	Yr 3: Implementation
<b>C4</b>	The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales	Green	Green	<p><b><u>Parks:</u></b></p> <p>Completed as part of Supplementary Planning Guidance for Local plan.</p> <p>Located within LDP:  <a href="http://cmsprd.cardiff.gov.uk/ENG/resident/Planning/Local-Development-Plan/Pages/default.aspx">http://cmsprd.cardiff.gov.uk/ENG/resident/Planning/Local-Development-Plan/Pages/default.aspx</a></p> <p>Standards are being tested by an external consultant to determine if any modifications are required. AWPOG used to fund external consultant.</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C5	The Local Authority undertakes and actions play value assessments in public open space	STATUS	Amber	<p><b><u>Parks:</u></b></p> <p>Play value assessments undertaken for Council fixed equipment playgrounds.</p>	<p>Play value assessments not carried out in public open spaces, unless development work is being considered.</p> <p>Would not be viable to carry out at all public open spaces due to area of open space, financial and time constraints.</p>	
			Green	<p><b><u>Libraries/Hubs:</u></b></p> <p>Hubs and Libraries have taken on board assessments made by the local authority and applied them to their own settings by ensuring fun, free activities that appeal to all ages, are inclusive and are safe spaces that discourage anti-social behaviour, bullying ,etc. by ensuring</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				staff awareness of safeguarding policies, etc.		
C6	Brownfield sites owned by the Local Authority are assessed for the potential for the site to be reclaimed to provide for children's play	Amber	Red	<p><b>Local Authority:</b></p> <p>Brownfield sites are not currently assessed for potential play use under the LDP.</p> <p><a href="http://cmsprd.cardiff.gov.uk/ENG/resident/Planning/Local-Development-Plan/Pages/default.aspx">http://cmsprd.cardiff.gov.uk/ENG/resident/Planning/Local-Development-Plan/Pages/default.aspx</a></p>	Awaiting further information.	

**Outdoor Unstaffed Designated Play Spaces**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C7	The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing	STATUS	Amber	<p><b>Parks:</b></p> <p>See C2</p>	See C2	



## Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C8	The Local Authority keeps an up to date record of all designated play space as described in the Statutory Guidance	Green	Green	<b><u>Parks:</u></b> Records maintained in Playsafe for all fixed equipment playgrounds (designated play areas). Space now also recorded in OSA open space records (Strategic Planning maintain records).		Yrs 1-3: Ongoing updates
C9	The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance	Amber	Green	<b><u>Parks:</u></b> Undertaken in 2017/18 and currently being re-evaluated to ensure process is appropriate and useful.		Yr 1-3: Review Play Value assessment system and potential for undertaking update as part of annual independent inspection.
C10	The Local Authority undertakes access audits at all designated play spaces and implements proposals to improve access and safety	Red	Amber	<b><u>Parks:</u></b>	See B7 Access audit methodology not currently used for this. Could be introduced as part of the design	See B7

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					process but currently no funding to implement across all play spaces.	
C11	The Local Authority has developed and agreed a new fixed play provision standard	Amber	Amber	<p><b><u>Parks:</u></b></p> <p>Agreed within Supplementary Planning Guidance (SPG). SPG adopted using principles of the draft Fixed Equipment Playground Strategy.</p>	Strategy needs to be formally adopted by the LA.	<p>Yr 1 – 2: Review draft strategy</p> <p>Yr 3: Adopt strategy</p>
C12	The Local Authority undertakes and actions play space assessments in designated play spaces	Amber	Green	<p><b><u>Parks:</u></b></p> <p>Play Value assessment was undertaken in 2017/18, this considered a wider range of issues including play space rather than just play value. This will now be used as the basis for all future developments within playgrounds as part of the design process.</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
C13	The Local Authority has introduced smoke-free playgrounds	Green	Green	<p><b><u>Parks:</u></b></p> <p>Signage installed at all fenced play areas</p>	No funding available to replace signs that are lost or damaged as the only budget available is the playground repair budget.	Yrs 1-3: £500 funding in any year could be used to purchase replacement signs.
C14	The Local Authority has removed 'no ball games' signs to encourage more children playing in the community		Amber	<p><b><u>Housing:</u></b></p> <p>Housing property, 'no ball game' signs have historically been put up on exposed gable ends of houses or on blocks of flats where, in the past, ball games have been a source of nuisance for tenants. However, they are not policed and are effectively unenforceable. Where housing or estate improvement schemes are undertaken, opportunities to 'design out' issues through</p>	There is no active programme to remove all such signs, but as housing / estate improvement schemes are rolled out, they are being removed incrementally.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				defensible space, deterrent planting and boundary treatments are explored and the signage removed.		
C15	The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community	Red	Red			Establish links with other local authority departments to work in partnership to develop a scheme to erect Play Priority signage. Possibly link to Child Friendly City, requires further investigation.
C16	The Local Authority includes a recognition of the importance of playing fields to children's play when any disposal decisions are made	Amber	Amber	<p><b><u>Parks:</u></b></p> <p>Rarely dispose of open space – usually areas disposed of have been areas where vandalism etc has caused issues for local people and various solutions have been unsuccessful, or open space has been transferred to Education to</p>	<p>Quality Value audit of open space is used in disposal process. Not specifically mentioning children's play but implied. Disposal can include use of areas</p>	<p>Yr 1: Review disposal process to include more specific refernces to children's play</p> <p>Yr 2-3: Review disposal process to include consultation – consider should this include technical disposal – eg land</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				facilitate the 21 <sup>st</sup> Century Schools Programme. More usually playing fields are de-commissioned and re-developed for e.g. nature conservation rather than disposed of – but financial pressures may change this Current disposal procedure does include the importance of any community use.	by sporting clubs - this is not a loss of open space so does not get the same consideration.	being leased for community use or sporting clubs?
C17	The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields	Amber	Amber	<b><u>Parks:</u></b>  See C16		
C18	The Local Authority refers to guidance around creating accessible play space when refurbishing or developing new playgrounds	NEW	Green	<b><u>Parks:</u></b>  Already considered as part of design process.		
			Green	<b><u>Children's Play Services/Disability Project:</u></b>		The Disabled Children Play Co-ordinator has requested

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Children’s Play Services has been able to utilise the ‘AWPOG fund to support new inclusive play equipment at 4 playgrounds since 2016.		to sit on the working group that assess the redesign of existing and new parks/playgrounds, to ensure the area and equipment is accessible to disabled children.

**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?  
Have there been challenges?**

Challenges usually come from services that have limited understanding of the importance of GI and focussing on their own outcomes without a broader view to be able to widen the scope of their considerations. For example – the extension of cycle ways into parks is seen as a popular, low cost option to increase the cycleway network – but the approach has been to consider pedestrian and cyclists as equal under these circumstances – implying that pedestrians (including children) will have to ‘obey’ the rules in order for shared use to work. This will not benefit the use of parks by children. Equally, some services have income targets to achieve through land disposal and the importance of access to children’s play may not be given sufficient consideration as part of the process. .

Financial pressures on maintenance budgets also impact on the level and quality of provision – with the bottom line being safety rather than quality.

Some of these challenges can be overcome by achieving a higher profile for Green Space and play at a national / regional level (as long as it is viewed as non-statutory it will not be given the prominence it needs). Internally, briefing sessions will be developed for those involved in play and open space issues and delivered under the Child Friendly City policy.

### **Outdoor unstaffed designated play spaces**

Issues of accessibility in play space development are considered when funding is available for refurbishment.

Some additional challenges have included lobbying from disability groups to provide more specifically accessible play equipment. (Parks)

Consideration has been given to all ability access and equipment is now provided that provides the widest level of access without being specific to any particular need.

**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	Identified actions for Action Plan
D1	The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Cardiff FIS maintains a record of both registered <b>childcare</b> and activities for children and young people. Including supervised play provision, for all settings <b>who submit information to Cardiff FIS.</b> The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised</p>	Settings may not supply and maintain up to date information to FIS.	



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				this a voluntary action on the part of providers.		
<b>D2</b>	The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance	Green	Amber	<p><b><u>Childrens Play Services:</u></b></p> <p>All Children’s Play Services provisions are operated by level 3 qualified playworkers. Play teams quality assess provisions to ensure a rich play environment is provided using quality assessment tools, utilising the ‘AWPOG’ to support the purchasing of new and quality equipment.</p>	Finding suitable venues under the NPDM, which can support a full and rich play environment.	Children’s Play Services to introduce a new quality assessment tool across all CPS provisions. To identify gaps in ‘Play Value’ and make changes where necessary.
			Green	<p><b><u>Libraries/Hubs:</u></b></p> <p>All hubs and Libraries offer play provision and their environment varies from children’s area to community halls and outdoor spaces and play opportunities will vary from game clubs to lego clubs</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				and discovering the natural environment.		
<b>D3</b>	The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory Guidance	STATUS	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>The Childcare Business Support Team offer support to new and existing <b>childcare</b> providers, with regards to meeting the National Minimum Standards, which includes the play environment offered by the setting.</p> <p>The Flying Start Advisory Team provide advice, guidance and resources to Flying Start childcare settings.</p>	There are no shortfalls identified that could be reasonably met.	
		Green	Green	<p><b><u>Children's Play Services:</u></b></p> <p>Through 'AWPOG' training in Level 2 forest school has been undertaken by Vale of Glamorgan play partners.</p>	Funding dependant	Investigate how the NPDM can support partners and partnership working. To promote rich play environments and the benefits of play in communities.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>The 'All Wales Play Opportunities Grant AWPOG' has provided 'Transition to Playwork Course' for out of school and holiday care schemes.</p> <p>First Opportunity play care for 1-4 years through the 'All Wales Play Opportunities Grant AWPOG', has provided training on inclusive practice for play settings across Cardiff.</p>		
<b>D4</b>	Staffed play provision that the Local Authority provides, meets the Regulatory Requirements and National Minimum Standards	Green	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>Any registered settings will have CIW inspection reports and the settings that are registered do meet CIW requirements.</p>	There are no shortfalls identified that could be reasonably met.	
		Green	Amber	<p><b><u>Children's Play Services:</u></b></p> <p>All registered staffed play provision meets Regulatory</p>	At present play schemes operated under the New Play Delivery Model are	Children's Play Services to work with CIW with regards to registering play schemes.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Requirements and National Minimum Standards.</p> <p>Play Schemes working under the NPDM operate under 2 hours and therefore are not fully registered with CIW. All provisions comply with the relevant ruling and meets all Regulatory Requirements and National Minimum Standards. Including staffing ratios, qualifications, every day running of schemes and health and safety requirements.</p> <p>All current play staff are level 2 &amp; level 3 trained play workers, and continue to undertake professional development.</p>	unable to register with CIW.	Children's Play Services staff to continue with professional development, ensuring all play qualifications are updated and are in line with national minimum standards.
			Amber	<p><b>Youth:</b> Since April 2016, all qualified youth workers are required to be registered with the Education</p>	Some ambiguity around historical qualifications not being recognised by the EWC.	Seek clarity from the EWC and implement any subsequent CPD/training programme to meet the requirements.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Workforce Council (EWC). All youth workers within the council are paid on JNC terms & conditions and are governed by National Occupational Standards.		
<b>D5</b>	Staffed play provision that the Local Authority funds, meets the Regulatory Requirements and National Minimum Standards	Green	Green	<b><u>Childcare/FIS:</u></b>  'The Welsh Government Childcare and Play Grant' is used to fund registered settings that comply with the NMS and are on the FIS database.		
		Green	Green	<b><u>Children's Play Services</u></b>  Children's Play Services and First Opportunity receive an assisted Childcare grant to support disabled children with an additional support worker or, to provide advice and training in a childcare setting. All settings meet the Regulatory	<b><u>Children's Play Services</u></b>  There are no shortfalls that could be reasonably met.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Requirements and National Minimum Standards for CIW.</p> <p>Children’s Play Services fund Menter Caerdydd (please see B2) all childcare play provision meets Regulatory Requirements and National Minimum Standards.</p> <p>Menter Caerdydd holiday provision individual schemes operate under 2 hours and therefore are not fully registered with CIW. Although schemes are not registered Menter Caerdydd ensure that provision complies with the relevant ruling and meets all Regulatory Requirements and National Minimum Standards. Including staffing ratios, qualifications, every day running of schemes and health and safety requirements.</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Menter Caerdydd also provide full training to all staff</p> <p>Children's Play Services funding provided to Ty Gwyn Special School to provide holiday playscheme (see B4) all provision meets Regulatory Requirements and National Minimum Standards.</p> <p>Children's Play Services provides a play grant to First Opportunity for disabled children aged 1-4 years. All Play groups/nurseries meet the regulatory requirements and national minimum standards for CIW.</p>		
<b>D6</b>	Staffed play provision that the Local Authority's partners provide meets the Regulatory Requirements and National Minimum Standards	Amber	Amber	<p><b>Childcare/FIS:</b></p> <p>The Childcare Business Support Team offer support to new and existing <b>childcare</b> providers with</p>	There are no shortfalls identified that could be reasonably met.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				regards to meeting the National Minimum Standards.		
		Amber	Amber	<b><u>Children's Play Services:</u></b> Please see D5	Ownership on play provisions to meet Regulatory Requirements and National Minimum Standards, at times unknown to the Local Authority.	
			Green	<b><u>First Opportunity:</u></b> All settings are registered with the relevant authorities such as CIW, Estyn Flying Start etc.		
D7	Staffed play provision across the Local Authority works to a recognised quality assurance programme	Amber	Amber	<b><u>Childcare/FIS:</u></b> The CBSO Team support <b>childcare</b> settings in gaining relevant Quality Assurance awards.	There are no shortfalls identified that could be reasonably met.	



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
		Green	Amber	<p><b><u>Children’s Play Services</u></b></p> <p>Children’s Play Services use an unrecognised in-house Quality Assurance system. This includes:</p> <ul style="list-style-type: none"> <li>• Use of ‘daybooks’ to analyse, observe &amp; reflect (as identified in The First Claim).</li> <li>• Intervention styles.</li> <li>• Role of the Playworker.</li> </ul> <p>Children’s Play Services ensures the quality of play provision by implementing:</p> <ul style="list-style-type: none"> <li>• scheduled H&amp;S inspections,</li> <li>• risk assessments including play benefits for all activities</li> <li>• qualified core council play staff,</li> <li>• PPDR process,</li> <li>• training opportunities for all staff</li> </ul>		<p>To develop a New Play Delivery quality assurance model, to use across all new play schemes.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<ul style="list-style-type: none"> <li>team, management &amp; department meetings.</li> </ul> <p>CIW carry out regular inspections of play centre provision.</p> <p>Comply with CIW regulations and gain feedback and recommendations from reports, at Play Centre provision.</p>		
D8	The Local Authority prioritises quality issues when engaging with/ commissioning the private sector to deliver recreational activities for children.	Green	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>Childcare Business Support Officer support is focused with fee paying childcare provision as opposed to free at point of access play provision.</p> <p>No enquiries received regarding premises from play providers.</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
		Green	Green	<p><b><u>Local Authority:</u></b></p> <p>All public procurement is undertaken on a 'MEAT' basis – most economically advantageous tender basis - where the lowest cost is never the driver. Cardiff Council always places a heavy emphasis on quality in tender documents.</p> <p>Ref: Cardiff Council Socially Responsible Policy.</p> <p>Any organisation the local authority commissions to carry out recreational activities, are required to be Local Authority approved vendors.</p> <p>When providing recreational activities the department would be required to check the following processes are in place before commissioning the organisation:</p>	No shortfalls reported.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Suitable Insurance DBS Checks Risk Assessments First Aid qualified staff Qualified specialist staff in the required field.</p> <p>“Play covers a wide range of provision; facilities; services and community organisations, therefore it is essential that budgets that cover all these areas contribute towards the purpose of achieving sufficient opportunities for children to play. It is anticipated that with a slight shift in emphasis in how a budget is utilised a significant improvement in the availability of play opportunities can be achieved.” (Page 10, 4.4, <i>Wales – A Play Friendly Country: Welsh Government</i>)</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
D9	The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children	Red	Red	<p><b><u>Childcare/FIS:</u></b></p> <p>Childcare Business Support and FIS have no record of the provision of no cost/low cost premises used for play provision</p>	Given the economic environment, this may be unlikely to be possible.	
		Amber	Amber	<p><b><u>Children's Play Services:</u></b></p> <p>Libraries and hubs provide free space, for free at point of access play provision. Park areas provide free space for play schemes not play events.</p>	<p>CPS are charged for operating free open access and closed access play scheme at venues both internal and externally.</p> <p>Given the economic environment, this may be unlikely to be possible.</p>	
			Amber	<p><b><u>Parks:</u></b></p> <p>Use of parks to run summer play schemes are free, larger schemes do incur a small charge.</p>	<p>Large, heavily equipped play schemes at the major parks incur a minimum charge for use of the site. Waiving this cost</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					would put a heavier burden on parks budgets because all heavy use of open space inflicts damage to the grass etc which needs reinstatement. Smaller schemes do not incur a charge.	
			Green	<b><u>Libraries/Hubs:</u></b>		
			Amber	<b><u>Youth:</u></b> 3 youth centres are now based in Hubs (St Mellons, Butetown and Powerhouse and access shared spaces. Some play provision accommodated in youth centres.	Youth centres have income targets which can require levying a charge for spaces.	Consider a different model to promote entrepreneurialism and creativity.

**Structured recreational activities for children**

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
<b>D10</b> Different	Local authority sport, physical activity, and active recreation plans are contributing to increasing free play and recreational activities	STATUS	STATUS		Awaiting information	
<b>D11</b>	The sports agenda contributes to the provision of sufficient recreational activities for children	Green	Green	<p><b><u>Sport Cardiff</u></b></p> <p>Sport Cardiff provide accessible recreational opportunities and collaborate with partners to provide sufficient recreational activities. Some examples of these activities include:</p> <p>Table Tennis: Officers have been working with Cardiff City Table Tennis Club who have received Children In Need funding to run table tennis in schools that are in areas of deprivation. Officers are working with the club to run weekly sessions in 4 local primary schools. Each</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>school was invited to a tournament held at the club, an opportunity they may not have had if it was not for the project. Seven pupils from the schools involved have now joined the club as a members.</p> <p><b>Play Maker Award</b> Sport Cardiff continue to roll out the Playmaker award to Primary Schools. The Play Maker award is a nationally recognised course accredited by Sports Leaders UK. The Award is a great introduction into leadership for pupils or students aged nine and over. With each school nominating at least one class / year group to take part in the training there are a significant number of new young people entering the world of leadership. These young leaders are then creating and leading</p>		



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>activities during the school day for their peers at break times and lunch time.</p> <p><b>Cricket Wickets and All Stars Programme</b> Sport Cardiff were approached to help support a new Cricket pilot scheme in the East. Before the summer period a meeting was held with Cricket Wales, Lord Taverners and the Youth Sport Trust at Eastern Leisure centre to confirm the Wicketz programme in Llanrumney. Wicketz is a community cricket programme targeting young people aged 8-16 living in areas of deprivation and hard-to-reach groups without access to sporting opportunities and the benefits sport can bring. By establishing sustainable community cricket hubs, we provide year-round weekly cricket sessions with a focus</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>on developing crucial life skills. We look to;</p> <ul style="list-style-type: none"> <li>* Develop participant's physical and mental well-being</li> <li>* Promote positive life choices</li> <li>* Enhance the future prospects of participants</li> <li>* Increase community cohesion</li> <li>* Create sustainable community club environments</li> </ul> <p>Wicketz tackles issues that negatively affect its participants and communities. Through sport, it improves prospects of participants by developing their social and personal skills such as leadership, communication and self-esteem. This is achieved through reactive learning within cricket sessions, relevant in-house health awareness and the delivery of workshops from local and</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>national organisations, on topics specifically targeted at local issues, including healthy living, gang and knife violence, rail safety and hate crime.</p> <p><b>South West</b> Over the holiday periods, officers from the South West were able to work collaboratively with their local Hub (Ely and Caerau) to facilitate a community programme which ran on a weekly basis. These sessions took place within the community spaces amongst the Hub, whereby a local familiar coach was able to facilitate inclusive multi-sports activities, encouraging both children and families to participate together. As the weeks unfolded, participants were given the opportunity to voice their opinions around the sport they would like to</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>take part in, for the following weeks session .During this period of time, the sessions were able to retain regular attendees (10-15), ranging between the ages of 4-13.</p> <p>Sport Cardiff officers were approached by Caerau and Ely's children centre, requiring sport and physical activity as part of their provision (twice a week), for those aged between 4-11. Over the course of a six week period, a different sport (football, Zumba, tag-rugby &amp; street dance) was delivered each session to provide a taster of each of these activities. The sessions received a regular attendance of 15-20 children, of which, enjoyed the variety on offer and opportunity to engage with other children on a regular basis.</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<a href="http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey.aspx">http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey.aspx</a>		
D12	The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children	STATUS	Green	<p><b><u>Culture &amp; Arts:</u></b></p> <p>Cardiff Council’s culture and arts agenda currently delivers the following activities to support the provision of recreational activities for children: St David’s Hall</p> <p>St David’s Hall offers a programme of Children’s performances that cater to children from early years upwards. These shows fall into two categories. Those that combine fun entertainment and educational elements and featuring familiar characters for example Peppa Pig, Fireman Sam. Secondly</p>	Dependent on Funding	Secure financial sustainability of existing programme and secure additional funding where possible.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>those that are specially curated and presented concerts for children which aim to specifically introduce families and children to live orchestral music. This product includes both that which is externally produced for example by BBC National Orchestra of Wales and the Orchestra of WNO as well as productions created by the Arts Active team eg the series of Tiddly Prom shows that Arts Active produces for the under 5s offering an experience live music for the youngest audiences and their parents. This programme of work is not free at the point of access however in the case of the Arts Active produced performances opportunities for free access to these events is often included and offered through the Flying Start programme, Fusion networks etc.</p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p><b>Cardiff Story Museum</b></p> <p>Galleries in museum are child friendly and specifically designed to encourage family learning. Activities provided as core to a 'general public' visit include hands on activities, dressing up, small world play, handling activities and activities to encourage imaginative play. Free</p> <p>Events programme at museum includes family fun sessions during school holidays Free or small charge (£1 per child)</p> <p>Dinky Dragons monthly event specifically designed for babies and toddlers – c.1,000 per year. Galleries of museum turned into baby-friendly zones, with</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
			Green	additional play equipment, messy play, rhyme time and story time sessions. Free		
		Amber	Green	<b><u>Children's Play Services/Disability Project:</u></b>  Supports relaxed performances with New Theatre and St Davids Hall. These include a breakout area and sensory equipment to support child with disabilities to access cultural events.		To continue partnership associations to ensure further relaxed performances are supported throughout the year.
			Green	<b><u>Libraries/Hubs:</u></b>  All Hubs and Libraries offer arts, crafts and cultural activities on a weekly basis either within story times for under 5s or as part of other activities e.g. hands on history, class visits, Summer		



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Reading Challenge, Harry Potter Night, etc.		
<b>D13</b>	The Local Authority Youth Service provides for children's opportunities for leisure and association	No status given	Amber	<p><b>Youth:</b> The youth service offers universal provision in 5 locations across the city:</p> <ul style="list-style-type: none"> <li>• Llanedeyrn</li> <li>• North Ely</li> <li>• Butetown</li> <li>• St Mellons</li> <li>• East Moors</li> </ul> <p>3 evening sessions (1 junior for 10-13 year olds and 2 senior 14-19) offered for 44 weeks of the year.</p> <p>Each neighbourhood area also has a dedicated street based (detached) team that works in communities served by the youth activity centre (YAC). On most communities where statutory sector youth provision has been removed, the council operated a Youth Innovation</p>	Youth provision is not offered in all communities across the city.	Review the current YIG arrangements for sustainability, outcomes and co-production with young people.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Grant (YIG) is tendered for by Third sector organisations to offer youth provision on behalf of the council.		

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?

Assessment of the quality of play provision is not a requirement of the CSA

How has provision that is not part of the CSA been assessed in respect of the quality of play opportunities they provide and offer?

The Children’s Play teams quality assess provisions to ensure a rich play environment is provided using quality assessment tools however, new quality assessment tools will be introduced as a part of the new action plan process, to identify gaps in play types and make change where necessary. Where facilities are required to be registered under the Care Inspectorate Wales, a rigorous process is in place to ensure settings and partner organisations meet the National Minimum Standards. Other partners and schemes that are not required to register however, follow

the same rigorous principles. This includes staff ratios, qualifications and health and safety requirements. All employees are qualified and carry out relevant CPD in line the requirements of the Standards.

Whilst at present, there is no formal Quality Assurance system adopted in Children's Play, a robust internal system is in place to ensure the quality and standard of play provided. This is an action going forward to review and implement a new play quality assurance model across all play schemes. Further focus is required to ensure that partners promote rich play environments and promote the benefits of play.

The delivery of supervised play delivered by the Local Authority in Cardiff has significantly changed over the past three to five years. This is largely due to the budget pressures placed on all Local Authorities and the need to reassess delivery of services. Children's Play Service has moved away from Play Centre delivery and into a more community centred programme. This has resulted in the service moving away from CIW registration and into shorter, play scheme delivery. However, although registration is no longer a requirement, the Play Team continues to implement and deliver in line with the requirements of the National Minimum Standards which ensures quality of provision across the service.

**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	Identified actions for Action Plan
E1	The Local Authority keeps records of the number of children living in low income families	Amber	Amber	<p><b><u>Research Team:</u></b></p> <p>Figures are available from HMRC down to LSOA level. There are up to date records of all numbers of children living in low income families across all wards of Cardiff.</p> <p>This enables the Local Authority to identify and provide services, focusing on areas where children and young people are in need.</p>	There are no shortfalls identified.	
E2	The Local Authority keeps records of the number of children living in areas of	Green	Green	<p><b><u>Research Team:</u></b></p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	deprivation			<p>Deprivation data from the Welsh Index of Multiple Deprivations is available from Welsh Government at LSOA level. ONS population estimates (latest data mid 2017) can be matched with this to estimate the number of children living in the most deprived areas across Cardiff.</p> <p>Overview is given within 'Cardiff Liveable City Report'.  <a href="http://cmsprd.cardiff.gov.uk/ENG/Your-Council/Strategies-plans-and-policies/Local-Wellbeing-Assessment/Documents/Liveable-City-Report-2017-consultation-draft-Jan-2017.pdf">http://cmsprd.cardiff.gov.uk/ENG/Your-Council/Strategies-plans-and-policies/Local-Wellbeing-Assessment/Documents/Liveable City Report 2017 consultation draft Jan 2017.pdf</a></p>		
E3	The Local Authority keeps records of the number of children living in rural areas	Amber	Amber	<p><b><u>Research Team:</u></b></p> <p>Population figures from 2011 census are available for urban/rural split. More recent estimates (latest data mid 2017) can be applied to the 2011 urban/rural classifications down to LSOA level.</p>		
E4	The Local Authority keeps records of the number of disabled children and	Green	Green	<p><b><u>Children's Play Services:</u></b></p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	those with particular needs.			<p>Up to date records of the number of disabled children and their needs is kept.</p> <p>Information is provided to Children’s Play Services through the referral process for children that would benefit from play.</p> <p>Data also available through ‘Cardiff Strategy for Disabled Children and Young People’. However it is difficult to be accurate about the population of disabled children and young people in Cardiff. The disability index is voluntary and therefore not comprehensive.</p> <p>The Disability Index has the most up to date information of those registered in Cardiff, although this only contains information on those who have chosen to register and given consent. Therefore not 100% accurate but this gives a good indication.</p> <p><a href="https://cardiff-fis.info/parenting/%E2%80%A2index-of-children-and-young-people-with-disabilities-and-additional-needs/">https://cardiff-fis.info/parenting/%E2%80%A2index-of-children-and-young-people-with-disabilities-and-additional-needs/</a></p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
E5	The Local Authority records the availability of no cost provision	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Cardiff FIS maintains a record of both registered childcare and activities for children and young people. Including no cost play provision, for all settings who submit information to Cardiff FIS. The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised this a voluntary action on the part of providers.</p>	Childcare Business Support and FIS often do not know about what is being run free as it is not on the FIS database.	
			Amber	<p><b><u>Children's Play Services:</u></b></p> <p>Undertook an exercise to investigate the number of provisions available in 4 areas of Cardiff, specifying low cost or no cost play provision. This exercise was a specific piece of work that may be repeated in the future.</p>		
E6	The Local Authority records the provision of no	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p>	There are no shortfalls	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	cost / low cost premises used for play provision			Childcare Business Support and FIS have no record of the provision of no cost/low cost premises used for play provision	identified that could be reasonably met.	
<b>E7</b>	The Local Authority records the provisions where grants or subsidies are available for play providers	Amber	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>The Childcare Business Support Team manage the Welsh Government Childcare and Play Grant for new places, sustainability and improving quality for registered childcare. There is also funding for newly registered childminders and the team promote any external funding such as awards for all grants to eligible providers.</p>		
<b>E8</b>	The Local Authority provides subsidised transport for children travelling to play opportunities	Red	Amber	<p><b><u>Children's Play Services/ Disability Project:</u></b></p> <p>Children's Play Services provide transport for disabled children and young people for 'Closed Access' play provision in half terms and summer holidays.</p>	This is no longer provided for children attending childcare settings.	



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan

**Charge for play provision**

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

Due to the recent financial pressures placed on the Local Authority, Children’s Play Service has undergone a significant review and restructure in order to ensure the continuation of the services to local children and to ensure the continuation of free play provision. The review has enabled the Local Authority to reduce the costs of the service by moving away from Play Centre provision and utilising community settings. The cost of the service is core funded in Cardiff however, the Play teams work closely with partners to ensure and enable additional projects and play schemes through external funding and shared resources, thus keeping charges to a minimum or free.

Similarly, due to the financial pressures, the Local Authority has moved away from direct provision and service delivery of Leisure Services. This has enabled the service to continue, facilities to remain open and continuation of quality recreational activities. Through the robust Procurement Process for this service, Cardiff Council ensured that the new Partner Organisation continue to provide pricing structures that operate fairly and proportionately between different customer groups and minimise the extent to which price becomes a barrier to regular participation. In addition, the Local Authority has ensured through the service specification that the partner organisation will include a concessionary scheme for those less able to afford full pricing.

Cardiff Council works closely with Sport Wales in the provision of the Welsh Government Free Swim Initiative which enables children to access swimming sessions free of charge at facilities across the city. The Council has also supported an initiative to ensure that all Junior Football Teams use sport pitches free of charge in order to enable those less able to afford activities, the opportunity to take part. Similarly, Cardiff Council owns and manages a range of play parks and open spaces across the city, which are free to access.

Cardiff Council also operates a small grants scheme in order to assist those disadvantaged communities to access funding to support access to provision, for example Menter Caerdydd, or the introduction of new schemes for example childminders support through the Family Information Service.

Whilst there are many opportunities across Cardiff to keep prices low or at no cost, there is always a cost to the Council/ provider, for instance employee cost, resource, maintenance of equipment. With the increasing financial pressures on Local Authorities, this will become more challenging as funding decreases. Additionally, external funding has significantly decreased and consequently the opportunity to deliver additional or targeted provision at a low cost has decreased with it.

The Local Authority will continue to work closely with partners in order to share resources, keep costs to a minimum and will continue to take every opportunity where external funding allows. Teams will also continue to review scheme programmes in order to address gaps in provision particularly for hard to reach groups.

**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	Identified actions for Action Plan
F1	The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas	Amber	Amber	<u>Transport:</u> Information is held on the number of 20 mph zones/school safety zones in residential areas.	The information is held but needs to be reviewed. An Active Travel to schools Scoping Study is being procured which will assist with this.	Review and update the information held on school safety zones
F2	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	Amber	Red	<u>Transport/Road Safety:</u>	No mechanism has been identified currently so this needs to be explored. It links	Roll out of 20mph limits across residential areas

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	their communities				with the Healthy and Active Fund project proposal 'Making Cardiff's Streets Child Friendly'.	
<b>F3</b>	The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the introduction of speed reduction measures and provision of safe crossing points/routes for pedestrians and cyclists	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Plans including the Integrated Network Map (INM), roll out of 20mph limits and Safe Routes in Communities aim to improve provision for pedestrians and cyclists.</p>	Resources and funding mechanisms have an impact on the delivery of schemes to improve provision for pedestrians and cyclists.	<p>Roll out of 20mph limits across residential areas.</p> <p>Implement access restrictions around schools (pilot).</p>
<b>F4</b>	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	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Parks, leisure centres and outdoor play facilities were considered as destinations for active travel journeys in accordance with Welsh Government Active Travel Design Guidance when</p>	<p>These locations were not part of the INM scheme prioritisation process.</p> <p>Not all parks, outdoor play facilities and local</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				developing the Integrated Network Map.	<p>leisure centres are within scope of the routes already identified for improvement on the INM. There is an opportunity to reconsider this during the next INM review.</p> <p>Ensuring that these locations are reflected in the relevant Welsh Government guidance would provide better integration between these policy areas.</p>	
F5	There is potential for the Local Authority to take further action to reduce traffic speed and improve road safety to promote play opportunities	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b> 20mph limits are being rolled out in residential areas. The Street Play pilot is providing opportunities for play in residential streets.</p>	There is potential for further action to be taken, subject to availability of funding and resources for delivery. At present	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>The Access Restrictions TRO project has scope for including play opportunities. This will be considered as part of the HAF project proposal.</p>	<p>it is not known whether the delivery of infrastructure schemes has a direct impact on play opportunities as this is currently not captured in the scheme monitoring process. Play opportunities and access to open spaces needs to be built into scheme development and monitoring.</p> <p>In addition to infrastructure delivery, there is a key role for awareness raising and cultural/behaviour change which needs to be aligned with the rollout of the street play pilot. This would make drivers</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					aware that children may be playing out, and that they are being encouraged to do so as part of the Child Friendly City approach, as well as supporting children in managing the interactions with traffic which may result from increased playing out.	
F6	The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national standards	Amber	Amber	<b><u>Transport/Road Safety:</u></b>	Cycle training is not delivered in all primary schools and there is a continuity issue with secondary schools in particular having a low take up of cycle training opportunities. Cycle training is offered to all schools, but if all schools chose to	
				Cycle training to National Standard is carried out in nearly 80% schools and cycle training sessions are also offered to all schools, extra course are run during the school holidays for schools who do not take up the opportunity to participate in the cycle training during the school term.		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					<p>take up the offer there would not be sufficient resources to deliver to all schools. There are constraints in terms of school timetables and also the willingness of schools to take part – individual schools have discretion as to whether they chose to take up the cycle training offer. Ensuring that children and young people have the opportunity to put the cycle training into practice through cycling to school and for other journeys is a key complementary element.</p>	
F7	The Local Authority uses road safety grants and/or other	Amber	Amber	<b><u>Transport/Road Safety:</u></b>	Pedestrian safety training is not	



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	funding to provide pedestrian safety training for children			<p>Pedestrian safety training for children is carried out in schools through the Kerbcraft and Streetwise programmes.</p> <p>Case Study: Scoot to School Appendix A</p>	<p>delivered in all primary schools and there is a waiting list to take part in the programmes. There are resourcing constraints for both Kerbcraft and Streetwise. Streetwise, which aids the transition for pupils from primary to secondary school and promotes independent travel, is also subject to the availability of funding for 2019/2020.</p>	
<b>F8</b>	The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes	Red	Amber	<p><b><u>Temporary Traffic Orders/Children's Play Services:</u></b></p> <p>The Local Authority has undertaken year 1 of a 6 month pilot project.</p>	<p>Application process for residence. Identifying appropriate streets for closures.</p>	<p>Year 1: Pilot to continue with the 5 streets from original pilot. Introduce and support a possible 10 further streets.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Supporting 5 street closures across Cardiff to enable Street Play to take place. In partnership with:</p> <p>Play Wales Children’s Play Services Transport Services Child Friendly City of Cardiff</p> <p>The initial 5 street closures for play have now been extended for a further 6 months. With the knowledge that these are now sustainable streets. The AWPOG has been utilised to purchase street closure kits enabling the pilot to be rolled out to further communities.</p> <p>A key aim of the pilot is identify the resource implications for the local authority of making this initiative more widely available.</p>	<p>Identifying suitable team within the LA to administrate, support and monitor street closures.</p> <p>Further action is required to ensure that the process for arranging temporary road closures is accessible and well-known. This will subject to availability of funding and resources for delivery.</p>	<p>Develop partnerships with 3<sup>rd</sup> sector organisations and LA departments to support street closure pilot.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Case Study: Street Play, appendix A		
F9	The Local Authority refers to <i>Manual for Streets</i> when considering new developments and changes to the highway network/urban realm	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Manual for Streets and Manual for Streets 2 are both used in the design of schemes. Policy contained in the Local Development Plan and Supplementary Planning Guidance supports the use of Manual for Streets and Manual for Streets 2.</p> <p>The Council endeavours to apply this policy in the design of schemes. There has been an ongoing cultural shift from traditional engineering approaches but there is evidence of greater awareness across the planning, transport and highway functions.</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
<b>F10</b>	The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Welsh Government Active Travel Design guidance is used in the design of schemes.</p>	Universal application of Active Travel Design Guidance is not yet being achieved in all schemes. There has been an ongoing cultural shift from traditional engineering approaches but there is evidence of greater awareness across the planning, transport and highway functions.	
<b>F11</b>	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	No Status Given	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Infrastructure schemes may have an indirect impact in terms of increasing opportunities for independent mobility through increasing road safety more generally. Casualty data for vulnerable</p>	Child pedestrian road casualty data could be specifically used in the identification and development of other schemes. Promoting independent mobility for children	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				groups – which includes children – is used as part of the Road Safety Grant funding process.	could be identified as a key outcome for schemes.	
<b>F12</b>	The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure	Amber	Red	<b><u>Transport/Road Safety:</u></b>	Children's needs to access play opportunities are not specifically considered when making decisions about public transport planning and expenditure. The local authority does not have direct control over public transport routes and service provision.	
<b>F13</b>	The requirements of disabled children are understood and provided for within traffic and transport initiatives	Moved from Matter B Amber	Amber	<b><u>Transport/Road Safety:</u></b>  Equality Impact Assessments are undertaken for all schemes	More engagement could be carried out to ensure that there is a thorough understanding of the needs of disabled	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				as part of the standard design process.	children and other user groups when identifying and developing schemes.	

**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.**

<b>F14</b>	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)	Green	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>Cardiff FIS maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS.</p> <p>The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it</p>		
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				must be recognised this a voluntary action on the part of providers.		
		Amber	Green	<p><b><u>Children’s Play Services:</u></b></p> <p>Children’s Play Services has a dedicated section on the Cardiff Council website that advertises and promotes play opportunities for children and young people within communities across Cardiff.</p> <p>CPS also utilises the Council Facebook and Twitter account to advertise play opportunities.</p> <p><a href="https://www.cardiff.gov.uk/EN/resident/Leisure-parks-and-culture/Childrens-Play/Pages/default.aspx">https://www.cardiff.gov.uk/EN/resident/Leisure-parks-and-culture/Childrens-Play/Pages/default.aspx</a></p>		
			Amber	<p><b><u>Parks:</u></b></p> <p>Outdoor Cardiff website which is signposted from the main Council website, is being updated to provide improved information about</p>	In progress, more information is needed about play provision	<p>Yr 1: Update website to provide better information about play opportunities.</p> <p>Yr 2:</p>

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				the larger parks and places to play. <a href="https://www.outdoorcardiff.com/">https://www.outdoorcardiff.com/</a>		Website goes live with play information.
<b>F15</b>	The Local Authority provides information on access to play opportunities and contact for support if required	Green	Green	<b><u>Childcare/FIS:</u></b>  Cardiff FIS maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS. The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised this a voluntary action on the part of providers.		
		Green	Green	<b><u>Children’s Play Services:</u></b>  See F14		
<b>F16</b>	The Local Authority supports and publicises events which	Green	Green	<b><u>Childcare/FIS:</u></b>		



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	encourage play opportunities and events for children and families			<p>Cardiff FIS maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS.</p> <p>The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised this a voluntary action on the part of providers.</p>		
		Green	Green	<p><b><u>Children’s Play Services:</u></b></p> <p>See F14</p> <p>Children’s Play Services uses the Council Twitter and Facebook to promote and advertise National Play Day and Community events.</p>		
			Green	<p><b><u>Libraries/Hubs:</u></b></p> <p>All Hubs and Libraries stock the Primary Times, information produced by the</p>		

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				Children's Play Services as well as information about their own play opportunities		
			Green	<p><b><u>Parks:</u></b></p> <p>Parks events programme includes child and family friendly activities in parks and open spaces throughout the year. This is now on the Outdoor Cardiff website. <a href="https://www.outdoorcardiff.com/">https://www.outdoorcardiff.com/</a></p>	Better signposting required from the main website and other pages.	Linked to F14 above
F17	The Local Authority publicises information which contributes to positive community attitudes to play	Green	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>Cardiff FIS maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS. The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised this a</p>		

				voluntary action on the part of providers.		
			Amber	<p><b><u>Media &amp; Communications:</u></b></p> <p>The Council utilises a range of communications platforms to publicise events and activities for children and families.</p> <p>These include providing press releases to local media, publicising events, e.g. at Cardiff Castle, the Harbour festival, Winter Wonderland, through our social media platforms and internally to staff through via the intranet and Staff App.</p> <p>During the summer of 2018, the communications team developed and publicised on the Council website and social media channels week by week family friendly activities and play opportunities in parks and libraries/hubs across the city, including the free fun</p>	Limited information provided to the Media & Comms team about more localised play opportunities in the city.	Increase information provided to the team for publicity.

				<p>day at Roath Rec on National Play Day.</p> <p>Supported by the Council's communications team, the city centre Car Free Day, a family-friendly event in May 2018 was also resounding success, with an estimated 10,000 people taking to the streets to enjoy the HSBC UK Let's Ride event and the on street entertainment.</p> <p><b>Child Friendly launch</b></p> <p>In October last year, Cardiff Council, with its Public Services Board partners, launched the Cardiff Child Friendly City Strategy. This made Cardiff the first of the seven UK cities working towards becoming a Unicef Child Friendly City to publish its strategy.</p> <p>The focal point of the strategy launch was an event at City Hall. This event was planned, organised and staged by</p>		
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				<p>children and young people from the Cardiff Youth Council.</p> <p>Cardiff Council led the communications and media activity to promote the launch of the strategy and the work to become a Unicef Child Friendly City.</p>		
<b>F18</b>	The Local Authority publicises information and support for parents to help them encourage their children to play	Green	Green	<p><b><u>Childcare/FIS:</u></b></p> <p>Cardiff FIS maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS.</p> <p>The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised this a voluntary action on the part of providers.</p>		

			Green	<p><b><u>Libraries/Hubs:</u></b></p> <p>Hubs and Libraries have a stock of Children’s Play Services information for parents. Staff are also able to sign post parents to relevant information. Parenting books, including on play are also available to borrow.</p>		
<b>F19</b>	The Local Authority widely uses on-site signposting to safeguard and promote play	STATUS	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Cardiff FIS maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS. The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information, but it must be recognised this a voluntary action on the part of providers.</p>	There are no shortfalls identified that could be reasonably met.	

			Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>Play teams utilise community venues across Cardiff, these venues advertise and promote play opportunities Children’s Play Services provide. The play teams also promote out of school play opportunities during lunchtime play sessions.</p>		
			Amber	<p><b><u>Parks:</u></b></p> <p>Parks events are publicised on Outdoor Cardiff.</p>		Update website (see F14)
<b>F20</b>	The Local Authority engages with the media to encourage the positive portrayal of children playing in the local area	STATUS	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Any publicity, including positive images of children playing, is managed through Corporate Communications.</p>	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>The play service has utilised the media to promote National Play Day, however</p>	There are no shortfalls identified that could be reasonably met.	

				the majority of media engagement is via the Local Authority Communications Team.		
			Amber	<p><b><u>Parks:</u></b></p> <p>Images being updated on Outdoor Cardiff website.</p>	Restrictions on use of identifiable children make this difficult	<p>Yr 1: Review images on Outdoor Cardiff to improve the portrayal of children playing in parks</p> <p>Yr 2: Identify funding to commission new photographs for use on website</p>

**Access to space/provision**

**How has the Local Authority ensured collaboration to ensure children can move around their communities to increase access to opportunities for playing?**

The local planning authority has successfully secured a distribution of play areas within about 400m, and a distribution of teen facilities within 1000m, of all new homes on Cardiff's strategic development sites. It has also secured a network of foot and cycle routes for children to gain secure and direct access, subject to design detail being resolved. This includes a commitment to a reasonable network of segregated foot and cycle paths, which will enhance the safety of users.



The Local Authority is also delivering a programme of transport measures that aim to reduce vehicular speeds, provide safe crossings and improve routes for pedestrians and cyclists. The LA is delivering its Strategic Cycle Network Plan, which is a plan of core cycling routes serving the areas of Cardiff with the highest propensity to cycle. The LA is now developing its Integrated Route Map as required by the Active Travel Act. This will be a 15 year plan for improving walking and cycling routes across the City. The LA also utilises Road Safety grant funding to deliver improvements to reduce accidents and vehicle speeds, including 20mph zones and school safety zones. The LA uses Safe Routes in Communities funding to improve accessibility and safety and to encourage more walking and cycling within communities.

Street Play is a pilot project in Cardiff providing opportunities for play in residential areas. The scheme enables local organisations, play providers and community members to work together to provide play opportunities safely, in the heart of the neighbourhood. The project is delivered in partnership with Play Wales, Children's Play Service, Transport Service and the Child Friendly Cities Initiative.

Cycle training to National Standard is carried out in nearly 80% schools and cycle training sessions are also offered to all schools, extra course are run during the school holidays for schools who do not take up the opportunity to participate in the cycle training during the school term. Cycle training is not delivered in all primary schools and there is a continuity issue with secondary schools in particular having a low take up of cycle training opportunities. Cycle training is offered to all schools but if all schools chose to take up the offer there would not be sufficient resources to deliver to all schools. There are constraints in terms of school timetables and also the willingness of schools to take part – individual schools have discretion as to whether they chose to take up the cycle training offer.

### **Information, publicity, events**

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

Cardiff Council utilises a range of sources and communication platforms in order to ensure the promotion and publicity of access to children's play opportunities across the city.

Cardiff Family Information Service maintains a record of both registered childcare and activities for children and young people, including no cost play provision, for all settings who submit information to Cardiff FIS.

The CBSO Team, work closely with Cardiff FIS and providers to encourage submission of timely accurate information but it must be recognised this a voluntary action on the part of providers.

Children's Play Services has a dedicated section on the Cardiff Council website that advertises and promotes play opportunities for children and young people within communities across Cardiff. CPS also utilises the Council Facebook and Twitter account to advertise play opportunities.

The Council utilises a range of communications platforms to publicise events and activities for children and families. These include providing press releases to local media, publicising events, e.g. at Cardiff Castle, the Harbour festival, Winter Wonderland, through the Council's social media platforms and internally to staff through via the intranet and Staff App.




Outdoor Cardiff website advertises Park Events for families and children and is signposted from the main Council website. It is being updated to provide improved information about the larger parks and places to play.

Whilst there is a wealth of information and platforms available to publicise children's activities and play, it was widely recognised that further attention is required to ensure that information is being regularly sent through the correct channels, for example Media and Communications, in order that web pages and social media accounts can be updated regularly.

**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	Identified actions for Action Plan
<b>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</b>						
<b>G1</b>	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)	STATUS	Amber	<b><u>Childcare/FIS:</u></b> Workforce Development maintain a record of childcare staff numbers, qualifications, CPD, etc.	There are no shortfalls identified that could be reasonably met.	
		Green	Green	<b><u>Children’s Play Services:</u></b>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Children’s Play Services keeps up to date information for the play workforce including the following:</p> <ul style="list-style-type: none"> <li>• Number of playworkers</li> <li>• Qualification level</li> <li>• Play management structure.</li> <li>• Volunteers.</li> <li>• Training undertaken.</li> </ul> <p>The Local Authority also manages all information of all employees through the Digigov system.</p> <p>Children Play Services have used the AWPOG to support training opportunities. This fund is also used to support volunteers through Children Play Services, and volunteers associated with</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Children's Play Services 'friends of associations' to access training. Children Play Services have additionally used the AWPOG to support collaborative work across Council's to support training opportunities.		
<b>G2</b>	The Local Authority supports all of the workforce to achieve the qualification level required by the Welsh Government's National Minimum Standards	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>One Transition to Playwork level 3 course (12 places) for <b>childcare</b> staff who currently hold CCLD level 3 (suitable for younger children) will be funded in 2018/19. This will ensure compliance with future CIW qualification requirements for playwork settings, registered and operating for children up to the age of 12 .</p>	Limited funding restricts the number of courses available. Playwork staff could access qualification via other funded routes, but take up appears to be at a low level.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Funding for national qualifications available through external routes not through local authority (except for playwork transition course above) grant).		
		Amber	Amber	<p><b><u>Children's Play Services:</u></b></p> <p>All staff are supported and encouraged to achieve National Minimum Standards in playwork.</p> <p>Through the 'All Wales Play Opportunities Grant AWPOG' playworkers receive additional training opportunities.</p>	Funding dependant	
<b>G3</b>	The Local Authority supports the workforce to achieve the accepted qualification levels set out by SkillsActive	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>One Transition to Playwork level 3 course (12 places) for <b>childcare</b></p>	Limited funding restricts the number of courses available. Playwork staff	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>staff who currently hold CCLD level 3 (suitable for younger children) will be funded in 2018/19. This will ensure compliance with future CIW qualification requirements for playwork settings, registered and operating for children up to the age of 12.</p> <p>Funding for national qualifications available through external routes not through local authority (except for playwork transition course above) grant).</p>	<p>could access qualification via other funded routes, but take up appears to be at a low level.</p>	
		Amber	Amber	<p><b><u>Children's Play Services:</u></b></p> <p>All staff are supported and encouraged to achieve National Minimum Standards as set out by Skillactive.</p>	<p>Funding dependant</p>	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
<b>G4</b>	The Local Authority has a staff development budget ring fenced for play, including playwork	Red	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>The Childcare and Play grant <i>may</i> be used to support training (as per grant guidance) but there is no ring-fenced budget</p>	Limited funding restricts the number of courses available. Playwork staff could access qualification via other funded routes, but take up appears to be at a low level.	
			Amber	<p><b><u>Children's Play Services:</u></b></p> <p>Training available through 'All Wales Play Opportunities Grant AWPOG', and community partnerships. There is no ring fenced budget for training.</p>	Due to reduction in Local Authority funding, play training is reliant on external funding.	
<b>G5</b>	There is a comprehensive range of Continuing Professional Development (CPD) opportunities	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Workforce Development provide a wide range of</p>	There are no shortfalls identified that could be reasonably met.	



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	available for playworkers in the area			CPD training that could be accessed by playworkers.		
		Amber	Amber	<p><b><u>Children's Play Services:</u></b></p> <p>Training available through 'All Wales Play Opportunities Grant AWPOG', and community partnerships :  Vale of Glamorgan.  Children's Play Services.  Disability Play Projects and Volunteers.  Seren in the community.  Adult Learning Wales.  Play Wales.</p> <p>Personal Reviews completed with all staff, where personal development is identified.</p> <p>Training available via Cardiff Council Cardiff Academy website and partners.</p>	<p>Funding not readily available</p> <p>Cardiff Academy training limited to Local Authority employees</p>	<p>Identify additional funding.  Source free opportunities within community partnerships.  Identify training through Cardiff Academy.</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
<b>G6</b>	Training is available for volunteers and parents to develop their knowledge on skills in playwork	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Via Flying Start and Families First – although may be more focused on play than playwork.</p>	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<p><b><u>Children's Play Services</u></b></p> <p>Additional training for volunteers and parents available when funding is accessible via 'All Wales Play Opportunities Grant AWPOG'</p> <p>Children's Play Services Disabled Children's Play Coordinator, has sourced free training for Parents and volunteers at Saturday Project.</p>	Funding not regularly available	Identify additional funding. Source free opportunities within community partnerships. Identify training through Cardiff Academy.
<b>G7</b>	The Local Authority includes playwork within its	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p>	Limited availability due to funding.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	Workforce Development strategies			Work Force Development promotes playwork courses when available.		
			Green	<p><b><u>Children's Play Services:</u></b></p> <p>There is a corporate requirement to develop work force development plan across all department across the Local Authority.</p> <p>Children's Play Services identify their own work force priorities within the services area workforce plan.</p>	Limited funding available through core funding.	Identify additional funding. Source free opportunities within community partnerships. Identify training through Cardiff Academy.
<b>G8</b>	The Local Authority supports partners to deliver appropriate training to community groups, parents and volunteers	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Funding provided for CPCKC for a playwork course. Childcare Business Support Team have actively recruited</p>	Limited availability due to funding.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				people to attend the courses.		
		Amber	Amber	<p><b><u>Children’s Play Services/Disability Project:</u></b></p> <p>Children’s Play Services Disabled children’s Play Coordinator has sourced free training for Parents and volunteers at Saturday Project.</p>		
<p><b>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.</b></p>						
<b>G9</b>	The Local Authority has undertaken a comprehensive training needs analysis for the play workforce as defined in the toolkit glossary and above	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Play practitioners are able to respond to the training needs assessment issued by Flying Start, Childcare and Parenting Services Workforce Development (WFD) but response rates have been low,</p>	There are no shortfalls identified that could be reasonably met.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				compared to the childcare workplace.		
		Amber	Green	<p><b><u>Children’s Play Services:</u></b></p> <p>The Play workforce have been able to undertake a variety of training relevant to play using ‘All Wales Play Opportunities Grant AWPOG’.</p> <p>Training needs analysis completed annually for core Children’s Play Services staff.</p>	There are no shortfalls identified that could be reasonably met.	Identify additional funding. Source free opportunities within community partnerships. Identify training through Cardiff Academy.
<b>G10</b>	The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff	STATUS	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Uptake of training provided by WFD by staff from the play sector (as opposed to the childcare sector) has been limited. This may be due to training being offered on evenings and weekends,</p>	There are no shortfalls identified that could be reasonably met.	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				when childcare is not operating, but play services may be.		
		Amber	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>Cardiff Councils, Cardiff Academy offer free training opportunities for professional development.</p> <p>When additional funding is available (mostly via ‘All Wales Play Opportunities Grant AWPOG’), Play staff are able to attend such as “Spirit of Adventure” and Playworker forums.</p>	Funding not regularly available	Identify additional funding. Source free opportunities within community partnerships. Identify training through Cardiff Academy.
			Green	<p><b><u>First Opportunity:</u></b></p> <p>The Co-ordinator has undertaken regular training including has completed courses in Makaton, Speech and</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Language (Elklan), Working with looked after children, Thrive, Wellcomm, Advanced Welsh and Domestic Violence.		
<b>G11</b>	There is a comprehensive range of CPD opportunities for a range of professionals who work with children	Green	Green	<b><u>Childcare/FIS:</u></b> WFD provide a wide range of CPD training opportunities, open to the range of professionals who work with children.		
			Green	<b><u>Children's Play Services:</u></b> Children's Play Services staff have been able to undertake a variety of training relevant to play via 'All Wales Play Opportunities Grant AWPOG' to enable Children's Play Services staff, partners to continue CPD opportunities.	Funding not regularly available	Identify additional funding. Source free opportunities within community partnerships. Identify training through Cardiff Academy.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
			Green	<p><b><u>First Opportunity:</u></b></p> <p>All staff are invited to training events run by The Early Years Inclusion Team. General, in-house advice can be also be provided within settings and for 2017/18 and 2018/19 a specific training day was held for First Opportunity settings.</p>		
			Green	<p><b><u>Menter Caerdydd:</u></b></p> <p>Play provision provides full training and comprehensive CPD opportunities. Where possible we try to ensure that training is held through the medium of Welsh.</p>		
<b>G12</b>	Training awareness sessions are available for professionals and decision makers whose work impacts	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Work Force Development is used - Training awareness sessions are</p>	There are no shortfalls identified that could be reasonably met.	



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
	on children's opportunities to play			<p>available for professionals and decision makers whose work impacts on children's opportunities to play. A full list of the training courses available can be found on the below link:</p> <p><a href="http://www.childcareincardifftraining.co.uk">www.childcareincardifftraining.co.uk</a></p>		
		Red	Red	<p><b><u>Children's Play Services:</u></b></p> <p>There have been no training awareness sessions being requested directly by professionals or decision makers.</p>	<p>Children's' Play Services have not been used as a professional resource to input their experience and knowledge for current trends and themes amongst children and young people in their communities.</p>	<p>More collaborative work across Local authority, community partners, decision makers and professionals.</p>
			Green	<p><b><u>Child Friendly City:</u></b></p> <p>Elected Member Training – over half the Local</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Councillors and all Cabinet Members have received Unicef Child Rights in Practice training to ensure they are knowledgeable and confident around a child rights approach. Other professional cohorts that have received the training include Police, Social Workers, Exploitation Team, Leaving Care Team, Council Managers, Flying Start Teams, Childcare providers and Policy Officers.</p> <p>Over 2,900 pupils from across schools have received iSay Workshops on rights and local democracy.</p>		
			Amber	<b><u>Parks:</u></b>	Specialist training and support for	Yr 1:

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Playground inspection team and designers have specialist training specifically for playground provision and management. However training using a child focused approach would be beneficial.	parks officers to improve provision. Communication with other play providers in the authority needs to be improved.	Identify training needs and potential courses.  Yr 2-3: Staff trained (subject to funding and availability of courses).

### Securing and developing the play workforce

#### How has the Local Authority met the requirement to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities?

Since the last Play Sufficiency Assessment (2016), Cardiff Council's Children's Play Service has undergone significant change in order to adapt to the increasing financial pressures for the Local Authority. A strategic decision was taken to move away from operating and delivering Play Centre activities to a more peripatetic community based Play Team. This has enabled the service delivery to continue and to become more focussed in its approach. Consequently, the managerial and delivery functions have altered slightly to adapt to the new Play Delivery Model.

The management of the Play Service is situated under Economic Development, within the Leisure and Play Section. The structure has moved from operating seven play centres to delivering through four play teams in community settings across the city. Whilst there has been a reduction in employee numbers and core budget, the delivery has brought about a positive change, meeting the needs of the communities.

The Play Sufficiency Assessment (2019) will influence the delivery plan for each of the four teams in order to ensure that there are sufficient opportunities across Cardiff, particularly where there are identified gaps.

**How has the Local Authority ensured it understands and provides for the workforce development needs of the play workforce (as defined in *Wales: A Play Friendly Country and above*)?**

Cardiff Council provides for the workforce development needs through a number of processes across all Service Areas and /departments. For example, the Personal Development Review is an annual process for each employee to discuss training opportunities and the needs of the workforce. The process is reviewed and updated half yearly and can offer monthly development plans for managers.

In addition, there is a Corporate requirement for each Service Area to assess and develop a Workforce Plan, which will identify the needs each team.

Working in partnership with CPOKC, the numbers of staff in childcare settings requiring a playwork specific qualification has been identified, and funding secured to provide one Transition to Playwork course per year.

All Children's Play employees are supported and encouraged to achieve National Minimum Standards in playwork. Through the 'All Wales Play Opportunities Grant AWPOG' play workers receive additional training opportunities.

Training is available through 'All Wales Play Opportunities Grant AWPOG', and community partnerships :

Vale of Glamorgan.

Children's Play Services. Disability Play Projects and Volunteers.

Seren in the community.

Adult Learning Wales.

Play Wales.

Parks Playground inspection team and designers have specialist training specifically for playground provision and management. However training using a child-focused approach would be beneficial.

**How has the Local Authority ensured it understands and provides the playwork workforce (as defined in *Wales: A Play Friendly Country and above*)?**

There is currently limited capacity (and funding) for the provision of the Transition to Playwork course. There appears to be a limited appetite within the playwork workforce to utilise other externally funded routes to achieving the qualification, via external training providers.

There are many opportunities for training and development however, this area is increasingly difficult due to budget constraints. External funding opportunities have decreased and where they are available, take up is not high possibly due to the courses being on weekends.

Whilst the AWPOG has given many opportunities for further development and training, the short notice of the available funding offered late in the financial year results in courses not being taken up

The forthcoming CIW registration requirements regarding qualifications for childcare setting providing care for children up to the age of 12 is likely to 'encourage' more of the workforce to access their qualification via an externally funded route. It is unlikely that there will be sufficient capacity/funding to provide the Transition course more frequently than at present (one course per year – 12 delegates) unless this is prioritised above other current spending patterns.

**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	Identified actions for Action Plan
H1	The Local Authority promotes initiatives to engage relevant groups in enhancing play opportunities for children in its area.	Green	Green	<b><u>Childcare/FIS:</u></b> Flying Start Parenting Team provides intervention that actively promotes the value and purpose of play (Stay & Play/Language & Play).	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<b><u>Children's Play Services:</u></b> Play teams carry out lunch time play sessions at schools across Cardiff, within the play team's community areas that promote play.	Funding needed to support large scale consultation events in Schools.	To continue further consultation events with schools across Cardiff, to promote play and collate relevant data to support further Play Sufficiency work.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Children's Play Services have engaged with children and teachers through the 'Shout Out About Play' consultation event. This event promoted play opportunities and gathered information from Children and teachers to inform the Play Sufficiency Assessment for Cardiff.		
			Green	<p><b><u>Parks:</u></b></p> <p>Consultations are carried out with local residence and children when major improvements are made to play areas.</p>		
			Amber	<p><b><u>Youth:</u></b></p> <p>Participation is central to youth work delivery. In Cardiff, we have a well-established Cardiff Youth Council and a dedicated AIT team. Young people are trained as commissioners, interviewers, ambassadors, etc. to contribute to council</p>	Young people are becoming cynical about being over consulted – as there is often not a co-ordinated approach by organisations. Difficulties with embedding	Refresh local opportunities for youth forums with clear progression routes to wider forums (national, international, etc).

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				wide agendas and external processes (Local Health Board, etc.). The youth service engages in the annual Make your Mark ballot (over 13k respondents in 2018/19).	participatory practice in the philosophy of the organisation.	
<b>H2</b>	The Local Authority promotes community engagement in: <ul style="list-style-type: none"> <li>- making space available and suitable for play</li> <li>- organising play events</li> <li>- positive attitudes towards children and play</li> <li>- Training on the importance of play.</li> </ul>	Amber	Amber	<b><u>Childcare/FIS:</u></b> Flying Start Parenting Team have a schedule of non-term time play events that encourage families to participate in outdoor activities and trips (community sports days, supported visits to parks and play spaces).	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<b><u>Children's Play Services:</u></b> Children's Play Services organise a large community National Play Day event, located at different parks each year. The event brings together partners and community groups working together to promote play. This ensures there is a wide	The play service New Delivery Model is still in its early stages and is currently operating within four areas of Cardiff where play centre's previously existed. Consideration	Further development of New Play Delivery Model, through consultation into play deprived areas.



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>variety of play activities and opportunities for children to enjoy.</p> <p>The four community play teams utilise community venues, schools and parks to deliver and promote play in a positive way. Community play teams work at the following venues in the following areas:</p> <p><b>South West Programme</b>                      St Francis Hall: Ely                      North Ely Youth Centre: Ely                      Ely &amp; Caerau Hub: Ely                      Herbert Thompson Primary School: Ely</p> <p><b>South Programme</b>                      Canton Community Centre: Canton                      REACH Centre: Grangetown                      Boys &amp; Girls Club: Grangetown.                      St Pauls Primary School: Grangetown</p>	<p>should be given to broaden into new areas that consultation has highlighted.</p>	

Play Sufficiency Assessment Toolkit – Part 2

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>St Mary the Virgin Primary School: Butetown                      Kitchener Rd Primary: Riverside                      Mount Stuart Primary: Butetown                      Grange Gardens: Grangetown                      Marl Park: Grangetown</p> <p><b>South East Programme</b>                      Splott Play Centre: Splott                      Moorland Primary: Splott                      Adamsdown Hostel: Adamsdown                      Young Carers project: across Cardiff                      Street Play: Tremorfa                      New Leaf Gypsy Traveller Forum: Roverway site                      Tremorfa                      ACT Group: Across Cardiff</p> <p><b>East Programme</b>                      Llanrumney Play Centre: Llanrumney                      Power House Hub: Llanedeyrn                      Llanrumney Hub: Llanrumney</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Bryn Hafod Primary: Llanrumney Pen Y Bryn Primary: Llanrumney		
				<b><u>Town &amp; Community Councils</u></b>	Lack of response from Town & Community Councils	Opportunity to develop links with Town & Community Councils.
			Amber	<b><u>Transport/Road Safety:</u></b>  The Street Play pilot gives the opportunity for community engagement in play spaces. The proposed HAF project would also provide these opportunities.	Engagement opportunities need to be reviewed and enhanced throughout the Transport programmes, but this will have resource implications. Training to ensure positive attitudes towards children and play opportunities may be appropriate – the corporate Children’s Rights	Review opportunities for enhanced engagement and participation in the development and delivery of transport schemes.  Promote the corporate Children’s Rights training module.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					training module could provide a starting point in identifying how projects enable children and young people to fulfil their rights.	
			Amber	<p><b><u>Libraries/Hubs:</u></b></p> <p>Cathays Heritage Library have developed Hands on History boxes that have been designed to engage the whole community in local history through play which can be used within a variety of events.</p>	Although most staff have a positive attitude towards play we haven't yet provided any training on the importance of play to staff or parents.	Staff training to be rolled out to ensure the hands on history boxes are used effectively as well as raise further awareness of the importance of play.
			Green	<p><b><u>Youth:</u></b></p> <p>The Youth Service operates 5 fit for purpose Youth Activity Centres across the city.</p> <p>We also operate street based (detached) teams that create the 'space' outside of the</p>	Not operating provision in every community (either centre based or street based).	There are no actions identified that could be reasonably met.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>physical environment to engage young people.</p> <p>The Youth Service funds a series of Youth Innovation Grants to work with organisations in the Third Sector to make opportunities available in communities where we do not have a physical building.</p> <p>The Youth Service has a mobile bus provision that can be utilised to create youth engagement spaces anywhere it will fit! This is often used at community events to promote the benefits of youth provision.</p> <p>Since 2016, Youth Workers are governed by the Education Workforce Council (EWC) which requires all workers to be level 3 qualified to be able to refer to</p>	<p>No financial infrastructure to support the bus project. Where requests are made by partners to use, attend events, the costs may need to be passed on (driver, etc.).</p> <p>Vacancy levels (part time posts) are relatively high and recruitment is proving problematic.</p>	<p>Comprehensive review of YIGs to be undertaken this term to establish impact/outcomes and inform future delivery arrangements.</p> <p>We have identified a small amount of capital funding to equip the bus and make it fit-for-purpose and attractive to young people. Consider a social enterprise/co-production model to run the bus as a business and be self-financing.</p> <p>Work with HR and legal to establish a process to recruit new workers into the field. Offer L2 and L3 Youth Work courses to</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>themselves as Youth Workers. This approach reinforces the importance of the principles and value of the profession.</p> <p>We also offer 20-25 student placements every academic year to contribute to the maintenance of the profession and bring new blood into the workforce.</p>	<p>Placements are short-term and do not provide consistency for young people.</p>	<p>attract students into the profession.</p> <p>Continue to strengthen the relationship with Higher Education Institutions to secure robust placement arrangements for 2019/20</p>

**Community engagement and participation.**

**How has the Local Authority effectively used existing mechanisms for children’s participation and family consultation processes with regards to play?**

Across Cardiff, there are a number of mechanisms in place in order to gain informative consultation with children and families. For example, across Cardiff Council a number of consultation events have taken place including the Shout Out About Play, the Child Friendly Cities Consultation event and the School Sport Survey. Each event has provided a good research opportunity and platform in order that children, families and schools can have their say about factors affecting their opportunity to play.

Within Parks Service, community consultation is carried out as part of the development of any new play area, in order to gain the views of the local community. The Street Play Pilot also gives the opportunity for community engagement in play spaces.

Children's Play Services also organises a large community National Play Day event, located at different parks each year. The event brings together partners and community groups working together to promote play. This ensures there is a wide variety of play activities and opportunities for children to enjoy.




The Flying Start Parenting Team have a schedule of non-term time play events that encourage families to participate in outdoor activities and trips (community sports days, supported visits to parks and play spaces).

Whilst there are many opportunities to gain information and consultation, it has been identified that more can be done to make better use of the groups and events that already take place. Due to time constraints on schools, schools are reluctant to participate in surveys, therefore utilising opportunities already available outside of school is a good alternative. Funding always remains an issue where resources are required; external funding will be identified and utilised where possible.

**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	Identified actions for Action Plan
I1	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	Red	Green	<p><u>Local Authority</u></p> <p>Cardiff’s Public Services Board does not have a nominated children’s play champion. However, the Chair (Leader of the Council) and Vice Chair are champions of Cardiff’s Child Friendly City Strategy which was approved by the Board in 2018 and includes the following Goal:</p> <p>Children have good physical, mental and</p>		



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				emotional health and know how to stay healthy: 'Children, young people and partner organisations work together to ensure access to safe outdoor environments for formal and informal play...'		
<b>12</b>	The Well-Being Plan recognises the importance of play and contributes to the provision of rich play opportunities	NEW	Green	<p><b><u>Local Authority</u></b></p> <p><a href="https://www.cardiffpartnership.co.uk/well-being-plan/">https://www.cardiffpartnership.co.uk/well-being-plan/</a></p> <p>Well-being Objective 4 in Cardiff's Wellbeing Plan – Cardiff is a great place to grow up, includes the following commitment:</p> <p><i>'Place the voice and experience of young people at the heart of public services in Cardiff through adopting a Child's Rights approach and becoming a UNICEF 'Child Friendly City.'</i></p>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>The PSB approved <a href="#">Cardiff's Child Friendly City Strategy</a> in 2018 with Goal 5 being: Children have good physical, mental and emotional health and know how to stay healthy:</p> <ul style="list-style-type: none"> <li>• 'Children, young people and partner organisations work together to ensure access to safe outdoor environments for formal and informal play...'</li> </ul> <p>The Child Friendly Strategy has the following indicators:</p> <ul style="list-style-type: none"> <li>• Percentage of pupils (Year 3-11) participating in sporting activities 3 or more times a week</li> </ul>		

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<ul style="list-style-type: none"> <li>% Physically Active 60 Minutes a Day Every Day</li> </ul> <p>The PSB has also established a Child Friendly City Strategy Group to deliver on this strategy.</p>		

**Education and schools**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
<b>I3</b>	Schools ensure that children are provided with a rich play environment for breaks during the school day	STATUS	STATUS	<b><u>Childcare/FIS:</u></b>	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<b><u>Children's Play Service:</u></b>  Offers lunchtime play sessions at primary schools	Through the 'Shout Out About Play' consultation event. It was raised that	Review the new 'Play Delivery Model' to work more effectively, reducing the strain on play teams. Investigate how to re-

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>in their community development areas.</p> <p><b>South West Programme:</b> Herbert Thompson Primary School Windsor Clive Primary School Trelai Primary School</p> <p><b>South Programme:</b> St Paul Church in Wales Primary School St Patricks RC Primary School Kitchener Primary School Mount Stuart Primary School</p> <p><b>South East Programme:</b> Moorland Primary School</p> <p><b>East Programme:</b> Bryn Hafod Primary School Greenway Primary School Pen y Bryn Primary School St John Lloyds RC Primary School</p> <p>Case Study: Lunchtime Schools Play Programme</p>	<p>lunchtime sessions that are cancelled by the play teams due to unforeseen circumstances, have a knock on effect to the children’s behaviour for the remainder of the day.</p> <p>Willingness from schools to partake in training opportunities.</p> <p>Capacity of the ‘New Play Delivery Model’, to enable play teams to deliver play training.</p> <p>Ensuring play staff are sufficiently trained/qualified to deliver play training.</p>	<p>structure play team dynamics to best suit the model and prevent cancellations.</p> <p>Work with schools to introduce loose parts play through a pilot project. Working with children, young people, lunchtime supervisors and teachers.</p> <p>To identify play teams who would like the opportunity to become play trainers.</p> <p>Source training for play teams to become play trainers.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Appendix A		
			Amber	<p><b><u>School Organisation Planning:</u></b></p> <p>Provision under DFES Building Bulletin (BB) 99 revision 2 guidance, BB 98; and Sport England Guidance; soft and hard play allowances including shade, MUGA, ATP and pitches</p>	<p>Provision is accommodated as detailed for schools the subject of any investment works applicable. Any improvements at schools not in priority investment are not centrally driven to improve. Operation / delivery relies on school management post completion.</p>	<ul style="list-style-type: none"> <li>• Review of any improvements to apply from the '<b>School Grounds for Playing out of Teaching Hours</b>' <i>Play Wales 2013</i></li> <li>• Applying the actions and recommendations of the <b>Active Travel group</b> where applicable</li> <li>• Inclusion of play officers in <b>Equality Impact Assessments</b> for schemes</li> <li>• Inclusion of Play officers in <b>SOP consultations</b></li> <li>• Applying any actions and recommendations from <b>Play forum</b> including case studies</li> <li>• Transport / schools officer post creation TBC: to support school wide <b>Travel Plans</b> including cycle and walking routes</li> </ul>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
14	Schools provide play opportunities during out of teaching hours	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Some childcare provision is sited on school sites, offering before school, after-school and holiday care. This is usually delivered by external providers, rather than the school.</p>	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>All schools offer after-school clubs of various types, ranging from extra curricular activities to out of hours childcare providers offering play opportunities for the children in their care. These vary from school to school and according to the facilities available and partners involved. Each school makes its own decisions regarding the clubs it</p>		CPS to work in partnership with more school in their local community development area.

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>offers and the external partners it links with to provide these opportunities.</p> <p>Schools based within the most deprived areas of the city have dedicated Community Focused Schools Co-ordinators, who are responsible for organising activities and provision that aim to raise the educational achievement of young people from disadvantaged backgrounds. Much of this provision is delivered in partnership with local and community organisations and can include Out Of Hours Learning opportunities, holiday provision as well as family activities.</p> <p>CFS co-ordinators use guidance from Welsh Government and Estyn Good Practice Examples as</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>well as a variety of research studies to decide how best to engage young people and their families into the provision, and how this will improve their educational achievement. Much of this provision will also coincide with play opportunities.</p> <p>CPS are involved with Summer holiday Enrichment Programme (SHEP). This programme targets low income families who receive free schools meals. It was identified that children who receive free school meals and have a long period of time off school such as 6 weeks summer holidays, would not have access to a balanced hot meal during the day whilst not in school. SHEP Programme and Schools put together a programme of activities based around health &amp;</p>		



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>wellbeing, nutrition and exercise. CPS were approached to work in partnership to provide activities around fun active play. CPS were able to support 3 mainstream schools and disability project supported 1 special school and 5 disabled/additional needs children within mainstream schools with one to one support staff to enable them to attend the SHEP Project.</p>		
			Green	<p><b><u>School Organisation Planning:</u></b></p> <p>Provision under DFES Building Bulletin (BB) 99 revision 2 guidance, BB 98 and Sport England Guidance; soft and hard play allowances including shade, MUGA, ATP and pitches; including allowance to community rooms</p>	<p>Provision is accommodated as detailed for schools the subject of any investment works applicable. Any improvements at schools not in priority investment are not centrally driven to improve.</p>	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				including crèche and private nursery use. Role play areas are designed into K1 and 2 classrooms.	Operation / delivery relies on school management post completion.	
15	Schools provide access to school grounds for playing out of school times	Amber	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>Through the AWPOG Children’s Play Services purchased <i>Use of School grounds for playing out of Teaching hours</i> booklet for all schools across Cardiff.</p> <p>South East programme is working closely with a primary school in their community area. Developing play out of school times, as a pilot project.</p> <p>Case study: Moorland Out of Hours Play, appendix A</p>	Through a recent consultation event with 20 primary schools, it has become apparent that teachers/teaching assistants have not had sight of the ‘ <i>Use of School grounds for playing out of Teaching hours</i> ’ booklet.	Children’s Play Services to work with schools across Cardiff to introduce the loose parts play project. The project will also focus on the promotion of opening school grounds out of teaching hours.
			Green	<b><u>School Organisation Planning:</u></b>	Provision is accommodated as	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Provision under DFES Building Bulletin (BB) 99 revision 2 guidance, BB 98 and Sport England Guidance soft and hard play allowances including shade, MUGA, ATP and pitches SLAs developed according to individual school facilities, community need etc. Public open space (POS) is subject to safeguarding arrangements but is possible depending on the nature of site and if constrained, ownership and area issues.</p>	<p>detailed for schools the subject of any investment works applicable. Any improvements at schools not in priority investment are not centrally driven to improve. Operation / delivery relies on school management post completion. Public open space (POS) is subject to safeguarding arrangements but is possible depending on the nature of site and if constrained, ownership and area issues.</p>	
16	Schools encourage children to walk and cycle to school	Green	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>A number of initiatives/programmes/activities are in place to promote active travel to</p>	<p>There are a number of shortfalls in this area, which is largely at the discretion of</p>	<p>Developing the Council's approach to Active Travel Plans for schools</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>schools. Road Safety deliver cycle and pedestrian training. Infrastructure schemes (e.g. school safety zones and 20mph limits) are delivered on an ongoing basis to provide for active travel across the city. A Walking Bus policy and guidance document is being prepared. An Active Travel to schools scoping study is being procured which will explore current provision and barriers to active travel to schools.</p> <p>Progress has been made with the corporate commitment for all schools to have an active travel plan by 2022 now being shared across the Transport and Education directorates.</p> <p>Case Study: Scoot to School Appendix A</p>	<p>individual schools to take forward. There is not a consistent approach to encouraging walking and cycling and some schools are more proactive in this area than others. For example, the Council's cycle training is not taken up by all schools. A more holistic, whole school approach, supported across the Council's Education and Transport departments, would assist in this regard. At a school level, advice and practical support for schools to encourage active travel involves</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					<p>accessing different services within the Council and external partners. There is no single point of access for schools to obtain information on all aspects of walking and cycling to school. Developing active travel plans will enable schools to develop policies and actions, tailored to meets their needs and offer signposting. In addition facilitating the sharing of positive experiences between schools, peer to peer will help raise awareness of what can be achieved.</p>	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
			Green	<p><b><u>School Organisation Planning:</u></b></p> <p>SOP membership of corporate Active Travel group.</p> <p>Provision of cycle points in line with BREEAM and additional for constrained sites. Monitoring of cycle points provided.</p> <p>Planning conditions for schemes support any need for footpath improvements, with Education signposting to support routes to school advice.</p> <p>Supporting schools in Travel Plans including outputs such as 'walking bus', cycle training etc.</p>	<p>Provision is accommodated as detailed for schools the subject of any investment works applicable.</p> <p>Any improvements at schools not in priority investment are not centrally driven to improve.</p> <p>Operation / delivery relies on school management post completion.</p>	
17	The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed	STATUS	Green	<p><b><u>School Organisation Planning:</u></b></p> <p>Provision under DFES Building Bulletin (BB) 99 revision 2 guidance, BB 98;</p>	<p>Provision is accommodated as detailed for schools the subject of any</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				and Sport England Guidance; soft and hard play allowances including shade, MUGA, ATP and pitches – the canopies and footpaths are designed to maximise full access and use	investment works applicable. Any improvements at schools not in priority investment are not centrally driven to improve. Operation / delivery relies on school management post completion.	
		Green	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>South Programme provide outdoor play sessions based on forest school themes, during the school day for one primary school in Grangetown. The majority of children attending this school live in inner city high-rise buildings.</p> <p>Through the ‘Shout Out About Play’ consultation it was found that within the schools consulted. The</p>	<p>Food &amp; Play project is no longer operating due to the end of funding.</p> <p>Children playing outdoors in wet weather can be hindered by parental concerns, not wearing appropriate clothing/ suitably dressed.</p> <p>Health and safety causes some concern, due to</p>	<p>To expand the outdoor play sessions based around forest school theme, into other primary schools in Cardiff. Develop play teams to become level 3 forest school leaders.</p>

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>majority of schools consulted support children to play out during break times. Children are only brought back in if heavy rain persists.</p> <p>Some schools have a shelter area they can access in wet weather</p> <p>All schools have a wet play resource box which contains similar themed items including paper, pens and board games.</p> <p>The foundation phase have more access to equipment and some schools have a mystery play box.</p> <p>Case Study: Outdoor Play in Schools, Appendix A.</p>	<p>children having to stay in wet clothing and potential for slips, trips and falls.</p> <p>Wet play resources go missing throughout the school year and are not able to be do replenished.</p> <p>There is less choice for junior aged children as the priority is the foundation phase.</p>	
			Green	<p><b>Healthy Schools:</b></p> <p>Healthy Schools Teams identify how schools</p>	<p>This does not prevent wet play.</p>	



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>encourage active playtimes, e.g.                      What playground markings schools have?                      What apparatus and equipment schools have at break times?                      Who organises equipment/playground games, e.g. pupil groups or midday supervisors.                      Is the playground split into zones for areas of activity?</p> <p>Action can be set to support schools through the Healthy Schools Action Plan</p>		

**Town and Country Planning**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
18	The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities	Green	Green	<p><b><u>Strategic Planning:</u></b></p> <p>Policy C5 of the Cardiff Local Development Plan requires that provision is made for open space, outdoor recreation and children’s play spaces with all new developments. A financial contribution is required for all new developments over 8 residential units and on site provision is required for all new developments over 14 residential units. The appropriate amount of multi-functional green space is based on a minimum of 2.43 hectares of functional open space per 1,000 projected population.</p>	The provision of on-site open space is not always secured due to a variety of reasons but largely due to financial unviability.	Continue to monitor open space gains/losses via the Annual Monitoring Report and Open Space Assessment.
		Green	Green	<b><u>Children’s Play Services:</u></b>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Have had an input into the Local Development Plan to address outdoor play needs of children and will continue to do so.		
			Green	<p><b><u>Parks:</u></b></p> <p>LDP includes provision for fixed equipment play and teen provision and makes reference to inclusive play provision.</p> <p>Technical Guidance Note for play completed as part of SPG being tested in March 2019 against existing, current planning applications</p> <p>AWPOG used to test TGN for play, against existing planning applications.</p>		<p>Year 1: Update TGN following testing as appropriate.</p> <p>Year 2-3: Continue to review TGN as standards change</p>

**Traffic and Transport**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
19	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	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Recognising the importance of local streets, roads and walking and cycling route in offering play opportunities, a street play pilot has been launched which support street play by restricting vehicle access in residential streets. The pilot is due to be expanded and will be reflected in the next LTP.</p> <p>Cardiff Council is also delivering a programme of transport measures that aim to reduce vehicular speeds, provide safe crossings and improve routes for pedestrians and cyclists, through the Strategic Cycle Network Plan, Safe Routes in Communities programme and Road Safety Grant.</p>	<p>Play opportunities are not referred to specifically in the current Local Transport Plan. This needs to be taken account of in next LTP. For example, the process for closing streets for play and providing more detail about walking schemes.</p> <p>Ensuring that this criteria is reflected in the relevant Welsh Government Local Transport Plan guidance would provide better integration between these policy areas.</p>	

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Whilst access to play is not an explicit purpose of schemes, officers designing interventions generally seek to improve safety for nonmotorised road users and safeguard and enhance access by active travel to public amenities including outdoor and indoor leisure facilities and public spaces.</p> <p>The Council's Integrated Network Plan has been approved by Welsh Government, as required by the Active Travel Act. This set outs proposals for developing a network(s) of walking and cycling routes to be delivered over 15 year time frame. In delivering the plan, the Council consults with the public and seeks to identify opportunities to improve safety of the street environment and to safeguard and enhance</p>	<p>Opportunities to improve access to play opportunities through highways and transport interventions are limited by the availability of capital funding for schemes and the Council's officer capacity to deliver.</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				access by active travel to outdoor and indoor leisure facilities and public spaces.		
I10	The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.	Amber	Amber	<p><b><u>Transport/Road Safety:</u></b></p> <p>Transport programmes can benefit marginalised groups within our communities, in particular those without access to a car, young people who experience transport, poverty, people with disabilities, people from minorities groups and people with health inequalities. Public consultation is carried out on all schemes.</p>	<p>Ways of assessing and addressing the needs of all groups are not explicitly identified in the current LTP. This could be identified in the next LTP. Ensuring that this criteria is reflected in the relevant Welsh Government Local Transport Plan guidance would provide better integration between these policy areas.</p> <p>The level of engagement with marginalised groups which can be undertaken as part</p>	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
					of the development and delivery of transport schemes is constrained by the Council's officer capacity to deliver schemes.	

**Early Years Plans**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
I11	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	Green	Green	<p><b><u>Childcare/FIS/ Flying Start:</u></b></p> <p>The Flying Start Advisory Team provide advice, guidance and resources to Flying Start childcare settings</p>	Some venues have limited outdoor space. However we are now involved with new builds in the very early stages and have a strong input into	Continue to ensure that Flying Start settings provide safe play spaces for children to play and interact. This will be monitored through the annual ITERS. (Infant and Toddler

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>FS Parenting Team provide intervention that actively promotes the value and purpose of play (Stay &amp; Play/Language &amp; Play)</p> <p>Flying Start settings provide key opportunities during each session for children to play, independently, alongside and with their peers. We have invested in training on suitable environments for all of our childcare practitioners and pride ourselves that our settings offer ideal safe spaces for children to play and interact with one another.</p>	plans and requirements that will ensure best practice.	Environmental Rating Scale)
		Green	Green	<p><b><u>First Opportunity:</u></b></p> <p>Regularly gives advice, support and models developmentally appropriate play opportunities within settings. First Opportunity</p>		



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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Co-ordinator monitors children's progress regularly with the play setting.		
		Amber	Amber	<b><u>Children's Play Services:</u></b> Support Flying start with the use of Play Centre buildings.		
			Amber	<b><u>Libraries/Hubs:</u></b> All Hubs and Libraries offer under 5 story times on a weekly basis. There is provision within the time for a craft and play.	Play opportunities as offered as part of story times only in some locations at present.	Encourage all locations to offer a play session after all sessions

Family policy and initiatives						
LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
I12	Family support initiatives provide up to date information and support for parents to enable them to support their children to play	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>Stay and Play/Language &amp; Play sessions provided by the FS Parenting Team provide up to date information for parents and the opportunity to engage in rich play experiences.</p>	There are no shortfalls identified that could be reasonably met.	
			Green	<p><b><u>First Opportunity:</u></b></p> <p>The Early Years Inclusion Team run 5 parent groups throughout the city, where parents can access advice and information while their children play.</p>		
I13	The local implementation of the Families First programme recognises the importance of play and contributes to the provision of rich play opportunities	NEW	Green	<p><b><u>Childcare/Family Information Service:</u></b></p> <p>Families First in Cardiff provide formal parenting intervention FS Parenting Team provide intervention that actively promotes the value and purpose of play (Stay &amp; Play/Language &amp; Play)</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
			Amber	<b><u>Families First:</u></b>	Play is not a requirement of the Families First programme and is not reported against for the grant management purposes. Some funding was provided in 2018/19 to support pilot work relating to play schemes for disabled children. This is currently being evaluated with findings to inform a wider piece of work across a number of grants although not specific to Families First.	Awaiting evaluation of play schemes piloted in 2018/19 considering strengths and weaknesses of piloted schemes
I14	Plans to reduce the impact of Adverse Childhood Experiences recognises the importance of play and contributes to the provision of rich play opportunities	NEW	Amber	<b><u>Local Authority:</u></b>  The local authority has adopted an integrated approach through multiply services within the Cardiff Public Services Board. These services include: <ul style="list-style-type: none"> <li>• Council Leader</li> <li>• Cardiff &amp; Vale University Health Board</li> </ul>	The focus appears to be on early years and youth. The approach also appears to target sport, education and youth. More links to play are needed to be investigated and utilised.	Further consultation work with schools on play opportunities and how to reduce the impact of adverse

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<ul style="list-style-type: none"> <li>• South wales Fire &amp; Rescue</li> <li>• Natural Resources Wales</li> <li>• C3SC</li> <li>• Welsh Government</li> <li>• South Wales Police</li> <li>• Wales National Probation Service</li> <li>• Community Rehabilitation Company</li> </ul> <p>The PSB have a duty to carry out a Local Wellbeing assessment and produce a Wellbeing plan.</p> <p>Cardiff Wellbeing Objectives are:</p> <ol style="list-style-type: none"> <li>1. A Capital City that Works for Wales</li> <li>2. Cardiff grows in a resilient way</li> <li>3. Safe, Confident and Empowered Communities</li> <li>4. Cardiff is a great place to grow up</li> <li>5. Supporting people out of poverty</li> <li>6. Cardiff is a great place to grow older</li> <li>7. Modernising and Integrating Our Public Services</li> </ol> <p>Within objective 4 highlights the commitment to:</p>	<p>Relationships between schools and play need to be strengthened.</p>	<p>childhood experiences.</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Place the voice and experience of young people at the heart of public services in Cardiff through adopting a Child’s Rights approach and becoming a UNICEF ‘Child Friendly City.</p> <p>Early intervention and tailored to the family’s needs, co-ordinating support across services including: teachers, health practitioners, social workers, youth workers, third sector practitioners, early years practitioners and play workers.</p> <p>The plan has implemented the 5 ways of working:</p> <ol style="list-style-type: none"> <li>1. Long-term</li> <li>2. Prevention</li> <li>3. Integration</li> <li>4. Collaboration</li> <li>5. Involvement</li> </ol> <p>With Schools at the heart of the community.</p> <p>(Cardiff Wellbeing Plan 2018-2023, page 34, 35)</p>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Objective 4 also sits within the Cardiff Capital Ambition plan.</p> <p>Disability Futures Programme also works toward a co-ordinated integrated approach to secure better join working between local authorities, 3<sup>rd</sup> sector and health boards.</p> <p>Public Health Wales produced the ACE reports which looks at what constitutes an adverse childhood experience. To service to identify children that may come under this term.  <a href="http://www.wales.nhs.uk/sitesplus/888/page/88507">http://www.wales.nhs.uk/sitesplus/888/page/88507</a></p>		

**Inter-generational policy and initiatives**

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
I15	There are a range of play based approaches to inter-generational activity	Amber	Amber	<p><b><u>Childcare/FIS:</u></b></p> <p>FS Parenting Team provide intervention that actively promotes the value and purpose of play (Stay &amp; Play/Language &amp; Play).</p>	There are no shortfalls identified that could be reasonably met.	
		Amber	Amber	<p><b><u>Children's Play Services:</u></b></p> <p>Intergenerational activity supported through street closures for play, within South East Programme. Parents and grandparents supporting children to play by sharing games from their childhood (hopscotch). Community members are wardens to support children to play in their street.</p> <p>South East Programme delivering play sessions at a local hostel. Supporting intergenerational activities</p>		See F8 Further development and strengthening of these projects.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>and socialisation within an isolated group. The play sessions are child led with parents attending, meeting neighbours and supporting the group to interact in a relaxed environment.</p> <p>Cwtch together support intergenerational work with children with disabilities and their siblings. The projects operates a stay and play provision with parents, carers, grandparents, foster carers, social care providers and family members. The provision operates weekly and provides one off events.</p> <p>Case Study: Stay &amp; Play, Adamsdown Hostel Play, appendix A</p>		
			Green	<p><b><u>Child Friendly City:</u></b></p> <p>Pop Up Park purchased through 'All Wales Play</p>		



LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>Opportunities' grant – The park is being used by a range of stakeholders including a community day with asylum seekers and refugees, Car Free Day, School Holiday Enrichment Programme (SHEP) throughout the summer, National Play Day and ACE Family Learning Days.</p>		
			Amber	<p><b><u>Libraries/Hubs:</u></b> Cathays Heritage Library have developed Hands on History boxes that have been designed to engage the whole community in local history and encourage intergenerational discussion and play sessions, including between care homes and children. Lego clubs are designed so that parents / guardians / grandparents also get stuck in with creating.</p>	<p>Offers are still being developed so that they are available in all areas of Cardiff.</p>	<p>Finish rolling out and training staff to offer intergenerational hands on history play sessions</p>

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
I16	There is a creative approach to inter-generational activity which encourages better interaction between children of different ages	Amber	Amber	<p><b><u>Children’s Play Services:</u></b></p> <p>Through the street play initiative Children’s Play Services have seen greater interaction between children of different ages during street play sessions. Sharing bikes, playing ball games, chalking pictures, learning to ride.</p> <p>Through the young carers Saturday provision, children and young people aged 8-15 years are able to take part in child led activities together. All children take part in consultation on what activities they want including: loose parts, clay, cooking, high energy activity, rough &amp; tumble play.</p> <p>Both young carers Saturday provision and Adamsdown Hostel play sessions run on a closed access basis. As</p>		Continue and develop young carers project into year round provision.

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				more structured play activities suit both groups, and aid interaction between ages. This may be due to the group not having access to free play on a daily basis.		
			Green	<b><u>Libraries &amp; Hubs:</u></b> See above		

### Health and Safety

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
I17	The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge	Green	Amber	<b><u>Children's Play Services:</u></b> All play teams are experienced and trained playworkers. Having a wealth of knowledge to support children to experience risk and challenge through their play.	As the 'New Play Delivery Model' operates from community venues. Play teams need to consider new and more inventive ways of enabling children	Play teams to undertake a play audit of their play scheme settings, to identify risk and challenging activities that do and do not take place. Taking actions to ensure children and young people are able to

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				Teams are able to diversify through using their vast skill set including forest school, willow weaving, den building, batik, candle making, cooking to outdoor play, using dynamic risk assessment to balance the level of risk throughout the activities.	& young people, to experience risk and challenge within these new venues.	experience risk and challenge within the 'New Play Delivery Model'.  Consider the types of venue that will provide opportunities for risky and challenging play.
<b>I18</b>	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)	Green	Amber	<b><u>Children's Play Services:</u></b>  CPS undertakes risk assessments for all activities, each assessment highlights the benefits of the activity.	As the 'New Play Delivery Model' operates from community venues. Play teams need to consider new and more inventive ways of enabling children & young people, to experience risk and challenge within these new venues.	Work with Health & Safety team to develop risk assessments using a more risk benefit approach.
			Amber	<b><u>Health &amp; Safety:</u></b>		

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LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan
				<p>The corporate health and safety section have written and communicated a risk assessment guidance document. The guidance requires managers to undertake a suitable and sufficient assessment of risks to the health and safety of employees and other people, as required under the 'the management of health and safety at work regulations 1999'. The guidance clearly sets out the requirements for carrying out a risk assessment and follows the HSE guild 'risk assessment- a brief guide to controlling risk in the workplace.</p>		
119	The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils	Red	Red	<p><b><u>Local Authority:</u></b> Cardiff Council does not offer such insurance at this time.</p>	There are no shortfalls that could be reasonably met.	

LA Ref No	Criteria	RAG Status 2016	RAG Status 2019	Evidence to support strengths	Shortfalls	Identified actions for Action Plan

**Play within relevant policy and implementation agendas**

**Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.**

The local authority has adopted an integrated approach through multiple services within the Cardiff Public Services Board. These services include:

- Council Leader
- Cardiff & Vale University Health Board
- South wales Fire & Rescue
- Natural Resources Wales
- C3SC
- Welsh Government
- South Wales Police
- Wales National Probation Service
- Community Rehabilitation Company

Disability Futures Programme also works toward a co-ordinated integrated approach to secure better joint working between local authorities, 3<sup>rd</sup> sector and health boards.

Schools based within the most deprived areas of the city have dedicated Community Focused Schools Co-ordinators, who are responsible for organising activities and provision that aim to raise the educational achievement of young people from disadvantaged backgrounds. Much of this provision is delivered in partnership with local and community organisations and can include Out Of Hours Learning opportunities, holiday provision as well as family activities.

A number of initiatives/programmes/ activities are in place to promote active travel to schools. Road Safety deliver cycle and pedestrian training. Infrastructure schemes (e.g. school safety zones and 20mph limits) are delivered on an ongoing basis to provide for active travel across the city. A Walking Bus policy and guidance document is being prepared. An Active Travel to schools scoping study is being procured which will explore current provision and barriers to active travel to schools.

Policy C5 of the Cardiff Local Development Plan requires that provision is made for open space, outdoor recreation and children's play spaces with all new developments. A financial contribution is required for all new developments over 8 residential units and on site provision is required for all new developments over 14 residential units. The LDP was developed in collaboration with each Local Authority Service Area in order that each service has an input into the future developments of the city and the effect on communities.

Recognising the importance of local streets, roads and walking and cycling route in offering play opportunities, a street play pilot has been launched which support street play by restricting vehicle access in residential streets. The pilot is due to be expanded and will be reflected in the next Local Transport Plan. The pilot is carried out in partnership with Children's Play Service, Play Wales, Transport and local community groups. Intergenerational activity are supported through street closures for play. Parents and grandparents supporting children to play by sharing games from their childhood (hopscotch). Community members are wardens to support children to play in their street.

### Conclusion

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

A key priority outlined within Capital Ambition – Cardiff Corporate Plan 2018 – 21 is “**Cardiff is a great place to grow up**”. For many children, Cardiff is a great place to grow up. The city offers a wealth of opportunities in sports, leisure and culture; a key element of which includes sufficient opportunity to play.

In order to achieve this, Cardiff Council has set out a number of strategic steps, which includes:

- Promote and fulfil Children’s Rights by building a Child Friendly City in partnership with UNICEF, over the three years to 2021.
- Embed the Disability Futures Programme by March 2023 to develop and implement remodelled services for disabled children, young people and young adults aged 0 – 25 across Cardiff to improve effectiveness and efficiency of services and outcomes for disabled young people and their families.

Through the Play Sufficiency Assessment 2019, the research and gap analysis carried out has identified the following key priorities for Cardiff in order to ensure sufficient play opportunities:

- Improve access to school grounds out of school hours;
- Ensure sufficient play opportunities within school hours;
- Develop opportunities within more rural areas for Cardiff and areas of high play deprivation.
- Further develop and ensure an understanding of play requirements across Service Areas for those involved in play and open space;



- Ensure input from disability groups and play providers regarding the needs of disabled children when designing new outdoor play areas.
- Review and develop the New Play Delivery Model to ensure sufficient play opportunities across all communities in Cardiff.
- Source external funding to develop opportunities for community play development, training and resources.
- Deliver a programme of transport measures that aim to reduce vehicular speed, provide safe crossings and improve routes for pedestrians and cyclists;
- Develop and expand the Street Play Initiative to improve opportunities for children and families to play in their communities and to secure safer streets for play.
- Secure opportunities for children, young people and families to engage in service development through regular consultation events and opportunities for example, the National Play Day, Outdoor Parks.
- Ensure all policies and strategies take account of potential impact on children's ability to play, for example, the Local Development Plan, Local Transport Plan, and Schools Organisational Plan.

### 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

The Play Sufficiency Assessment has demonstrated that across Cardiff there are a number of opportunities for children to access play although there are still some areas where further improvement is required. Cardiff Council has made good progress in responding to the duty and ensuring sufficient play opportunities within the community. However, some further consideration is required to ensure the importance of play is recognised and identified within other Service Areas where policies and action plans impact children's ability to freely access play opportunities.

Whilst challenging, some of the recent changes within the Local Authority has brought about a positive change and enabled the sustainability of Children's Play Service and other play delivery opportunities. There has been a move away from Play Centre focussed provision and into provision in the heart of the community. There is a recognition that the move away from facility provision has now re-focussed delivery within the environment.

Cardiff Council's recent commitment to the Child Friendly Cities Initiative recognises the importance of embedding a children's rights approach across public services to deliver lasting solutions to complex problems. It is widely recognised that creating a more child-friendly environment has the potential to create many more opportunities for play.

The Play Sufficiency Action Plan 2019 – 21 will focus on the identified priorities and areas for improvement within the assessment, further developing current provision and improving areas where a gap has been identified.

The Play Sufficiency Working Group will consider and agree the priorities identified, the gaps in provision and the subsequent Actions set out in order to address the priorities.

**Signed:** Jon Maidment

**Date:** 29<sup>th</sup> March 2019



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

Proposed actions for the period of 1<sup>st</sup> April 2019 – 31<sup>st</sup> March 2020

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

Matter	Priorities	Targets	Links to other Matters	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework					
Matter A: Population					
Matter B: Providing for diverse needs	<p><b><u>Parks</u></b> <b>B4</b></p> <p>Seek to provide a wider and more even spread of playgrounds incorporating inclusive play equipment.</p>	Identify priority list of playgrounds.	Links to accessibility actions in Matter F.	Cost of supply and installation of equipment.	Capital allocation, s106 contributions and PSA funding.
	<p><b><u>Parks</u></b> <b>B7</b></p> <p>Review current accessibility information and identify any improvements that can be carried out as part of Playground</p>	Implement improvements.	Links to accessibility actions in Matter F.	Cost of works.	Capital and s106.

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	Refurbishment Programme 2019/20.				
	<p><b><u>Children’s Play Services</u></b>  <b>B1, I3, I5 &amp; I14</b></p> <p>To develop pilot project in schools incorporating loose parts play, targeting rural areas as a starting point. Working with schools to promote outdoor play and access to school grounds out of teaching hours.</p>	<p>Develop programme for delivery</p> <p>Identify Schools</p> <p>Source training for play staff</p> <p>Work with schools &amp; young people to encourage outdoor play.</p> <p>Identify TA’s and lunchtime supervisors to support with play training on the benefits of play.</p> <p>Work with schools to promote access to grounds out of teaching hours.</p> <p>Support schools to offer a rich play environment in all weathers.</p> <p>Provide loose parts play resources and ideas for sourcing equipment.</p>	<p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter G: Developing the workforce</p> <p>Matter H: Community engagement and participation</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Play resources</p> <p>Loose parts toolkits</p> <p>Out of teaching hours toolkits</p> <p>Training</p> <p>Staff/officer time</p>	<p>Existing core budget</p> <p>Source additional funding</p>
	<p><b><u>Children’s Play Services</u></b></p>	<p>Undertake a review of NPDM</p>	<p>Matter C: Space available for children to play</p>	<p>Play resources</p> <p>Staff/officer time</p>	<p>Existing core budget</p>

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	<p><b>B3</b></p> <p>Use NPDM to reach more diverse communities to support with play opportunities.</p>	<p>Identify gaps in provision using community profiles.</p> <p>Identifying new groups.</p> <p>Work with play teams to develop NPDM to complement local communities and new communities.</p> <p>Identify need for additional training for teams.</p>	<p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter G: Developing the workforce</p> <p>Matter H: Community engagement and participation</p>	<p>Hire of venues/play spaces.</p>	
	<p><b><u>Children's Play Services</u></b></p> <p><b>B6</b></p> <p>Continue to identify gaps in play provision for disabled children and young people.</p> <p>Work in partnership with schools, Youth Services, third sector and volunteer groups. Identifying groups of disabled children who are not attending facilities in their local communities.</p>	<p>Identify appropriate disability play provisions for disabled children &amp; young people.</p> <p>Link children &amp; young people into appropriate settings for their needs.</p> <p>Continue to fund Ty Gwyn summer play provision for disabled children &amp; young people.</p> <p>Continue to support The Hollies Special School with Easter and Summer holiday provision.</p> <p>Continue to support disabled children &amp;</p>	<p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p>	<p>One to one support</p> <p>Play resources</p> <p>Officer time</p>	<p>Disability funding from Council core funding.</p> <p>Play grant through Children's Play Services.</p> <p>Funding from Childcare Business under Childcare Strategy Audit &amp; Assessment.</p>

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		<p>young people in Riverbank Special School with half term and summer provision.</p> <p>Identify disabled children &amp; young people who can be linked into mainstream closed access childcare provisions with one to one support.</p>			
	<p><b><u>Children’s Play Services</u></b></p> <p><b>B7</b></p> <p>Further development of the NPDM is required to assess the suitability of all play provision in new community areas.</p>	<p>Undertake access audits for all new provisions.</p> <p>Identify a baseline requirement for all new provision</p> <p>Find new suitable venues in community development areas</p> <p>Consider the needs of disabled children &amp; young people within this process.</p>	<p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Staff/Officer time</p> <p>Audit development</p>	<p>Existing core budget</p>
	<p><b><u>Children’s Play Services</u></b></p> <p><b>B9 + I16</b></p> <p>Seek Partnerships and additional funding sources to ensure Young Carers</p>	<p>Consultation with current group to identify need.</p> <p>Develop NPDM to support additional project.</p>	<p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p>	<p>Play Resources</p> <p>Staff/Officer time</p>	<p>Existing core budget</p> <p>Source additional funding</p>

## Play Sufficiency Assessment Toolkit – Part 2

	project is sustainable.	Identify partners to support project.	Matter F: Access to space/provision Matter I: Play within all relevant policy and implementation agendas		
	<p><b><u>Youth</u></b> <b><u>B4</u></b> Target the secondary special schools and other stakeholders to advertise and recruit young people.</p> <p>Continue to discuss with Families First the opportunities for better co-ordination of services for young people with disabilities.</p>	<p>Increased membership and contacts by July 2019.</p> <p>tbc</p>		<p>Core officer time and promotional materials.</p> <p>Core officer time</p>	<p>Core</p> <p>Core</p>
	<p><b><u>Youth</u></b> <b><u>B5</u></b> Identify training needs for all workers engaged in provision to ensure capability in this arena that staff could access.</p>	<p>Programme identified by May 2019.</p>		<p>WG Youth Support Grant/internal Academy</p>	<p>Existing external and internal funding.</p>



## Play Sufficiency Assessment Toolkit – Part 2

	Identify current training programmes delivered by other providers that we could potentially access to achieve a consistent level of capability/knowledge.				
	<p><b><u>Youth</u></b> <b><u>B6</u></b></p> <p>Get access to data (rather than over consult young people) captured by partners and contribute to any initiatives by providing access to young people, etc.</p>	Consider data and response to direct delivery from September 2019.		WG Youth Support Grant/core funding	Existing external and internal funding.
	<p><b><u>Youth</u></b> <b><u>B7</u></b></p> <p>Access audits for all play provision as described in the guidance are undertaken</p>	Undertake by July 2019		Core officer time	
	<p><b><u>Youth</u></b> <b><u>B9</u></b></p>	Increased membership and contacts by May 2019.		Core officer time	Core and external (Cardiff Rotary)

## Play Sufficiency Assessment Toolkit – Part 2

	Implement a recruitment strategy to increase numbers of Young Carers and publicise the provision as widely as possible.				
	<p><b><u>Youth</u></b> <b><u>B10</u></b></p> <p>Secure a contribution from grants available to support existing LGBT provision to further develop programmes, recruitment and sustainability.</p>	Partnership SLA and delivery commencing by end of May 2019.		WG Youth Support Grant/core funding	Existing external and internal funding.
	<p><b><u>Libraries/Hubs</u></b> <b><u>B4</u></b></p> <p>Further develop sensory play opportunities.</p>	Targeted groups – autism spectrum, visually impaired			
	<p><b><u>Libraries/Hubs</u></b> <b><u>B3</u></b></p> <p>Develop hands on history for local history</p>	Increase offer to target ethnic minority communities to explore their local history and community through play			
	<p><b><u>Childcare/FIS</u></b> <b><u>B6</u></b></p>				FIS and CBSO Team are funded via RSG and the Childcare and Play Grant

	<p>Ensure play services for disabled children are recorded on Dewis Cymru</p> <p>The Index is a record of children and young people who have disabilities or additional needs, living in Cardiff. By signing up to The Index families will receive regular information about new services, schemes, events and activities, via the quarterly newsletter The Index and regular mail-outs from The Index eNews.</p> <p>The Assisted Places scheme provides additional support for disabled children of parents who are working or training to attend childcare. We anticipate supporting 70 children to attend during 2019/20</p>			<p>£80,000 is made available from the Childcare and Play Grant to fund this service</p>	<p>The “Index” of Children and Young People with Disabilities or Additional needs Officer and the work they undertake is funded by the Welsh Governments Families First Programme</p>
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## Play Sufficiency Assessment Toolkit – Part 2

Matter C: Space available for children to play					
	<b><u>Parks</u></b> <b>C1</b> Annual update of Open Space Assessment (OSA)	Completion by March 2020.		Staff time.	Existing resources.
	<b><u>Parks</u></b> <b>C2</b> Accessible Greenspace Study	Update access points in OSA.		Staff time.	Existing resources.
	<b><u>Parks</u></b> <b>C3</b> Access audits.	Create database of assessed sites.		Staff time.	Existing resources.
	<b><u>Parks</u></b> <b>C9</b> Assess play spaces for play value.	Review play value assessment system and potential for undertaking update as part of annual independent inspection.		Staff time. External contractor.	Existing/PSA grant.
	<b><u>Parks</u></b> <b>C11</b> Fixed equipment playground strategy.	Complete review of draft and finalise revisions.		Staff time.	Existing / PSA grant.
	<b><u>Parks</u></b>	Replace missing or poor quality signs.		Staff time, cost of manufacturing signs.	Existing/PSA grant.

## Play Sufficiency Assessment Toolkit – Part 2

	<b>C13</b> Smoke free playgrounds.				
	<b>Parks</b> <b>C16</b> Disposal of playing fields process.	Review internal disposal procedure to include recognition of children's play.		Staff time.	Existing.
	<b>Children's Play Services</b> <b>C18</b> The Disabled Children Play Co-ordinator to sit on the working group that assess the redesign of existing and new parks/playgrounds, to ensure the area and equipment is accessible to disabled children.	Establish link with working group. Attend all relevant meetings. Identify group of parents/children to consult with on redesign & new playgrounds to ensure areas are suitable for disabled children & young people.	Matter B: Providing for diverse needs Matter C: Space available for children to play Matter F: Access to space/provision Matter H: Community engagement and participation	Staff/officer time	Disability play budget
Matter D: Supervised provision					
	<b>Children's Play Services</b> <b>D2 + I17</b>	Develop quality assessment toolkit using P3 training tool.	Matter C: Space available for children to play	Staff/officer time Play resources	Existing core budget Source additional funding

## Play Sufficiency Assessment Toolkit – Part 2

	<p>Children’s Play Services to introduce a new quality assessment tool across all CPS provisions. To identify gaps in ‘Play Value’ and make changes where necessary.</p> <p>Consider types of venue that will provide opportunities for risky and challenging play.</p>	<p>Provide appropriate training to play teams.</p> <p>Implement toolkit with all play teams.</p> <p>Identify gaps in quality &amp; diversity of play provided.</p> <p>Develop play schemes to provide diverse and quality play environment.</p> <p>Ensure exposure to risk &amp; challenging play opportunities is available.</p>	<p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter G: Developing the workforce</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>		
	<p><b><u>Children’s Play Services</u></b></p> <p><b>D3</b></p> <p>Investigate how the NPDM can support partners and partnership working. To promote rich play environments and the benefits of play in communities.</p>	<p>Identify existing and new partners.</p> <p>Identify partner’s needs.</p> <p>Identify training needs.</p> <p>Support partners through providing training, volunteering, mentoring, toolkits, funding opportunities.</p>	<p>Matter B: Providing for diverse needs</p> <p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Staff/officer time</p> <p>Play resources</p> <p>Provide training</p>	<p>Existing core budget</p> <p>Source additional funding</p>

## Play Sufficiency Assessment Toolkit – Part 2

	<p><b><u>Children’s Play Services</u></b></p> <p><b>D4</b></p> <p>Children’s Play Services to work with CIW with regards to registering play schemes.</p>	<p>Open discussion with CIW on registering provision.</p> <p>Continue to monitor CIW regulation updates.</p> <p>Continue to comply with relevant ruling and meet all regulatory requirements &amp; NMS.</p> <p>Work with play teams to comply and register with CIW.</p>	<p>Matter B: Providing for diverse needs</p> <p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Staff/officer time</p>	<p>Existing core budget</p>
	<p><b><u>Children’s Play Services</u></b></p> <p><b>D7</b></p> <p>To develop a New Play Delivery quality assurance model, to use across all new play schemes.</p>	<p>Identify relevant quality assurance model.</p> <p>Develop model to assess current provision.</p> <p>Utilising all current quality assessment processes.</p>	<p>Matter B: Providing for diverse needs</p> <p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Staff/officer time</p>	<p>Existing core budget</p>

## Play Sufficiency Assessment Toolkit – Part 2

	<p><b><u>Children’s Play Services</u></b></p> <p><b>D12</b></p> <p>To continue partnership associations to ensure further relaxed performances are supported throughout the year.</p>	<p>Continue partnership work to promote relaxed performances.</p> <p>Expand the scope of which performances receive relaxed interaction. To include music, dance, plays etc.</p> <p>Develop relaxed performance throughout the year.</p>	<p>Matter B: Providing for diverse needs</p>	<p>Staff/officer time.</p> <p>Staff resources.</p> <p>Sensory equipment.</p>	<p>Disability play budget</p> <p>Source additional funding</p>
	<p><b><u>Youth</u></b></p> <p><b>D9</b></p> <p>Consider a different model to promote entrepreneurialism and creativity of access to our spaces.</p>	<p>Undertake review as part of potential service restructure in 2019/20.</p>		<p>Core officer time</p>	<p>Core</p>
	<p><b><u>Youth</u></b></p> <p><b>D13</b></p> <p>Review the current Youth Innovation Grant arrangements for sustainability, outcomes and co-production with young people.</p>	<p>By end of July 2019.</p>		<p>Core officer time</p>	<p>Core</p>



## Play Sufficiency Assessment Toolkit – Part 2

Matter E: Charges for play provision					
Matter F: Access to space/provision	<b><u>Parks</u></b> <b>F14</b> Council website.	Update Outdoor Cardiff website.		Staff time.	Existing.
	<b><u>Parks</u></b> <b>F20</b> Media portrayal of children's play.	Review images on Outdoor Cardiff to improve the portrayal of children playing in parks.		Staff time.	Existing.
	<b><u>Transport</u></b> <b>F1</b> Review and update the information held on school safety zones	Complete Active Travel to Schools Scoping Study and identify prioritisation mechanism for future interventions	Matter A: Population Matter B: Providing for diverse needs Matter C: Space available for children to play	Staff resources £20k Active Travel to Schools Scoping Study (2018/19) 20mph limit funding – tbc for 2019/20	Cardiff Council (staff costs) Welsh Government Active Travel and Safe Routes in Communities funding Civil Parking Enforcement funding stream
	<b><u>Transport</u></b> <b>F2/3</b> Roll out of 20mph limits across residential areas	Deliver all planned and funded 20mph areas and	Matter H: Community engagement and participation Matter I: Play within all relevant policy and implementation agendas	Access restrictions pilot – tbc for 2019/20	
	<b><u>Transport</u></b> <b>F8</b>	Additional street play locations and identify key community stakeholders to assist with rollout			

## Play Sufficiency Assessment Toolkit – Part 2

	Continue and expand the current street play pilot				
	<p><b><u>Transport</u></b></p> <p><b>F3</b></p> <p>Implement access restrictions around schools (pilot).</p>	Implement and monitor access restrictions.			
	<p><b><u>Children's Play Services</u></b></p> <p><b>F8</b></p> <p>Year 1: Pilot to continue with the 5 streets from original pilot. Introduce and support a possible 10 further streets.</p> <p>Develop partnerships with 3<sup>rd</sup> sector organisations and LA departments to support street closure pilot.</p>	<p>Continue to work with internal &amp; external partners.</p> <p>Identify further external partners including 3<sup>rd</sup> sector.</p> <p>Monitor &amp; support existing groups.</p> <p>Identify &amp; support further groups.</p> <p>Promote road closures for play to a wider community.</p>	<p>Matter C: Space available for children to play</p> <p>Matter H: Community engagement and participation</p> <p>Matter I: Play within all relevant policy and implementation agendas</p>	<p>Staff/officer time</p> <p>Play resources</p> <p>Training for street activators</p> <p>Partner training</p> <p>Road closure resources:</p> <ul style="list-style-type: none"> <li>• Road signage</li> <li>• Cones</li> <li>• Hi-vis</li> <li>• Consultation</li> <li>• Resident letters</li> </ul>	<p>Existing core budget</p> <p>Source additional funding</p>
	<p><b><u>Libraries/Hubs</u></b></p> <p><b>F16 &amp; F18</b></p> <p>Market specific sessions as play sessions</p>	Parents			Stocks budget

## Play Sufficiency Assessment Toolkit – Part 2

	Review the parenting / play titles in stock and create promotion around them.				
Matter G: Securing and developing the workforce	<b><u>Parks</u></b> <b>G12</b> Training	Identify courses / opportunities to improve knowledge and skills in the field of children's play.		Staff time, training costs.	Existing, PSA grant.
	<b><u>Children's Play Services</u></b> <b>G5, G6, G7, G9, G10, G11, D4 &amp; I3</b> Source free opportunities within community partnerships. Supporting all play staff, volunteers & community groups to access play training opportunities. Including all relevant courses to support working with children & young people.  Identify training through Cardiff Academy.	Identify further training needs.  Identify additional funding.  Identify new community partnerships.  Identify training providers.  Provide training opportunities.	Matter B: Providing for diverse needs  Matter D: Supervised provision  Matter H: Community engagement and participation  Matter I: Play within all relevant policy and implementation agendas	Staff/officer time  Training costs	Existing core budget  Source additional funding

## Play Sufficiency Assessment Toolkit – Part 2

	<p><b><u>Libraries/Hubs</u></b></p> <p><b><u>G12</u></b></p> <p>Staff training to highlight importance of play</p>	Staff that currently provide play opportunities / new staff			
	<p><b><u>Childcare/FIS</u></b></p> <p><b><u>G2</u></b></p> <p>CBSO Team intend to fund one Transition to Playwork level 3 course (maximum 12 places) for <b>childcare</b> staff who currently hold CCLD level 3 (suitable for younger children). This is subject to compliance with future Care Inspectorate Wales(CIW) qualification requirements for playwork settings registered and operating for children up to the age of 12</p>			Course currently costs around £7,000 for 12 delegates	Childcare and Play Grant (if funding unallocated by Q3) or Play Grant funding from WG in Q4
Matter H: Community engagement and participation	<p><b><u>Transport</u></b></p> <p><b>H2</b></p>	Identify where additional	Matter A: Population	Staff resources	Cardiff Council (staff costs)

## Play Sufficiency Assessment Toolkit – Part 2

	Review opportunities for enhanced engagement and participation in the development and delivery of transport schemes	engagement, particularly with children and young people, is feasible within the development and delivery of schemes	Matter B: Providing for diverse needs  Matter C: Space available for children to play  Matter F: Access to space/provision		
	<b><u>Transport</u></b>  <b>H2</b>  Promote the corporate Children's Rights training module	Encourage staff in Planning, Transport and Environment Directorate to complete the training module			
	<b><u>Children's Play Services</u></b>  <b>H1, H2 &amp; I14</b>  To continue further consultation events with schools across Cardiff, to promote play and collate relevant data to support further Play Sufficiency work.  To further develop the New Play Delivery Model.	Continue to provide annual National Play Day event.  Carry out further 'Shout Out About Play' consultation event, with additional schools.  Identify further schools to take part in consultation events.  Undertake a review of NPDM  Identify gaps in provision using community profiles.	Matter B: Providing for diverse needs  Matter C: Space available for children to play  Matter D: Supervised provision  Matter F: Access to space/provision	Staff/officer time Play resources Building hire Park hire Promotion of events Additional project work	Existing core budget Source additional funding

## Play Sufficiency Assessment Toolkit – Part 2

		<p>Identifying new groups.</p> <p>Work with play teams to develop NPDM to complement local communities and new communities.</p>			
	<p><b><u>Youth</u></b></p> <p><b><u>H1</u></b></p> <p>Refresh local opportunities for youth forums with clear progression routes to wider forums (national, international, etc.).</p>	<p>Increased opportunities for young people by end of July 2019.</p>		Core officer time	Core
	<p><b><u>Youth</u></b></p> <p><b><u>H2</u></b></p> <p>Service self assessment against the National Participation Standards and subsequent action plan implemented.</p>	tbc		Core officer time	Core
	<p><b><u>Youth</u></b></p> <p><b><u>H2</u></b></p> <p>Equip the Youth bus and make it fit-for-purpose and</p>	By June 2019		Core capital funding	

Play Sufficiency Assessment Toolkit – Part 2

	attractive to young people. Consider a social enterprise/co-production model to run the bus as a business and be self-financing.				
	<p><b><u>Youth H2</u></b></p> <p>Work with HR and legal to establish a process to recruit new workers into the field. Offer L2 and L3 Youth Work courses to attract students into the profession.</p>	By May 2019		Core	Core
	<p><b><u>Youth H2</u></b></p> <p>Continue to strengthen the relationship with Higher Education Institutions to secure robust placement arrangements for 2019/20.</p>	By October 2019		Core	Core

## Play Sufficiency Assessment Toolkit – Part 2

<p>Matter I: Play within all relevant policy and implementation agendas</p>	<p><b><u>Education: SOP I3</u></b> Applying the <b>actions and recommendations of the Active Travel group</b> where applicable.</p>	<p><b>Increasing opportunities for active travel:</b> linkages to SOP proposals</p>	<p><b>WG Active travel. WG pollution agenda. Cardiff Council corporate healthy living agenda.</b></p>	<p><b>21<sup>st</sup> Century Schools Programme:</b> project management resource. <b>SOP contracts:</b> Community Benefits policy. <b>Collaboration:</b> Highways Department etc.</p>	<p><b>21<sup>st</sup> Century Schools Programme;</b> Active Travel officer appointed to support developments going forward</p>
	<p><b><u>Transport I6</u></b> Developing the Council's approach to Active Travel Plans for schools</p>	<p>Recruit Active Travel Plans Officer</p>	<p>Matter A: Population Matter B: Providing for diverse needs Matter C: Space available for children to play  Matter F: Access to space/provision</p>	<p>Staff resources</p>	<p>Cardiff Council (staff costs)</p>
	<p><b><u>Children's Play Services I4, I7 &amp; I14</u></b> To expand the outdoor play sessions based around forest school theme, into other primary schools in Cardiff. Develop play teams to</p>	<p>Develop outdoor play toolkit. Staff teams to complete Level 2 Forest School training. Source Level 3 Forest School training for individuals. Work with play teams to promote outdoor play sessions in</p>	<p>Matter C: Space available for children to play Matter D: Supervised provision Matter G: Developing the workforce</p>	<p>Staff/officer time Training costs Resource costs</p>	<p>Existing core budget Source additional funding</p>



## Play Sufficiency Assessment Toolkit – Part 2

	become level 3 forest school leaders.	community development areas.			
	<p><b><u>Children’s Play Services</u></b></p> <p><b>I15</b></p> <p>Further development of the Cwtch Together Stay &amp; Play project.</p>	<p>Identify further children to would benefit from attending the group.</p> <p>Continue work to support the group to become independent and sustainable.</p> <p>Recruit volunteers to support project.</p> <p>Enable volunteers to access training.</p> <p>Identify further partners that could support the project.</p>	<p>Matter B: Providing for diverse needs</p> <p>Matter C: Space available for children to play</p> <p>Matter D: Supervised provision</p> <p>Matter F: Access to space/provision</p> <p>Matter H: Community engagement and participation</p>	<p>Staff/officer time</p> <p>Staffing costs</p> <p>Play resources</p> <p>Training costs</p> <p>Venue hire</p>	<p>Existing core budget</p> <p>Source additional funding</p>
	<p><b><u>Libraries/Hubs</u></b></p> <p><b>I15</b></p> <p>Intergenerational play opportunities</p>	<p>Complete roll out of hands on history play sessions in all hubs/libraries</p>	<p>Linked to local history, child friendly city</p>	<p>Replica toys, costumes etc £500</p>	<p>Play grant</p>
	<p><b><u>Childcare/FIS</u></b></p> <p><b>I13</b></p> <p>Childcare Business Support / FIS to provide advice on setting up quality <b>childcare</b> provision including the importance of play.</p>				<p>FIS and CBSO Team are funded via RSG and the Childcare and Play Grant</p>

	Relevant childcare umbrella organisations also to provide this to member <b>childcare</b> providers.				
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### PSA Reference List

- A Play Friendly Country: Welsh Government
- [Ask Cardiff Survey 2016](#)
- City of Cardiff Council: Adult and Children's Services
- Cardiff Council Capital Ambition 2018-21
- Cardiff Council Childcare strategy
- Cardiff Council [Childcare Sufficiency Assessment](#)
- Cardiff Council Child Friendly Cardiff Strategy 2018
- Cardiff Council Children Play Services: Shout Out About Play Consultation
- Cardiff Council Children Play Services: Hands Up Questionnaire
- Cardiff Council Children Play Services: Employer Setting Survey
- Cardiff Council Corporate Plan 2018-2021: Delivering Capital Ambition
- Cardiff Council Digital Strategy
- Cardiff Council Disability Index: <https://cardiff-fis.info/parenting/%E2%80%A2index-of-children-and-young-people-with-disabilities-and-additional-needs/>
- Cardiff Council Improvement Plan
- Cardiff Council Liveable City Draft Report 2017
- Cardiff Council Local Development Plan
- Cardiff Council Strategic Equality Plan 2016-2020
- Cardiff Council Strategy for Disabled Children and Young People
- Cardiff Council Youth Engagement and Progression Strategy
- Cardiff Council Well-Being Plan 2018-2023
- [Children and Families \(Wales\) Measure 2010](#).
- Crime and Disorder Act 1998 – Strategic assessments
- Disability Futures Programme
- <https://www.cardiff.gov.uk/ENG/resident/Leisure-parks-and-culture/Childrens-Play/Pages/default.aspx>
- <https://www.childcareincardifftraining.co.uk>
- <https://www.outdoorcardiff.com/>
- <http://www.wales.nhs.uk/sitesplus/888/page/88507>

- Natural Resources Wales (NRW) Area statement
- School Sports Survey Report: <http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey.aspx>
- Social Services and Well-being (Wales) Act 2014 Population Needs Assessment
- United Nations Convention on the Rights of the Child Article 31
- Wellbeing of Future Generations Act (Wales) 2015
- Welsh Government Future Trends Report
- [2015 What Matters Strategic Needs Assessment](#)

**Appendix A**

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The following contacts have had input into the PSA Matters and if applicable have formulated Action Plans.

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## Play Sufficiency Assessment Toolkit – Part 2

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**External Representatives from Other Organisations**

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The below contacts completed an ‘Employer Setting Survey’ which asked for details on play settings and those attending.

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Stepping Stones 4 Schools	Breakfast, afterschool and holiday clubs	<a href="mailto:info@steppingstones4schools.com">info@steppingstones4schools.com</a>
PALS2015	Out of School Club	<a href="mailto:palsplaycare@gmail.com">palsplaycare@gmail.com</a>
Clwb Carco	After School Club	<a href="mailto:ross@clwbcarco.com">ross@clwbcarco.com</a>
South Riverside Community Developmental Centre		<a href="mailto:Jacquelinejames@srcdc.org.uk">Jacquelinejames@srcdc.org.uk</a>

## Play Sufficiency Assessment Toolkit – Part 2

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Sbort After School Club	After School Club	
Cymer Ofal	After School Club	<a href="mailto:cymer.ofal@hotmail.com">cymer.ofal@hotmail.com</a>
Cylch Meithrin Rhiwbeina		
Heather Davies	Childminder	
Parc Play ltd	Children's Adventure Playground	<a href="mailto:parcplay@gmail.com">parcplay@gmail.com</a>
The Hollies Special School	Holiday Club	
Flying Start	Stay and Play	
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Sue Bullock Childminding	Childminder	
Blueberry Bears	Nursery	<a href="mailto:info@blueberrybears.co.uk">info@blueberrybears.co.uk</a>
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Cylch Meithrin Nant Lleucu		
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**Hostels and Housing Distribution List**

<b>Housing Association</b>	<b>Contact</b>
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CCHA	<a href="mailto:info@ccha.org.uk">info@ccha.org.uk</a>
Taff Housing Association	<a href="mailto:annette.kerr@taffhousing.co.uk">annette.kerr@taffhousing.co.uk</a> <a href="mailto:info@taffhousing.co.uk">info@taffhousing.co.uk</a>
Linc-cymru	<a href="mailto:contact.centre@linc-cymru.co.uk">contact.centre@linc-cymru.co.uk</a>
Hafod Housing Association	<a href="mailto:enquiries@hafod.org.uk">enquiries@hafod.org.uk</a>
Newydd Housing Association	<a href="mailto:enquiries@newydd.co.uk">enquiries@newydd.co.uk</a>
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Wales and West Housing Association	<a href="mailto:contactus@wwha.co.uk">contactus@wwha.co.uk</a>
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Adamsdown Court Hostel	<a href="mailto:Rebecca.Callaghan@cardiff.gov.uk">Rebecca.Callaghan@cardiff.gov.uk</a> <a href="mailto:APrice@cardiff.gov.uk">APrice@cardiff.gov.uk</a>
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# Play Sufficiency Assessment Shout Out About Play



 **children's play services**  
working for children's play in the City of Cardiff

**gwasanaethau chwarae plant**  
gweithio dros chwarae plant yn Ninas Caerdydd



## **Shout Out About Play Consultation 25.01.2019**

Children’s play services organised and hosted an event in which 82 children and 18 teachers participated. The event was held at Channel View Leisure Centre and was supported by the Youth Service. On the day there was 1 Rights workshop and 3 play sessions. These were set up with the aim, to gather information through a variety of tools and techniques. The purpose of this event was to provide a summary of findings from a child’s point of view, to feed into the Play Sufficiency Assessment action plan.

The delegates came from the following schools and organisations

*Bryn Hafod Primary School*  
*All Saints Church Primary School*  
*Bryn Celyn Primary School*  
*Coed Glas Primary School*  
*Tongwynlais Primary School*  
*Trelai Primary School*  
*Moorland Primary School*  
*Kitchener Primary School*  
*Glan Yr Afon Primary School*

*Springwood Primary School*  
*Meadowlane Primary School*  
*Christ the King Primary School*  
*Coryton Primary School*  
*Stacey Primary School*  
*Millbank Primary School*  
*Lansdowne Primary School*  
*St Paul’s Church in Wales Primary School*

Scarlet Design engagement and consultation activities.

### What is PSA Play Sufficiency Assessment?

#### **PSA Background**

Play Sufficiency Assessment is a statutory requirement by Welsh Government. The Welsh Government recognises that to achieve its aim of creating a play friendly Wales and to provide excellent opportunities for children to play it is necessary for local authorities, their partners and other stakeholders to also work towards this purpose. Therefore a section on Play Opportunities was included in the Children and Families (Wales) Measure 2010.

The Play Sufficiency Duty comes as part of the Welsh Government's anti-poverty agenda which recognises that children can have a poverty of experience, opportunity & aspiration and that this kind of poverty can affect children from all social, cultural and economic backgrounds across Wales.

Section 11 of the Measure places a duty on local authorities to assess and secure sufficient play opportunities for children in their area.

#### **Duration**

The Welsh Government has published a timetable for assessing and securing, sufficient play opportunities over a ten year period until 2023.

### Registration

Prior to the event the schools were organised into 3 groups. Two groups were from similar areas and one group was made up of schools from areas, where we do not currently deliver play services.

The majority of children participating were years 5 & 6 and a few children from years 3 & 4. Each school was given a corresponding badge to their designated group at registration. After registering, the children were tasked with ranking their favourite play experience in order of popularity. Each child was given 5 stickers to mark their favourite play experiences.

### Favourite Play Activities

5 most popular play activities with this group of children were:

- Snow days
- Climbing
- Park games
- Ball games
- Cooking



However the more popular choices were activities such as climbing which reflect the age of the children and can be either paid or free, for example tree climbing free or activity centre paid. The responses we received reflect the ages of the children involved. If the question was asked to a younger group of children, we may have had more responses such as playing in puddles.

### Introduction to the day



The day started with a warm welcome from Lee Patterson Senior Youth Officer of the Child Friendly City Programme. Lee gave a brief introduction and overview of the day.

The first workshop was led by the Youth Service Child Friendly City Programme. All children and staff participated in the 'Rights to play workshop' within the 3 different groups.

### Workshop/ Play sessions

The 3 different play sessions aimed to stimulate conversation and thinking around key questions based on different topics. The workshops and play session included:

- Play in schools
- Ideal play space
- Play in your own time

### Introductory workshop

#### Rights to Play

##### **Key messages;**

From the findings, only 50% of the children knew they had rights and only 6% had heard of the UNCRC and what it stands for.

24% of the children had heard about Article 31.

None of the children were aware what age the Children's Act 1989 covered them up until and the majority thought believed it to be age 12.



The majority of children knew the difference between a need and a want.

During the workshop the children were asked to place post it notes on a gingerbread shape. On the inside were the benefits of play on the outside the barriers of play.

##### **Key messages from the children about the benefits to play:**

- Play is Fun
- They feel happy and relaxed.
- Are able to make new friends
- Children can learn new skills and give new opportunities.
- It is free and can be done anywhere in own time, way and space.
- Raises self-esteem, promotes emotional happiness and mental development
- Play outdoors is healthy and free.
- Keeps us all fit
- Everyone can play.

##### **Key messages from the children about barriers to their play:**

- Loneliness, cannot play out with friends.
- Parents restrict play fear for safety.
- Some children may feel left out
- Arguments may arise
- Bullying
- Busy roads cause concern
- Physically tired after school and too much homework and pressure
- Anti-social behaviour gangs and drugs
- Money and expense
- Electronics and internet
- Environmental factors
- Rules not allowed to play here
- Disability that causes restrictions
- Play equipment not updated and children not asked what they want



### Teacher's Workshop

The teachers were given an opportunity to participate in a separate group during the play sessions. The teachers accompanying the group heading to the Ideal Play Space were asked to go with Justyne Sanderson and Claire Christie to go through a few questions and tasks, relating to play in their school while the session was running. This part of the day was set out to get the teachers perspective on play in their schools.

### Play in School Time

#### Key Messages

- **Wet Play**

80% of teachers said children do not go out when it rains and 7 schools advised they would allow the children to keep playing outside if it started to drizzle.

**The key reasons for this are;**

Children are not suitably dressed

Parental concerns

Health and safety.

3 schools stated that their children do play outside unless the weather is really bad and that they actually prefer the children to play out.

1 School was lucky enough to have a shelter area that the children can use in the rain and sun.

All schools stated that if the children are participating in forest school then they do go out.

- **Activities and resources used during wet play**

All schools have wet play boxes containing similar items such as paper, pens and board games. 2 schools had a wet play mystery box with surprise items that vary from yoyo, to cards to small toys, this keeps it fun and a surprise for the children.

All schools stated that some equipment goes missing throughout the years and by year 5 & 6 there is less variety.

- **Equipment and Resources**

Foundation phase has more access to play equipment

There is less variety of equipment in the junior playground. 70% of teachers stated that there is a lack of respect for equipment which is the reason for diminishing resources in junior playground.

Equipment consist of ropes, hoops and balls.

A combination of TA and midday supervisors are out during lunch time

School Buddy system is used

Some schools have a designated area or day of the week for ball games.

Some schools have fixed play equipment

- **After school play and clubs**

The majority of the schools have after school clubs, TA or teacher led activities but these are not play based.

- **Accessible school grounds out of school hours**

The majority of schools do not open school grounds out of normal hours.

The main reasons given are;

Health and safety

Vandalism and theft

2 schools open up the grounds for limited time after school for clubs and for parents to socialise while clubs are running.

1 school is working with play service to provide play at their facility afterschool.

5 schools do open up their grounds and halls to be hired out to different groups

- **The Use of School Grounds for Playing out of teaching hour's toolkit**

The Use of School Grounds for Playing out of teaching hour's toolkit (The playground toolkit) was developed, to guide a range of education professionals such as, Governors and head teachers to consider making school grounds available to children out of school hours. The toolkit offers a starting point and guidance on issues such as; Concerns educational professionals may have, the benefits of opening the grounds outside of school hours and legal context, along with a great deal of other issues and concerns surrounding this idea. When asked about the school playground tool kit, all 3 groups advised they had not seen or accessed the school playground tool kit.

### **Is there anything from us you want or need to help improve play at your schools?**

Some schools were interested in accessing play training for midday supervisors and help with resources.

One school highlighted concern regarding a lack of time at lunchtime for additional activities.

### **General comments**

Schools already accessing play workers from Children's Play services at lunchtime, stated that this does have a positive effect on the children. One school used the example of Play services working with their nurture group at lunchtimes and stated that providing arts and crafts benefitted the children, as their behaviour and concentration significantly improved in the afternoon having participated in a play session during lunch.

One school pointed out that when play sessions are cancelled this can negatively impact on the children's behaviour due to the fact that the children do look forward to playworkers providing play during their lunchtime.





### **Play Session 1- Ideal Play space**

The young people from various primary schools across Cardiff, were asked what would be their perfect play space.

#### **Activity 1 Memory Tree**

Each playworker discussed their favourite play memory and asked the group to close their eyes and think about their favourite memory.

While their eyes were closed the children were asked questions including; who were you with? What did it smell like? Were you excited? Were you relaxed?

Each group was then given a block of sticky notes to write down their memories and stick on our memory tree.

#### **Key messages**

Playing with family in their garden and going on holiday.

Playing with friends in the woods, camping, computer games and the beach. The most popular was going to a theme park.



8 children wrote on the memory tree that today had been one of their most enjoyable days as they felt comfortable and had made new friends.

One young person described his favourite play memory as spending time with his grandfather who taught him how to play chess. They then set up an afterschool club so children could spend time with friends in real life and not just online.

#### **Activity 2 Hands Up**

The tree activity was then followed by some questions, with a quick raise of hands to answer yes and hands down for no.

Questions asked included;

- Have you ever climbed a tree?
- Fallen out of a tree?
- Did falling from a tree stop you climbing?
- Who is allowed out to play in the street?
- Who is allowed to play out on their own or with friends?



- Who is allowed to go to the park?
- Who is allowed to go to the park alone with friends?'

### The key message from this activity are;

80% of the children had climbed a tree and 100% were not afraid to climb a tree

40% of children are allowed to play on the street but 60% said parents are worried too much about strangers and busy roads and so do not play in their streets.

95% of the children said they go to the park but only 40% are allowed by themselves, giving the reason that it is too far to travel and parents will not allow them to travel by themselves to the park.

10 children did not raise their hands during the hands up activity illustrating the lack of play opportunities they had experienced



### Activity 3 Mural

The final activity for this session got the children to close their eyes and to pretend to be a powerful magician, who could cast a spell to create their perfect play space. They were given pens and paper and asked to design this space.

While they were doing this the playworkers asked questions and got them to discuss what it is they were creating. While this was going on we had professional illustrators Scarlet Design engagement and consultation activities capturing their ideas and putting this together to create a visual map.

### The Key messages from this session are:

15 young people said they do not engage with after school activities or go outside with their friends as parents believe that it is not safe.

These young people stay indoors and play online games but end up frustrated as their friends have limited time online. These children do not go out to play which means they are not engaging often enough with their peers outside of school hours. The visual map illustrated a main theme of no adults, rules and tree climbing

80% of the map featured beach or swimming pool as their ideal space





### **Play Session 2- Play in schools**

The session consisted of 4 games activity, during which a variety of questions were asked covering 3 categories.

- Playtimes & Playgrounds
- Playground equipment
- Access to playgrounds.



#### **Activity 1 Trust game**

Playworkers linked arms and asked the child to run towards them, with their eyes closed and trust that they would be caught.

#### **Activity 2 Obstacle course**

The second game was an obstacle course where all children took part and were encouraged to cheer everyone on and sing.



#### **Activity 3 'Simon says';** with a playworker twist



#### **Activity 4 Team volleyball;** the favourite of the session.



#### **Playtimes and playgrounds**

36% of children wanted more time to play with either longer breaks in the morning, afternoon or longer time to play at lunchtimes.

78% children stated that they had a good variety of areas to play in, but felt they needed more space. The children wanted to access adjoining fields and have access to the whole playground not just half or to be segregated by year groups.

45% children do not like playing out in the rain during school breaks.

They also wanted a wider variety of fixed play equipment for example climbing frames, as 52% of children stated they were unable to climb trees in their school grounds.

- **Playground equipment**

83% Children would like access to more varied play equipment and for playworkers to come into schools at their break and lunchtimes.

7% children out of wanted midday supervisors or playtime staff to engage more with them and encourage group games as they believe that this will make play more fun.

11% children felt that the floor painted games needed updating

- **Access to grounds out of school hours**

67% children accessed school grounds after school but all of these attended afterschool clubs. The remaining 33% are not allowed to access the school grounds after school.

Out of the 33% children not allowed to access the grounds 58% would like to be able to access the grounds after school and during school holidays.

The final question of the session was voluntary, the question asked was ‘what would make your playtimes better?’ The main responses were as follows;

- School playworkers during break times
- More equipment
- More time to play
- Shelters in case it rains to encourage more outdoor play
- Introduction of more group games and updated equipment
- Better access to the school grounds including grass areas and whole playground.

### **Play Session 3- Play in Your Own Time**

A Road Map course was designed and made up of 10 different sign posts. Children were told they would be going on a journey to explore 10 different play spaces. Numerous activities were set up to help us gather the relevant information. We split the 82 children who took part into 3 groups.

**Activity 1** – Children were given a coin. On the back of the coin, children were asked what did they like to play and to write it down. On the front of the coin they were given 3 choices of who the children travelled with.

- By themselves
- With adults
- With friends



*(Coin that each child was given)*

**Objective-** To find out what children like to play, where they play and who they travel with to play.



Children were given instructions that they would be going on a journey on the Road Map course and stopping at 10 potential sign posted play areas. At each stop were coin banks with colour coded stickers. At each sign post they had the option to pick up a sticker if they played in that area and place the sticker on their coin which gave us the indication of who they travelled to play with.

Once they completed the journey to the different play areas, the children were then asked to pick their favourite play space and go and deposit their coin into the coin bank.



(Coin Bank)

Barrier	Home	Leisure Centre	Play Centre	Play Area	Play Space	Play Street	Play Street	Play Street	Play Street	Play Street
None										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

(Consultation sheet)

### Activity 2

To discover which barriers stops children from playing.

Children were given their own consultation sheet. This illustrated barriers that could potentially stop them from playing in certain play spaces. They were then taken on the Road Map course where they stopped at each play space. They were then asked to freely choose and tick the boxes with the barriers which applied to them.



### Activity 3 Ice breaker activity

Children designed their own head bands using different images of different forms of travel.

#### Summary

The results below show the children's highest decisions.

**"Where do you play?"** 80 children played mostly at home. The outcome for their favourite play space was home, as they got to play on their game console.

**"What do they like to play?"** We categorised all sports together for example football, swimming and basketball etc. and had the highest number with 46 children. While football came in as the highest individual sport at 23, gaming came in just higher for individual play with 26.

**"Does cost prevent you from playing?"** From the data, 41 children said that cost affected them attending the Leisure centres.

**"Who do you travel with?"** Our results showed that children travelled mostly with friends and their form of travel was walking.

**"How many times a week do you play?"** Our results show 62 children get to play 6-7 days a week.

**"Does anything stop you from playing e.g. barriers?"** Children expressed their concerns about what restricted their play, the results below are the highest outcomes.

- At the park and Leisure centres children said that strangers/gangs were the main cause of them not playing.

- We found 19 children said their parents/guardians/careers stop them from playing at home.
- Traffic prevented 29 children accessing the beach.
- Children expressed that lighting was a major barrier and it affected them accessing afterschool clubs, playing in the street, attending libraries/Hubs, playing in the woodland and near rivers.
- In the open play space 57 children said that dog poo was an obstacle from them playing.





During the lunch break all the children got to play together which was great to observe and we were uncomfortable having to interrupt their play to reconvene the last session.



### Key messages from the day

The Teachers thought the event was positive and that the children were kept busy all day.

All the children taking part in the evaluation had fun and would like to work with us again.

98% enjoyed the day

92% felt they had their voice heard.



### Ideal Play Space

60% of children said parents are worried about strangers and busy roads and do not allow them out to play by themselves. This is due to perceived safety concerns and the reason children are missing outside play in streets and parks.

### Play in schools

The children stated that playworkers during break times, better access to school grounds & grass areas and a longer time to play, would benefit them.

### Play in own time

Strangers and gangs are a barrier to play, parents are concerned for children play alone outside.

Street lighting is a major barrier, effecting access to play for after school activities, hubs and street play.





# Play Sufficiency Assessment Provision Findings Report

February 2019



Gweithio dros Gaerdydd, gweithio gyda'n gilydd  
Working for Cardiff, working together



#gweithiogydangilydd  
#workingtogether



### ***“Delivering effective research and consultation and first class research and information services”***

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- Management Cardiff Citizens’ Panel.
- Focus Group and meeting facilitation.
- Advice and support on all aspects of research and consultation.
- GIS mapping services
- Professional multimedia support in relation to presentations, conferences, meetings, graphic design services and internet development.

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CARDIFF RESEARCH CENTRE

### BACKGROUND

Play Sufficiency Assessment is a statutory requirement by Welsh Government.

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

The Play Sufficiency Duty comes as part of the Welsh Government's anti-poverty agenda which recognises that children can have a poverty of experience, opportunity & aspiration and that this kind of poverty can affect children from all social, cultural and economic backgrounds across Wales.

Section 11 of the Measure places a duty on local authorities to assess and secure sufficient play opportunities for children in their area.

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

This report focusses on the results of a consultation with provisions and will support other documentation within the assessment.

### **METHODOLOGY**

The internet-based survey was made live for completion online from 14<sup>th</sup> January 2019 and ran until 11<sup>th</sup> February 2019.

#### **Internet/intranet**

The survey was hosted on the Council website and promoted to Council employees via Intranet and Staff Information.

#### **Social media**

The survey was promoted via Facebook and Twitter throughout the consultation period.

#### **Questionnaire Design**

The survey consisted of a series of open-ended questions relating to the numbers of service users within settings and their respective demographics, whilst also considering the structure of provisions, their level of attainment within the profession and future plans.

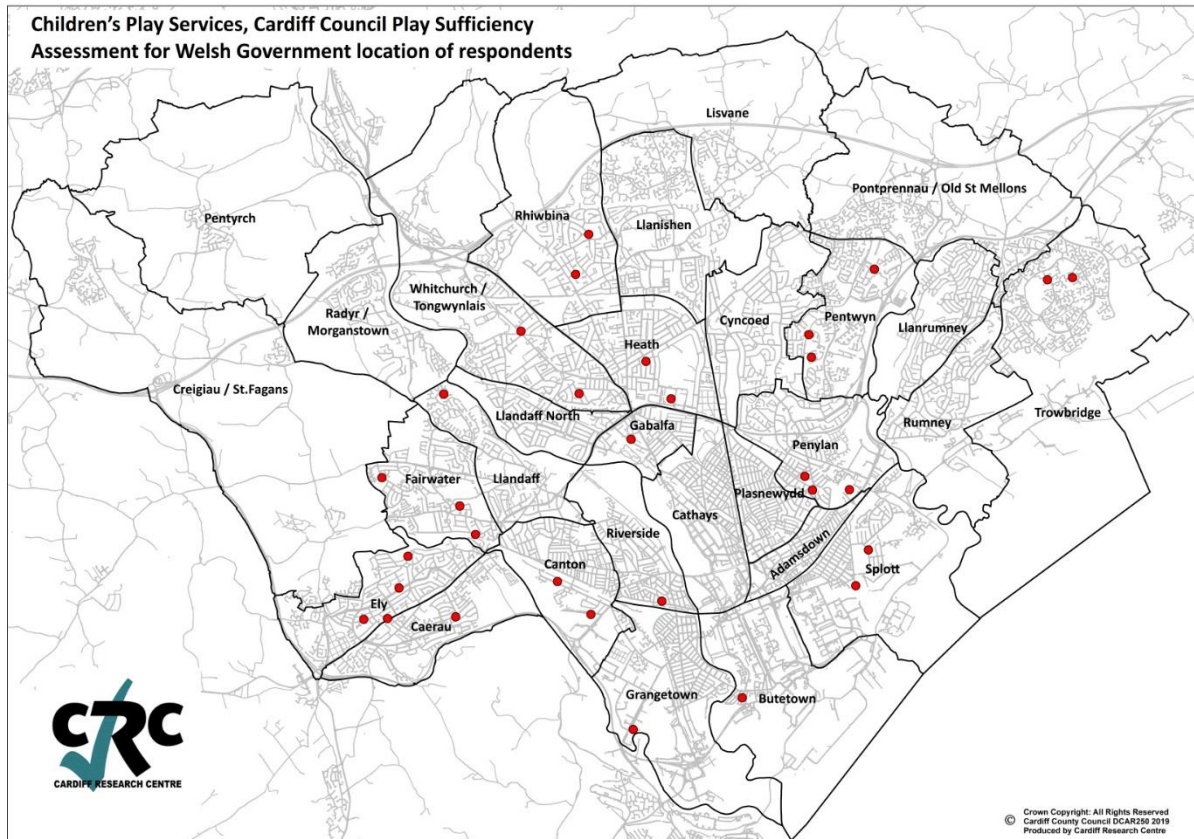
### **RESPONDENTS**

In total, 43 valid responses were received.



### Geographic Representation of Responses

Play Services Employee Survey requested respondent postcodes, in total 35 respondents provided a valid postal code and the map below shows the distribution of respondents by both electoral division and Neighbourhood Partnership Area.



Those that did not provide a postcode are included in overall figures but are excluded from spatial analysis.

## RESULTS

### Employee Details

#### Name of Setting

Almost all (88.4%) respondents provided details of the organisation they represent, with four organisations undertaking the survey twice:-

- ACE Youth Provision - St Peter's Community Hall
- Flying Start
- Little Fishes Nursery
- Parc Play Ltd

#### Type of Setting

90.7% of respondents indicated the type of setting they operated in, with 12.8% being either an After school club or Childcare provider.

Type of setting	No.	%
After school club	5	12.8
Childcare Provider	5	12.8
Day care Nursery	4	10.3
Open access play scheme	3	7.7
School	3	7.7
Youth and Community	3	7.7
Childrens Adventure Playground	2	5.1
Out of school	2	5.1
Registered Childminder	2	5.1
Sessional Care	2	5.1
Stay and Play	2	5.1
Holiday Club	1	2.6
Hub/Library	1	2.6
Non maintained Welsh Medium	1	2.6
Outreach story/rhymetime to groups	1	2.6
WORK PLACE NURSERY	1	2.6
Working with children 0 to 14 in preschool groups as well as holiday, ASC & youth groups	1	2.6
<b>Total</b>	<b>39</b>	<b>100.0</b>

**Q1 On average over the last 12 months, how many children attended the play setting/engaged in your service?**

*A total of 24 responses were received to this question equalling to a response rate of 55.8% of all those that participated.*

Due to the nature of the response being literal but the answer required being quantitative and the limited information of provisions (i.e. Number of days operational) the decision was taken to provide an average total for question.

The average figure of responses was that of 613.8, but a frequency for this figure cannot be obtained due to the limitations of the data present.

**Q2 Of those identified in Q1, how many were in the following age groups?**

**Very young children (0-3)**

*A total of 22 responses were received to this question equalling to a response rate of 51.2% of all those that participated.*

22.7% of respondents indicated having no children attend their facility within this age range, whilst 13.6% of respondents had 3 individuals attend. One in ten respondents had either 5 children or 80 children attend their provision.

	No.	%
0	5	22.7
3	3	13.6
5	2	9.1
80	2	9.1
4	1	4.5
15	1	4.5
20	1	4.5
35	1	4.5
42	1	4.5
50	1	4.5
58	1	4.5
60	1	4.5
432	1	4.5
10500	1	4.5
<b>Total</b>	<b>22</b>	<b>100.0</b>



### Younger children (4-7 years)

*A total of 21 responses were received to this question equalling to a response rate of 48.8% of all those that participated.*

The three most dominant numbers of attendees within this age range were 3, 50 and 100, with (9.5%) of respondents citing this figure.

	No.	%
3	2	9.5
50	2	9.5
100	2	9.5
0	1	4.8
1	1	4.8
4	1	4.8
6	1	4.8
7	1	4.8
10	1	4.8
12	1	4.8
20	1	4.8
30	1	4.8
36	1	4.8
70	1	4.8
150	1	4.8
200	1	4.8
250	1	4.8
13500	1	4.8
<b>Total</b>	<b>21</b>	<b>100.0</b>

### Older children (8-12 years)

A total of 18 responses were received to this question equalling to a response rate of 41.9% of all those that participated.

There was a wide variety of responses within this age bracket with the range from 0 - 7000.

	No.	%
0	2	11.1
1	1	5.6
2	1	5.6
4	1	5.6
5	1	5.6
10	1	5.6
25	1	5.6
35	1	5.6
50	1	5.6
85	1	5.6
100	1	5.6
150	1	5.6
280	1	5.6
359	1	5.6
1257	1	5.6
2300	1	5.6
7000	1	5.6
Total	18	100.0

### Young people (13-15 years)

A total of 11 responses were received to this question equalling to a response rate of 25.6% of all those that participated.

72.7% of respondents indicated having no children attend their setting within this age range.

	No.	%
0	8	72.7
15	1	9.1
90	1	9.1
200	1	9.1
Total	11	100

### Young people (16-17 years)

A total of 10 responses were received to this question equalling to a response rate of 23.3% of all those that participated.

All respondents that answered this question indicated a lack of service users within this age range.

**Q3 Of those identified in Q1, Number of children considered disabled.**

*Between 12 and 18 responses were received to this question equalling to a response rates of 27.9% and 41.9% of all those that participated.*

33.3% of respondents reported to have no children with a Learning disability attend their setting, with this figure rising to 84.6% when considered against children with a Visual Impairment, whilst all respondents indicated that no children attend their respective provisions that were either Deaf or Blind (100.0%).

	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	0		1		2		3		4		5		6		7		8		9		10		Total	
Learning disability. (Base: 18)	6	33.3	3	16.7	1	5.6	2	11.1	1	5.6	2	11.1		0.0		0.0		0.0		0.0	2	11.1	18	100.0
Visual impairment (Base: 13)	11	84.6	1	7.7		0.0	1	7.7		0.0		0.0		0.0		0.0		0.0		0.0		0.0	13	100.0
Hearing impairment. (Base: 17)	6	35.3	5	29.4	4	23.5	2	11.8		0.0		0.0		0.0		0.0		0.0		0.0		0.0	17	100.0
Deaf-blind. (Base: 12)	12	100.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	12	100.0
Physical or motor impairment (Base: 14)	9	64.3	3	21.4		0.0	2	14.3		0.0		0.0		0.0		0.0		0.0		0.0		0.0	14	100.0
Physical health problem (Base: 13)	8	61.5	1	7.7		0.0	1	7.7	1	7.7	1	7.7	1	7.7		0.0		0.0		0.0		0.0	13	100.0
Mental health problem. (Base: 15)	9	60.0	3.0	20.0	1	6.7		0.0		0.0	1	6.7		0.0		0.0		0.0		0.0		0.0	15	100.0
Combination of impairments. (Base: 15)	10	66.7		0.0	2	13.3		0.0		0.0	3	20.0		0.0		0.0		0.0		0.0		0.0	15	100.0
Unspecified. (Base: 13)	8	61.5	2	15.4		0.0		0.0		0.0		0.0	1	7.7		0.0		0.0		0.0		0.0	13	100.0

	No	%	No	%	No	%	No	%	No	%
	20		30		32		139		Total	
Learning disability. (Base: 18)		0.0		0.0	1	5.6		0.0	18	100.0
Visual impairment (Base: 13)		0.0		0.0		0.0		0.0	13	100.0
Hearing impairment. (Base: 17)		0.0		0.0		0.0		0.0	17	100.0
Deaf-blind. (Base: 12)		0.0		0.0		0.0		0.0	12	100.0
Physical or motor impairment (Base: 14)		0.0		0.0		0.0		0.0	14	100.0
Physical health problem (Base: 13)		0.0		0.0		0.0		0.0	13	100.0
Mental health problem. (Base: 15)	1	6.7		0.0		0.0		0.0	15	100.0
Combination of impairments. (Base: 15)		0.0		0.0		0.0		0.0	15	100.0
Unspecified. (Base: 13)		0.0	1	7.7		0.0	1	7.7	13	100.0

**Q4 Of those identified in Q1, Ethnicity of children.**

*Between 10 and 22 responses were received to this question equalling to a response rates of 23.3% and 51.2% of all those that participated.*

18.8% of respondents, reported having between, 11-50 children of an Asian or Asian British background attend their provision, in contrast to 31.8% whom had the same range for children from a White British background. 4.5% respondents reporting on children from a White British background, indicated having 10,000 plus attendees from this demographic.

## Play Sufficiency Assessment Toolkit – Part 2

	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	0		1		2		3		4		5		6		7		8		9		10	
Asian or Asian British. (Base: 16)	5	31.3	1	6.3	2	12.5		0.0	1	6.3		0.0	1	6.3		0.0		0.0		0.0	1	6.3
Black or Black British. (Base: 16)	2	12.5	2	12.5	2	12.5	1	6.3	1	6.3	2	12.5	1	6.3		0.0	2	12.5		0.0	1	6.3
Chinese or East Asian. (Base: 14)	3	21.4	4	28.6	1	7.1	2	14.3	1	7.1	1	7.1		0.0		0.0	1	7.1		0.0		0.0
Gypsy Traveller. (Base: 10)	9	90.0		0.0		0.0		0.0		0.0		0.0		0.0	1	10.0		0.0		0.0		0.0
Mixed. (Base: 15)	1	6.7	2	13.3	3	20.0	4	26.7		0.0	1	6.7		0.0	2	13.3		0.0		0.0		0.0
White British. (Base: 22)		0.0		0.0	1	4.5		0.0		0.0	1	4.5		0.0	2	9.1		0.0	1	4.5		0.0
White from another country. (Base: 10)	3	30.0	1	10.0	1	10.0	1	10.0	1	10.0		0.0	1	10.0		0.0		0.0		0.0		0.0

	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	11-50		51-100		101-200		201-300		301-400		401-500		501-1000		1001 - 5000		5001 - 10000		10001+		Total	
Asian or Asian British. (Base: 16)	3	18.8	1	6.3		0.0		0.0		0.0		0.0		0.0		0.0	1	6.3		0.0	16	100.0
Black or Black British. (Base: 16)		0.0	1	6.3		0.0		0.0		0.0		0.0		0.0	1	6.3		0.0		0.0	16	100.0
Chinese or East Asian. (Base: 14)		0.0		0.0		0.0		0.0		0.0		0.0		0.0	1	7.1		0.0		0.0	14	100.0
Gypsy Traveller. (Base: 10)		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	10	100.0
Mixed. (Base: 15)	1	6.7	1	6.7		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	15	100.0
White British. (Base: 22)	7	31.8	4	18.2	1	4.5	2	9.1	1	4.5		0.0		0.0	1	4.5		0.0	1	4.5	22	100.0
White from another country. (Base: 10)	1	10.0	1	10.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0	10	100.0

### Q5 Number of children whose first language is Welsh

A total of 22 responses were received to this question equalling to a response rate of 51.2% of all those that participated.

Over half (54.5%) of respondents indicated having no Welsh speakers, in contrast to 4.5% with 6200 Welsh speakers as service users.

Welsh Speakers	No	%
0	12	54.5
1	2	9.1
15	1	4.5
20	1	4.5
30	2	9.1
50	1	4.5
60	1	4.5
250	1	4.5
6200	1	4.5
<b>Total</b>	<b>22</b>	<b>100.0</b>

### Q6 Number of children whose first language is not English

A total of 19 responses were received to this question equalling to a response rate of 44.2% of all those that participated.

42.1% of respondents indicated having no whose first language is not English.

	No	%
0	8	42.1
1	1	5.3
2	2	10.5
3	1	5.3
10	1	5.3
15	1	5.3
30	1	5.3
40	1	5.3
50	1	5.3
70	1	5.3
9300	1	5.3
<b>Total</b>	<b>19</b>	<b>100.0</b>

**Q7 Number of Playworkers in your play setting**

*A total of 24 responses were received to this question equalling to a response rate of 44.2% of all those that participated.*

41.7% of respondents reported having between 1-4 playworkers at their setting, whilst 12.5% respondents indicated having either 4 and 7 playworkers at their provision.

No of Playworkers	No.	%
1	4	16.7
2	1	4.2
3	2	8.3
4	3	12.5
5	2	8.3
6	1	4.2
7	3	12.5
9	1	4.2
10	2	8.3
12	1	4.2
14	1	4.2
25	1	4.2
29	1	4.2
0	1	4.2
<b>Total</b>	<b>24</b>	<b>100.0</b>

**Q8 In total, how many individual provided playworkers are there in your setting?**

*Between 7 and 17 responses were received to this question equalling to a response rates of 16.3% and 39.5% of all those that participated.*

Half (50.0%) of respondents reported operating with more than one Senior Playworker, 11.8% reported to function with 10 or more Playworkers. 62.5% indicated to having no personnel In the role of Play Development Worker, with this figure rising to 75% for Play Rangers and Inclusion Workers and 100% for Mobile Playworkers.

	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	0		1		2		3		4		5		6		7		8		9		10	
Senior Playworker (Base: 10)		0.0	9	50.0	5	27.8	3	16.7		0.0	1	5.6		0.0		0.0		0.0		0.0		0.0
Playworker (Base: 17)		0.0		0.0	3	17.6	6	35.3	1	5.9	2	11.8	2	11.8	1	5.9		0.0		0.0	1	5.9
Assistant Playworker (Base: 10)	5	50.0		0.0	1	10.0	2	20.0		0.0		0.0		0.0	1	10.0	1	10.0		0.0		0.0
Play Development Worker (Base: 8)	5	62.5	3	37.5		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Play Ranger (Base: 8)	6	75.0	1	12.5		0.0		0.0		0.0		0.0		0.0	1	12.5		0.0		0.0		0.0
Mobile Playworker (Base: 7)	7	100.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Inclusion Playworker (Base: 8)	6	75.0	2	25.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Student Playworker (Base: 9)	6	66.7	1	11.1	1	11.1	1	11.1		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Other playworker role (please specify) (Base: 9)	4	44.4	5	55.6		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0



## Play Sufficiency Assessment Toolkit – Part 2

	No	%	No	%	No	%
	11-20		20+		Total	
Senior Playworker (Base: 10)		0.0		0.0	18	100.0
Playworker (Base: 17)	1	5.9		0.0	17	100.0
Assistant Playworker (Base: 10)		0.0		0.0	10	100.0
Play Development Worker (Base: 8)		0.0		0.0	8	100.0
Play Ranger (Base: 8)		0.0		0.0	8	100.0
Mobile Playworker (Base: 7)		0.0		0.0	7	100.0
Inclusion Playworker (Base: 8)		0.0		0.0	8	100.0
Student Playworker (Base: 9)		0.0		0.0	9	100.0
Other playworker role (please specify) (Base: 9)		0.0		0.0	9	100.0

**Q9 Of those playworkers identified in Q8, how many were in the following categories?**

*Between 9 and 19 responses were received to this question equalling to a response rates of 20.9% and 44.2% of all those that participated.*

72.7% of respondents reported operating with no Unpaid (voluntary) fewer than 10 hours per week. 42.9% delivered sessions with 3 or more staff, Paid part-time/sessional for fewer than 10 hours per week. 25.0% employed eleven or more Paid part-time/sessional for 10 hours or more per week. 21.1% of those who replied cited employing no Paid full-time for over 30 hours per week.

	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
	0		1		2		3		4		5		6		7		8		9		10	
Unpaid (voluntary) fewer than 10 hours per week (Base: 11)	8	72.7	2	18.2		0.0	1	9.1		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Unpaid (voluntary) 10 hours or more per week (Base: 9)	9	100.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Paid part-time/sessional for fewer than 10 hours per week (Base: 14)	6	42.9	1	7.1	1	7.1	3	21.4	1	7.1		0.0	1	7.1		0.0	1	7.1		0.0		0.0
Paid part-time/sessional for 10 hours or more per week (Base: 12)	2	16.7	2	16.7		0.0		0.0	1	8.3	2	16.7		0.0	2	16.7		0.0		0.0		0.0
Paid full-time for over 30 hours per week (Base: 19)	4	21.1	7	36.8	3	15.8	1	5.3	1	5.3		0.0		0.0		0.0	1	5.3		0.0		0.0

## Play Sufficiency Assessment Toolkit – Part 2

	No	%	No	%	No	%
	11-20		20+		Total	
Unpaid (voluntary) fewer than 10 hours per week (Base: 11)		0.0		0.0	11	100.0
Unpaid (voluntary) 10 hours or more per week (Base: 9)		0.0		0.0	9	110.5
Paid part-time/sessional for fewer than 10 hours per week (Base: 14)		0.0		0.0	14	100.0
Paid part-time/sessional for 10 hours or more per week (Base: 12)	2	16.7	1	8.3	12	100.0
Paid full-time for over 30 hours per week (Base: 19)	2	10.5		0.0	19	100.0

**Q10 Playwork qualifications and continuous professional development**  
**Of those playworkers identified in Q8, how many hold a playwork qualification at the following levels?**

*Between 3 and 18 responses were received to this question equalling to a response rates of 7.0% and 41.9% of all those that participated.*

25.0% respondents indicated that none of the staff identified in Q8 held a qualification. Half (50.0%) of those whom replied stated that one member of staff held a Level 2 Qualification. 33.3% of respondents identified 5 or more staff with a Level 3 qualification.

	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
	0		1		2		3		4		5		6		7		8		9		10	
No qualification (Base: 12)	3	25.0	2	16.7	4	33.3	2	16.7		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Level 2 (Base: 8)	3	37.5	4	50.0	1	12.5		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Level 3 (Base: 18)	0	0.0	1	5.6	2	11.1	5	27.8	4	22.2	2	11.1	1	5.6		0.0	1	5.6		0.0	1	5.6
Level 4 (Base: 3)	2	66.7	1	33.3		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Higher Level qualification (Base: 8)	1	12.5	6	75.0		0.0	1	12.5		0.0		0.0		0.0		0.0		0.0		0.0		0.0

	No	%	No	%	No	%
	11-20		20+		Total	
No qualification (Base: 12)		0.0	1	8.3	12	100.0
Level 2 (Base: 8)		0.0		0.0	8	100.0
Level 3 (Base: 18)	1	5.6		0.0	18	100.0
Level 4 (Base: 3)		0.0		0.0	3	100.0
Higher Level qualification (Base: 8)		0.0		0.0	8	100.0

**Q11 Has your play setting provided any of the following Continuing Professional Development (CPD) opportunities for its playworkers in the last 12 months either directly or by funding the opportunity?**

*Between 6 and 13 responses were received to this question equalling to a response rates of 14.0% and 30.2% of all those that participated.*

30.0% of respondents had a staff member attend a Playwork conference in the last 12 months, with a similar figure recorded for a member of staff in Education outside of Playwork (38.5%). Online learning was the most popular method for CPD with 92.3% of respondents having one or more staff members engaged in this process. Two thirds of respondents cited having no employees Working with a playwork mentor or Working with/observing playowrkers (66.7%) respectively.

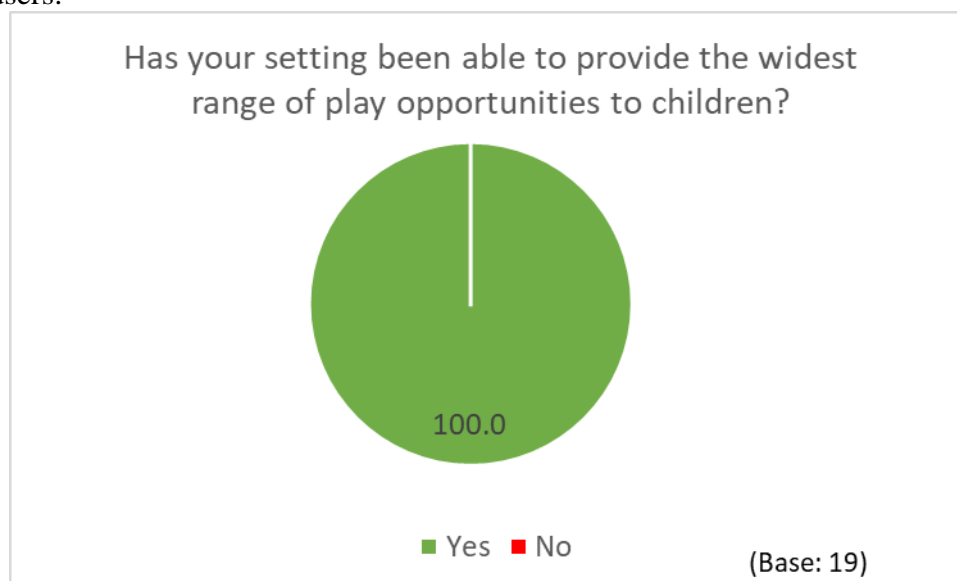
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	0		1		2		3		4		5		6		7		8		9		10	
Playwork conferences (Base: 10)	6	60.0		0.0	3	30.0		0.0	1	10.0		0.0		0.0		0.0		0.0		0.0		0.0
Education outside Playwork (Base: 13)	4	30.8	5	38.5	2	15.4		0.0		0.0	1	7.7		0.0		0.0	1	7.7		0.0		0.0
Online learning (i.e. internet) (Base: 13)	1	7.7	3	23.1	2	15.4	1	7.7	2	15.4	2	15.4		0.0	1	7.7		0.0		0.0	1	7.7
Reading playwork books, magazines and journals (Base: 11)	5	45.5		0.0	2	18.2		0.0	2	18.2	1	9.1		0.0		0.0		0.0		0.0		0.0
Watching playwork DVD's, videos, CD-ROMs (Base: 8)	7	87.5		0.0	1	12.5		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0
Working with a playwork mentor (Base: 9)	6	66.7		0.0	1	11.1	1	11.1		0.0		0.0	1	11.1		0.0		0.0		0.0		0.0
Working with/observing playworkers (Base: 9)	6	66.7	1	11.1	1	11.1		0.0	1	11.1		0.0		0.0		0.0		0.0		0.0		0.0
Workshops/training events/courses (Base: 13)	2	15.4	3	23.1	1	7.7		0.0	2	15.4	3	23.1		0.0	1	7.7		0.0		0.0	1	7.7
Other (please specify) (Base: 6)	4	66.7	2	33.3		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0		0.0

	No	%	No	%	No	%
	11-20		20+		Total	
Playwork conferences (Base: 10)		0.0		0.0	100.0	10
Education outside playwork (Base: 13)		0.0		0.0	100.0	13
Online learning (i.e. internet) (Base: 13)		0.0		0.0	100.0	13
Reading playwork books, magazines and journals (Base: 11)	1	9.1		0.0	100.0	11
Watching playwork DVD's, videos, CD-ROMs (Base: 8)		0.0		0.0	100.0	8
Working with a playwork mentor (Base: 9)		0.0		0.0	100.0	9
Working with/observing playworkers (Base: 9)		0.0		0.0	100.0	9
Workshops/training events/courses (Base: 13)		0.0		0.0	100.0	13
Other (please specify) (Base: 6)		0.0		0.0	100.0	6

**Q12 Has your setting been able to provide the widest range of play opportunities to children?**

*A total of 19 responses were received to this question equalling to a response rate of 44.2% of all those that participated.*

All respondents indicated their setting was able to provide the widest play opportunities to service users.



**Q13, Q14 and Q15** – Respondents would only be routed to these if they answered ‘No’ to **Q12** – which no respondents did and thus these received no responses.

### **Q16 What are the main problems that you experience when recruiting new workers?**

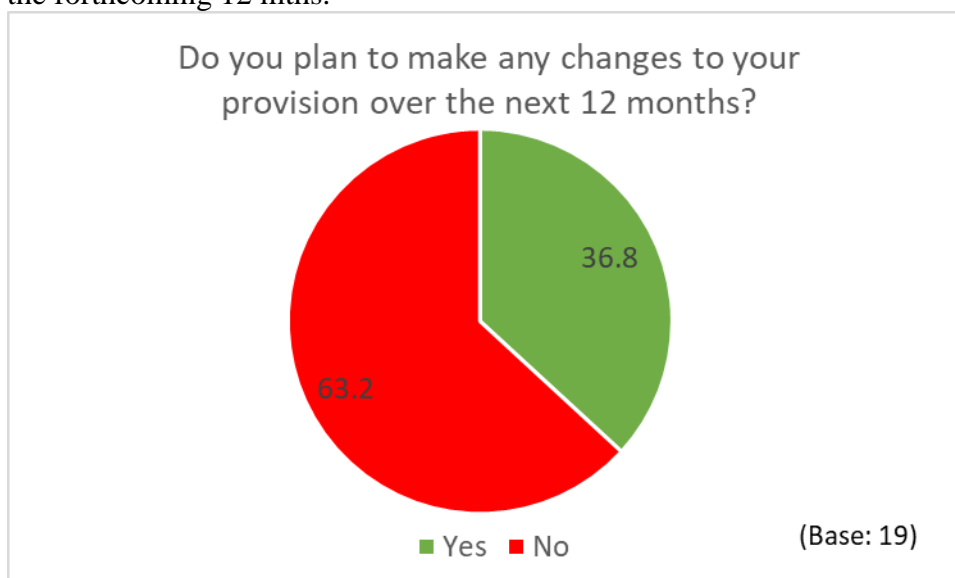
A total of 12 respondents went on to specify the problems that they experience in recruiting new workers, these are listed below:-

- Cuts to our service- no funding available
- Can't offer them enough working hours to make it financially viable
- Budget constraints
- There are not enough qualified staff out there. removing CCLD has again reduced qualified staff
- Finding anyone with a playwork qualification, level 3 childcare qualification was difficult enough
- Not enough hours to provide them with decent pay
- Commitment
- Part time hours, the need to be a Welsh speaker, qualifications
- Finding qualified Welsh speakers
- Reliability, work ethic
- Due to seasonal work, staffing can be an issue.
- Finding full-time fluent Welsh Speaking staff.

### **Q17 Do you plan to make any changes to your provision over the next 12 months?**

*A total of 19 responses were received to this question equalling to a response rate of 44.2% of all those that participated.*

Just over one-third (36.8%) of respondents anticipated making changes to their provision in the forthcoming 12 mths.



**Q18** Of the 7 respondents that anticipated changes to their provision:-

- 2 were looking to increase the number of playworkers;
- 5 Wanted to improve the level of qualifications their playworkers have;
- 1 Wanted to introduce a new training programme;
- 3 Needed to replace current playworkers due to staff leaving;
- 2 Were to apply for CIW registration.

**Q19 Please provide reasons for changes.**

A total of 8 respondents indicated their reasoning for change, these are listed below:-

- High turnover of staff, meeting CIW Min Standards
- Opening in an additional setting.
- Please provide reasons for changes.
- Requirements of the CIW which is who we are registered with
- Staff all have childcare qualifications but would like playwork qualification s.
- Staff are transient
- The need to offer a higher level of provision.
- To keep up to date with training needs required by CIW

**Q20 If you plan to increase the number of workers, how many will be in each of the following categories? (Staff Type)**

Of the two respondents that identified increasing staff levels these are detailed below:-

- One - Paid part-time and paid sessional; Fewer than 10 hours paid work per week. Anticipated (01/04/19)
- Six new members - Paid part-time and paid sessional; 10 hours or more paid work per week – anticipated 01/03/19)

**Q21 If you plan to increase the number of workers, how many will be in each of the following categories? (Level of attainment)**

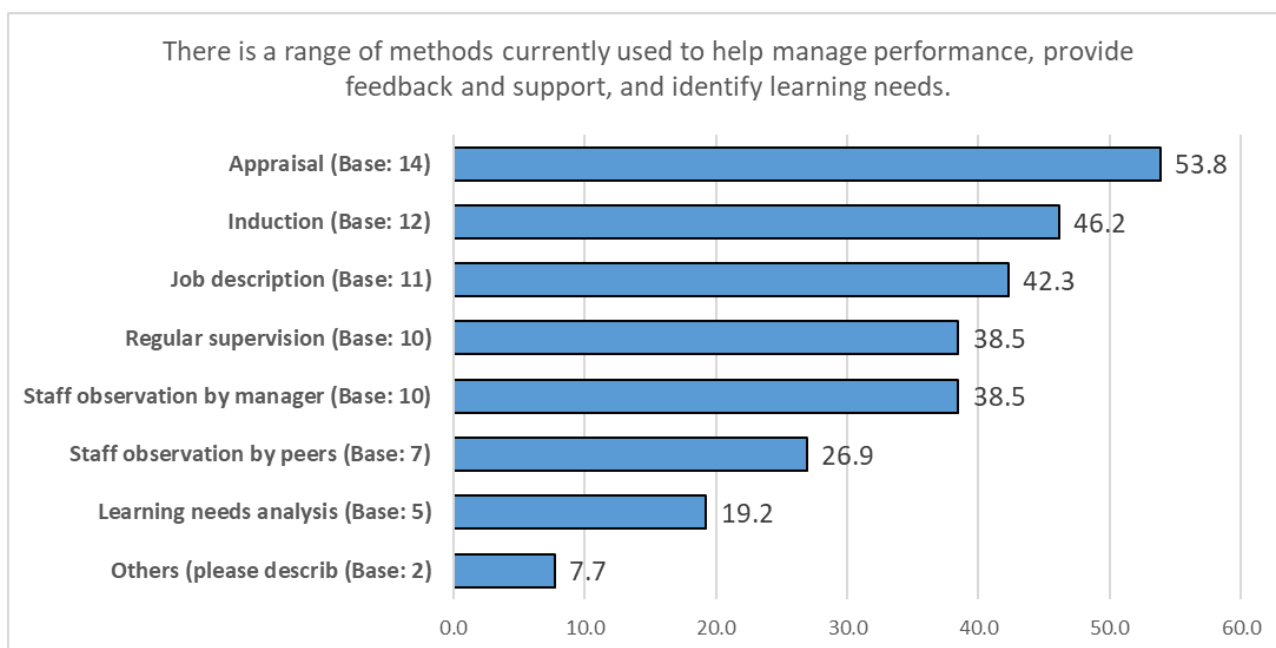
Of the two respondents that identified increasing staff levels, the level of attainment identified, 'Working with a mentor' was the most popular form with anticipated increase of 6 staff members.



Level	No
Induction	3
Lvl 2	2
Lvl 3	1
Higher Lvl	1
Working with a mentor	6

**Q22 There is a range of methods currently used to help manage performance, provide feedback and support, and identify learning needs.**

Appraisal was the most popular method used by over half (53.8%) of respondents, in contrast to Learning needs analysis that was used by 19.2%.



### **Q23 Do you have any other comments that you would like to feedback concerning playworkers and playwork settings.**

Five respondents provided additional comments, these are listed below:-

- Playworkers would be happier to do the training courses if they weren't so intensive
- Lack of variety of play work course available for CPD. Available venues in some areas can restrict what activities we are able to provide restricting play opportunities
- Due to the changes coming in within the qualification structure not allow CCLD qualification in Playwork settings will make it nearly impossible to fulfill the 50% qualified staff ratio required. There will be a short fall of Playworkers as most people looking to go into childcare prefer CCLD as it a more rounded qualification were play work limits you to playwork..
- It would be good to have an area/website or agency where we can recruit staff.
- We are a playground rather than a nursery type setting

**Hands Up Survey Questions**

Please put your hand up if:

**Question 1:**

If your mum or dad or other grown-up brought you to play scheme today

**Question 2:**

If an older brother or sister, or an older friend brought you to play scheme today

**Question 3:**

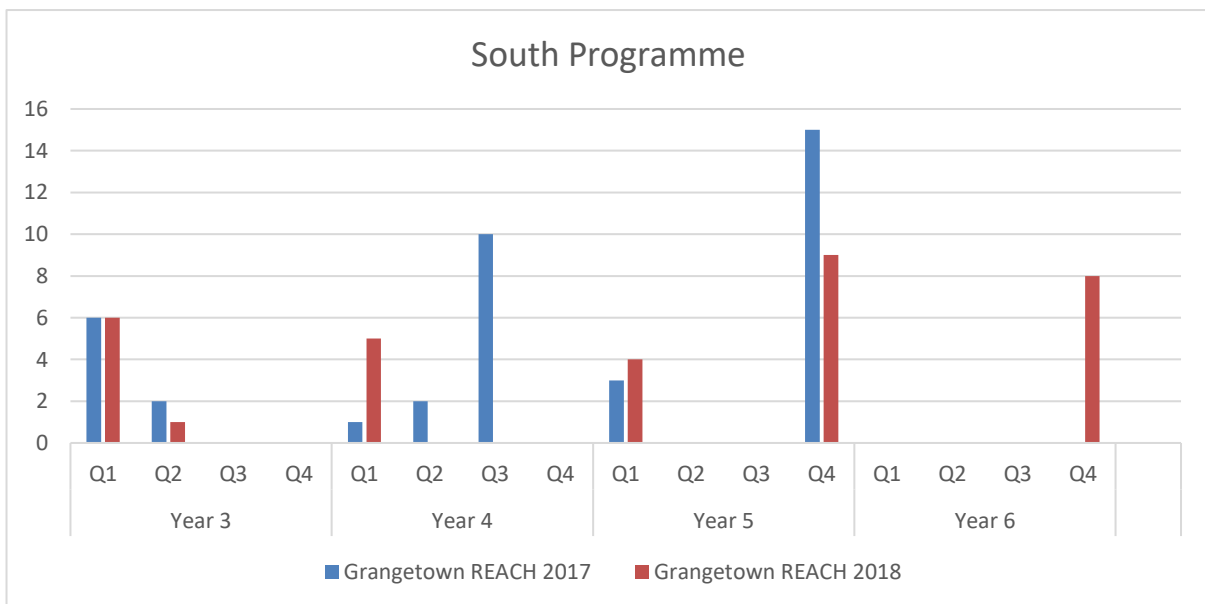
If you came to play scheme with other friends and were told you must stay together all the way to play scheme

**Question 4:**

If you came to play scheme on your own without any help

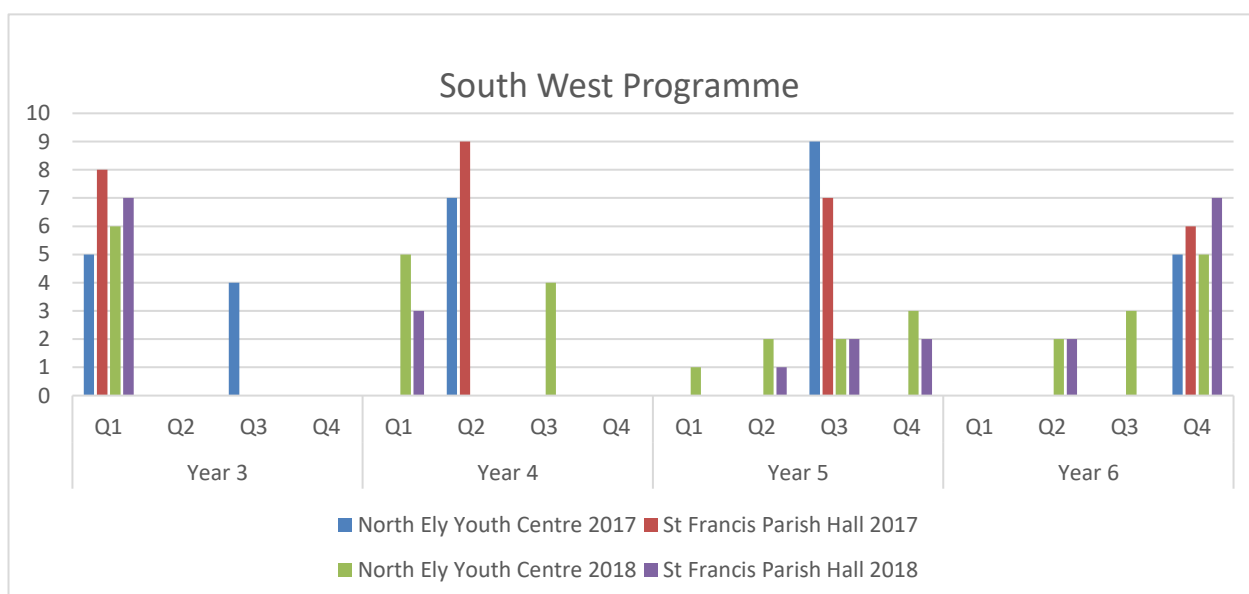
### Hands Up Survey Results

		Grangetown REACH 2017	Grangetown REACH 2018
Year 3	Q1	6	6
	Q2	2	1
	Q3	0	0
	Q4	0	0
Year 4	Q1	1	5
	Q2	2	0
	Q3	10	0
	Q4	0	0
Year 5	Q1	3	4
	Q2	0	0
	Q3	0	0
	Q4	15	9
Year 6	Q1	0	0
	Q2	0	0
	Q3	0	0
	Q4	0	8



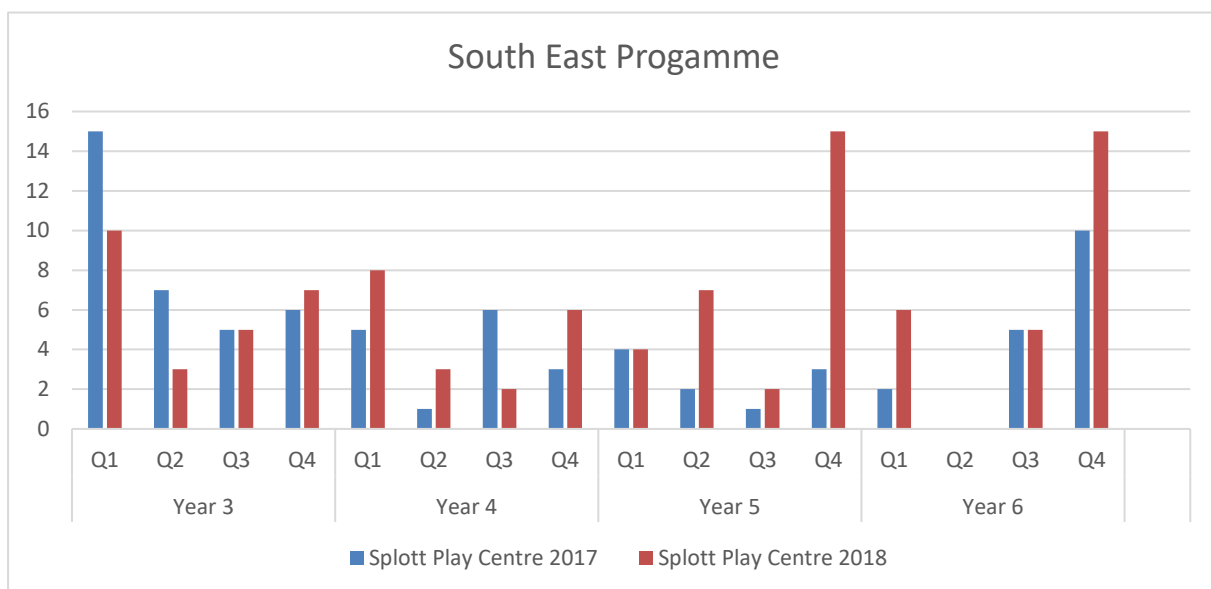
## Play Sufficiency Assessment Toolkit – Part 2

		North Ely Youth Centre 2017	St Francis Parish Hall 2017	North Ely Youth Centre 2018	St Francis Parish Hall 2018
Year 3	Q1	5	8	6	7
	Q2	0	0	0	0
	Q3	4	0	0	0
	Q4	0	0	0	0
Year 4	Q1	0	0	5	3
	Q2	7	9	0	0
	Q3	0	0	4	0
	Q4	0	0	0	0
Year 5	Q1	0	0	1	0
	Q2	0	0	2	1
	Q3	9	7	2	2
	Q4	0	0	3	2
Year 6	Q1	0	0	0	0
	Q2	0	0	2	2
	Q3	0	0	3	0
	Q4	5	6	5	7

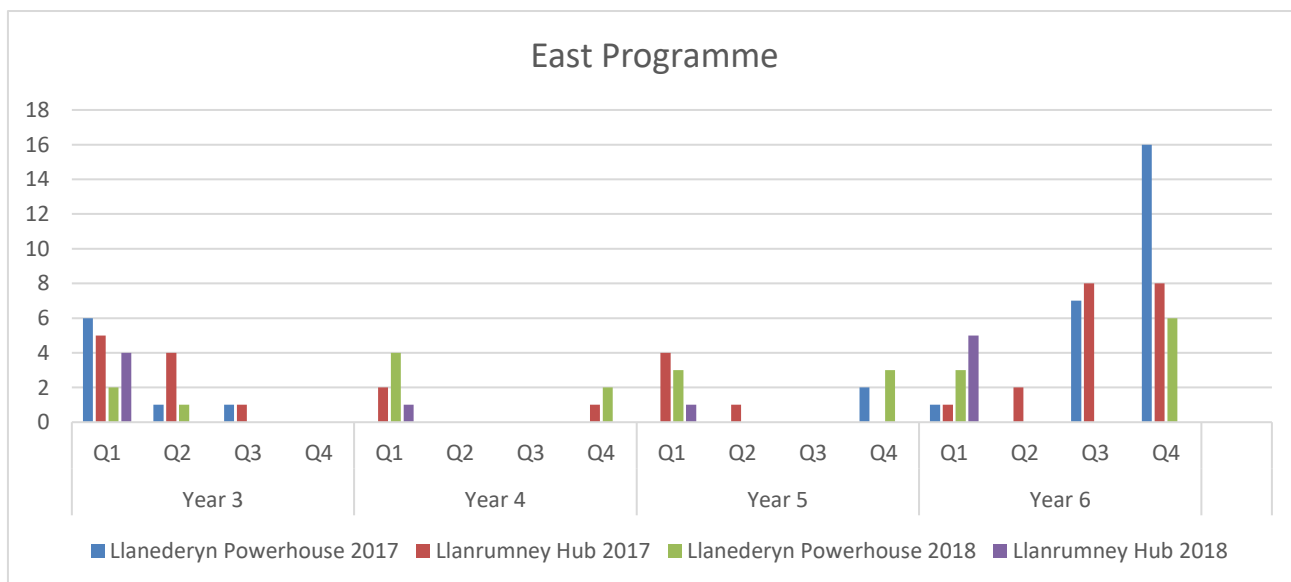


## Play Sufficiency Assessment Toolkit – Part 2

		Splott Play Centre 2017	Splott Play Centre 2018
Year 3	Q1	15	10
	Q2	7	3
	Q3	5	5
	Q4	6	7
Year 4	Q1	5	8
	Q2	1	3
	Q3	6	2
	Q4	3	6
Year 5	Q1	4	4
	Q2	2	7
	Q3	1	2
	Q4	3	15
Year 6	Q1	2	6
	Q2	0	0
	Q3	5	5
	Q4	10	15



		Llanederyn Powerhouse 2017	Llanrumney Hub 2017	Llanederyn Powerhouse 2018	Llanrumney Hub 2018
Year 3	Q1	6	5	2	4
	Q2	1	4	1	0
	Q3	1	1	0	0
	Q4	0	0	0	0
Year 4	Q1	0	2	4	1
	Q2	0	0	0	0
	Q3	0	0	0	0
	Q4	0	1	2	0
Year 5	Q1	0	4	3	1
	Q2	0	1	0	0
	Q3	0	0	0	0
	Q4	2	0	3	0
Year 6	Q1	1	1	3	5
	Q2	0	2	0	0
	Q3	7	8	0	0
	Q4	16	8	6	0



### Case Studies

#### **Case Study Title: Outdoor Play in School**

**Contact Person: Claire Christie**

**Community Play Team: South Programme**

#### **Case Study Description:**

Children's Play Services, South Programme attend St Mary the virgin primary school every Tuesday term time, from 1-3pm to operate an outdoor play project.

The south programme started the outdoor play in school project in 2017. The project was set up as a holistic approach to learning, as well as a way to try to combat the lack of outdoor play and learning in the multicultural area of South Cardiff, where many children live in high rise buildings and therefore don't have access to nature and the outdoors as often as they should. The senior play organiser stated that many of the children had never had the opportunity to play outdoors in this capacity.

The south programme have approximately 15 participants per group and facilitates two groups each term. The project takes place in the wooded grounds of the school and lasts 2 hours.

During these sessions the children participate in a variety of different outdoor activities, including; Den building, bug hunting, creating clay faces, making stickmen & stick families and building bird feeders & bug hotels.

The outdoor play in school project is extremely beneficial to the children that take part. Some of the pupils spend a lot of their time indoors and playing video games due to the lack of outdoor play opportunities and lack of outdoor space in their community. The outdoor play in school project gives children a chance to experience outdoor play and the benefits. Through the outdoor play in school project, children are able to learn in a different way and a different environment. Thanks to the project children are improving on skills such as numeracy, literacy, fine motor skills as well as self-esteem and a feeling of achievement. Learning through play can be a more beneficial way for some children to learn, for those children who find it difficult to learn in a classroom setting, can learn through doing, e.g. finding 3 bugs or learning names of bugs. Learning in this environment and this way is a natural extension to play, many children will learn without knowing they are learning.

The project has had positive feedback from teachers involved and also the head teacher of the school. One teacher advised that the project helps calm behaviours with some of the children.



### **Case Study Title: Scoot to School**

**Contact Person: Gemma Hughes**

### **Road Safety Team**

#### **Case Study Description:**

The Road Safety Team are working to encourage active travel to school at an early age, which will mean that parents also actively travel to school, resulting in a healthier population. It will also mean that there would be an improvement in air quality around schools if fewer parents and children travel to school via cars.

The scoot to school initiative funded by the All Wales Play Opportunities Grant, funds several scooters that were given out to selected primary schools to keep, after the pupils received training to increase play, safety, health and active travel.

The team attend the school and provide training to the children, so that they are able to scoot to school safely, these scooters have been kept by the school for the children to use during playtime. This has encouraged play, but also ensured that children enjoy scooting and are more likely to bring their own scooters to school, this would also benefit the active travel agenda and reduce the amount of vehicles travelling to schools.

With the support of Halfords 222 scooters were purchased. Schools received 5 scooters for single intake schools and 10 scooters for double/ triple intake schools.

The scooters are also available to use during lunch and break times, providing children with additional play opportunities and a rich play environment. One primary school dedicates a section of the yard as a scooting zone during lunch times.

By March 2018, 348 children had received scooter training and a further 482 children have had additional play opportunities due to the scooters being available at lunch and break times. By the end of the summer term 2018 a further 17 schools had received their training, resulting in a further 1620 children being trained and 2430 children having the additional play opportunities.

Scoot to school has been one of the most well received initiatives offered to primary schools. Some of the children who took part in scoot to school, scoot on a regular basis rather than driving. This is a positive result as parents are also improving their health and helping to reduce CO2 emission. Since the scoot to school initiative came into action, there have been less cars outside the schools and in turn less parking issues. Children are able to become more active, have better road safety awareness and have the means necessary to thrive with the additional play opportunities.

**Case Study Title: Saturday Project**

**Contact Person: Karen Barker**

**Play Team: Disability Play Project**

### **Case Study Description:**

The disability Saturday project began in 2007. The project began after Children's Play Services disability play coordinator, discovered that there was a need for provisions for children with disabilities. After conducting a survey with social care providers, it was identified that the children had no access to play provisions. The children were therefore not interacting and engaging with other children.

The project runs every Saturday for 7 hours. There are 4 staff members each week that facilitate the play, along with volunteers. Each week 15 children attend the project. Parents, carers and social care providers attend the play setting and stay and play with the children. Siblings also attend the setting and families can stay and play together.

Children and parents can take part in activities such as; arts & crafts, pottery, outside play, massage sessions, dressing up, role play, music lessons and sensory play.

The project provides the children with an opportunity to play and socialise. It also gives parents time to engage with their children whilst also engaging with other parents. Children and parents are able to learn new skills, while parents & volunteers are able to access training course provided by Children's Play Services. The project provides parents with the opportunity to share knowledge of services and resources with one another.

**Case Study Title: Young Carers Play project**

**Contact Person: Jane Tariq**

**Community Play Team: South East Programme**

### **Case Study Description:**

The Young Carers project run by Children's Play Services South East Team began due to the lack of support available for young carers being identified. The South East team had previous links with the YMCA and therefore had a pre-existing partnership to support the launch of the project. The South East programme wanted to provide young carers with support and opportunities to play in a safe & fun environment.

The Young Carers project is run every Saturday for four hours with 3 staff members each week. Engaging with young people from each half of Cardiff every other week.

The project is specifically for young careers between the ages of 5-14, with the core age being 12. Each Saturday there are 20 young carers that attend the project. The young carers project is run from Splott play centre.

During the sessions the young people participate in activities such as weekly cooking, Arts & Crafts, sewing, slime making, dance games, sports & outside play.

Being a young carer can leave a young person with little or no time to themselves. The project provides children with the opportunity to have time to relax, play and engage with their peers and friends.

### **Case Study Title: Moorland Primary School Out of Hours Play**

**Contact Person: Jane Tariq**

**Community Play Team: South East programme**

### **Case Study Description:**

Children's Play Services, South East programme visit Moorland Primary school every Wednesday afternoon for one hour each week to operate the Out of Hours Play project.

The South East programme began the 'Out of hours play project' to increase play opportunities in the local community and to promote and support play opportunities out of teaching hours.

The South East programme attend Moorland Primary and use the playground out of school hours. The project has 20 participants and all participants are pupils of Moorland Primary School. The project sees the children take part in activities such as sports, arts & crafts and general play within school premises. Providing children with rich play opportunities, a safe enclosed space to play, time to socialise with friends & peers and get to know the play team.

As a further development to the project, the play team have had permission from the head teacher to open the project to other children in the local community.

### **Case Study Title: Adamsdown Hostel**

**Contact Person: Jane Tariq**

**Community Play Team: South East Programme**

### **Case Study Description:**

In 2018 Children's Play services South East Programme began operating sessions in Adamsdown Hostel. Adamsdown hostel is a hostel for homeless families with the majority of tenants being refugees. Through working with the South East team previously, the hostel worker was able to engage the play team to combat the lack of play noted within the hostel. The South East programme along with the hostel wanted to ensure play opportunities were accessible to all children.

The South East programme attend the hostel once a week and work out of one of the flats at the hostel. There are 156 children living there and between 40-45 of those children, engage with the programme each week.

The programme works with the families that live at the hostel, the families can drop in and out of the session as they wish. The South East Programme put on activities such as; cooking with the children, slime making, sport activities, outside play and arts & crafts.

The project is enabling the children and families time to get to know each other, building relationships and friendships between tenants. The Project is a way for the children to play with other children in similar situations. The children and parents both have the opportunity to socialise, learn new things and feel supported. Having accessible play is extremely important for children, with the South East team taking play to the children, play becomes inclusive and accessible. The senior play organiser for the South East team stated that many of the children at the hostel had been through traumatic experiences and the play sessions are an outlet for the children to create, play, and enjoy.

Due to issues being raised regarding engagement with the local community. The play team intend to undertake further work to support community cohesion through play.

**Case Study Title: Lunch time play in schools**

**Contact Person: Claire Bartlett**

**Community Play Team: East Programme**

### **Case Study Description:**

In 2016 the East programme began working with primary schools in East Cardiff. The Lunch time play in schools project was developed as a way to make new partnerships with primary schools and other community venues in order to deliver and promote play.

The lunch time play in schools offers varied stimulatory play opportunities in a variety of indoor & outdoor settings. The project takes place once a week for one hour over 5 weeks in each school. The number of children that take part varies depending on the school, on average the East programme provides lunch time play opportunities for between 50-100 pupils.

Each week the East programme operates a different type of play including; Symbolic, Creative, Exploratory, communication and Fantasy Play. Over the 5 weeks the children take part in a variety of different activities such as; junk modelling, physical activities, den making, exploration of space, parachute games, dressing up and costume making.

The Lunch time play in school project provides children with the opportunity to experiment, explore and express themselves. Children are able to be creative and learn new skills with a variety of different materials. The project provides children with an opportunity to do something different and new with their lunch time.

**Case Study Title: Street Play**

**Contact Person: Jane Tariq**

**Community Play Team: South East programme**

### **Case Study Description:**

Children's Play Services South East Programmes Street Play sessions are part of the wider street play initiative, in partnership with Play Wales, Child Friendly City, Transport Policy & Strategy and Children's Play Services.

The initiative aims to streamline the road closure application process to enable residence to apply for temporary road closure, to enable children and young people to play safely in their street.

Alongside 5 streets in Cardiff the South East programme have taken part in the street play pilot project which commenced in September 2018.

The Street Play project is run once a month for 2 hours, street play is a combined effort with Children's Play Services and community members. On average there are 20 participants each month, with play staff and residents carrying out the role of wardens at closure points. This enables the children and young people in the street to play freely under the observation of their parents/guardians.

The children are able to play on their bikes, scooters, ball games, chalking and generally socialising with each other outside their homes. The project not only provides further safe play spaces for children & young people but also brings together neighbours, improve the health and well-being of children and their families, whilst developing more cohesive and joined up neighbourhoods.