

YBont

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Clybiau
Plant
Cymru



KIDS' CLUBS

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Winter 2020



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 - * Regional News
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- ...and more

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Llywodraeth Cymru
Welsh Government

Dear Out of School Childcare Club Member

Issue 76 Winter 2020

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A company limited by guarantee 4296436
Registered Charity 1093260
Registered Office:
Clybiau Plant Cymru Kids' Clubs,
Bridge House, Station Road, Llanishen,
Cardiff. CF14 5UW
Tel: 029 2074 1000
Email: info@clybiauplantcymru.org
Website: www.clybiauplantcymru.org



With Christmas nearly upon us and a new (and hopefully more 'normal') year to look forward to in 2021, we have dedicated this edition of Y Bont to children and young people's right to play, with a whole host of activity ideas and sources of information to support this. We are focusing on the immense benefits of play on children's emotional and physical wellbeing, and the way in which it builds creativity, resilience and confidence. With the impact of the Pandemic, it is even more essential to highlight the importance and benefits of play.

As always, we are supporting children and young people to be aware of the United Nations Convention on the Rights of the Child and its 54 Articles. Within this edition of Y Bont, we have focussed specifically on Article 31, children's right to play and promoting the time, space and permission to play for all children. We want to encourage Settings to support children and young people to know their rights and as Playworkers to be able to confidently advocate for children and young people's rights. In this edition, we have interviewed Sally Holland, the Children's Commissioner for Wales to gain her insight into children's right to play. We have also had input from some children themselves!

We bring you some pictures from our Play Day and information about the fantastic engagement and fun that we all had on August 5th. The day demonstrated that even in these strange times, there are still many opportunities to get out and have some fun.

We also remain conscious of how tough it has been on the Out of School Childcare Sector to revive and would like to take this opportunity to applaud the Playworkers, Managers and Committees across Wales who have continued to work with passion and dedication to re-open and offer much needed services to local communities. Our team of Childcare Business Development Officers and Training Officers have been on hand throughout the pandemic, supporting the survival and the revival of Settings and are now working hard to support you to go on to thrive. Whilst this edition focuses on the children, we understand that numbers using Settings are down and that income may be reduced, with expenses increasing. We are able to support you to **reflect on all aspects of your Setting, with The Out of School Assessment (OSCA)**. This will assist you to

see where you can change things to ensure that you remain sustainable and continue to offer quality play opportunities for children while their parents go out to work or train. This review of your Setting looks at the quality of both the business aspect and the Playwork you offer. Our team can support you to build on both by developing an action plan and supporting you to achieve the best quality in your management as well as play opportunities for your children.

Our National Lottery Fund, People and Places project – Connecting and Supporting the Out of School Childcare Community has seen us, even through Covid-19, continue to achieve our original project aims as well as supporting Clubs to respond to and re-open after Covid-19 with additional TNLCF top up funding. We will continue to do this with business support, webinars and resources. We continue to work closely with our funded Local Authorities, Newport, Swansea, Conwy and Gwynedd to offer tailored business support to Settings within those counties. Remember our team are intrinsically motivated to do the best for you our Settings and want to see you all thrive and continue to provide for your communities and to be an integral part of the Welsh foundational economy.

We also have our other projects which you will see more about in this edition, with a competition for our Tesco Centenary Gardening Project Grow Your Own Feast and also exciting news about our Work Welsh project.

Remember to like our [Facebook](#) page and visit our [website](#) for regular updates, information and support. Contact one of our [Regional teams](#) and become [a member](#) to get even more resources to help your Out of School Childcare Club thrive in 2021.

Having focussed this edition on children's rights to play, now is the time to ensure that all of your staff have a Playwork qualification, with the deadline of September 2021 looming. Clybiau Plant Cymru Kids' Clubs has many opportunities for your staff to achieve this qualification, and with our training highly rated (97% of students would recommend our training) what better time to get your space on a qualification in time for the New Year. Visit our Training page and look out on social media for opportunities in your area. Alternatively you can fill in an Expression of Interest and we will contact you with availability.

Wishing you a peaceful and healthy Festive Season,

Jane O'Toole,
Chief Executive Officer

We can't have an issue of Y Bont focusing on Children's Right to Play without an interview with Sally Holland, the Children's Commissioner for Wales. Wales was the first country in the world to appoint a Children's Commissioner, an adult in Government who focuses on promoting, advocating and protecting children and young people's rights, views, interests and decisions affecting their lives. We asked the Children's Commissioner a few questions:

1. *What is your favourite play memory as a child?*

Playing in the 'the Burn' with other children from the neighbourhood. This was a former market garden that had been allowed to go wild. It was great for dens and paddling in the stream (streams are called burns in Scotland where I grew up). There were also fruit trees in all the tangle so we had plenty to eat!

2. *Can you tell us about the Children's Rights Approach Framework?*

This sets out a framework for any organisation that works with children to apply children's rights under the UNCRC to their work. It helps organisations recognise what they do well already and place them in a coherent framework. It also highlights the gaps that we may wish to work on. It's so far been used by health boards, a youth prison, councils, museums, the police and Natural Resources Wales, as well as lots of individual schools.

There are 5 principles:

- 1. Embed children's rights.** This means the organisation stating clearly that it is working to implement children's rights. Some organisations have set this out in a Charter, or set of promises to children. Organisations should also make sure all staff are trained and understand children's rights and there are public displays, like posters and notices on websites and in all policies. For example, when writing a child protection policy, it is good to cite article 19 of the UNCRC, or a non-discrimination policy to cite article 2. This is important as children should know they receive our services because they have a right to grow up happy, healthy and safe.
- 2. Non-discrimination and equality.** This is an important principle for all human rights. Services should consider not only do they try to treat children equally when they receive their services, but are there some children who miss out on their services because there are too many barriers in their way?
- 3. Empowerment.** Children cannot take up their rights unless they know about them and have a good experience of them. We should make children have opportunities to learn that they have rights and give them a chance to develop skills, for example in taking part in decisions. It's really important that children understand they have a right to be safe, for example. I have met young people who have told me that they didn't understand that abuse they were suffering when young was wrong, or that they had a right to be listened to.
- 4. Participation.** Organisations are more likely to get decisions right first time if they involve the people most affected by them. This includes giving children choices and a chance to feed back as individuals, but also involving them on committee and advisory boards for the organisation. This is why we have school councils. There are

Meet the Children's Commissioner for Wales

now youth health boards too.

5. **Accountability.** This is about speaking directly to children about what we are planning to do, how well we have done it, how we have taken their feedback on board. Do we have a children's version of our annual report? Is our complaints system accessible to children?

3. *How might this be useful for Out of School Clubs across Wales?*

We think all organisations, however big or small can benefit from working with this framework. Even though my own organisation is a children's rights organisation, when we applied the framework to ourselves we realised we still had work to do, for example on communicating with disabled children.

Out of School clubs provide a vital service for our children. They can recognise that they are doing children's rights work by providing rights to play, to be safe and to develop their full potential. By thinking about the principles above they can consider whether there are more areas to work on, for example giving children more chance to take part in decisions. There are lots of questions, ideas and examples on my website. <https://www.childcomwales.org.uk/resources/childrens-rights-approach/right-way-childrens-rights-approach-wales/>

4. *How can we, as adults working and advocating for children, be showing children that we value their right to play?*

It's important that children know this is a right for them. We can tell them this means that the United Nations says it's something they NEED, like eating and sleeping, to grow up healthy and happy. It's not just a treat.

5. *Do you feel now, more than ever, that a child's right to play is important?*

Absolutely. There is a lot of pressure on children to succeed these days – academically, in sport etc. They often end up going to lots of organised activities after school like swimming, extra tutoring, music and tell me that they don't have enough time to relax and play. During the Covid lockdown we conducted a survey of 240,000 children age 3-18 in Wales. Although some were really struggling, some said they were really enjoying having much more time just to play.

6. *How important do you think is children playing in their communities?*

It's really important for relationship-building and for community cohesion, as well as for children's health and wellbeing.

There is much more traffic on the roads than for previous generations and children have much less freedom to roam than I had growing up in the 70s and 80s. Having local opportunities to play that parents and carers trust is really



important. This includes clubs, but also parks that feel safe, open access play settings and play streets. I think a switch to 20 mph speed limits in all residential areas will also help.

7. *How can communities show that they value children and young people and their right to play?*

Everyone should know that children have the right to play and tell children this too! By organising safe spaces to play, like asking the council to allow streets to be blocked off at certain times to provide play streets, we give a powerful message to children.

8. *Could Welsh Government and Local Authorities be doing more to highlight play as a priority in children's lives?*

We have strong commitments to play in Wales but we could definitely do more. I'd like to see much more open-access play. I love the adventure playground movement and we don't have many of these at all in Wales, the ones I've visited have been brilliant and such important parts of the community.

Share the Good News!

Do you as a club have good news to share with everyone? Have you been successful in a funding application or achieved registration? Have you become incorporated or had a fantastic inspection? Let us know and we will share it in the next edition of Y Bont. Shout your achievements from the rooftops, you have earned it! Tell us about your achievements by email to membership@clybiauplantcymru.org





West Wales

Summer Success Story



For many Childcare Settings, having to close their setting due to Covid-19 was an extremely worrying and frustrating experience, but for Swansea Club, Childsplay at Crwys, they felt the odds were stacked against them when they were forced to close their After School Club and Wraparound just 3 weeks after achieving their CIW registration. The months that followed were naturally extremely worrying but with hard work and determination, business owner Sam reopened her doors to families and was able to provide holiday care for the first time. This gave her the opportunity to reconnect with families in the area, supporting them to return to work and support the transition of children back to School in September. Childsplay at Crwys Holiday Club is one of two Holiday Clubs that Childsplay provide in Swansea and both clubs this Summer have proved to be a success, with children having lots of fun and catching up with friends.



Settings return to normality

Towards the latter part of the year, the majority of clubs in West Wales began to re-open, with hugely positive results for our communities –

“The best thing about re-opening has been getting back to a routine and getting used to the new normal. The transition has been smooth, with the support of staff, children and our families. The new normal isn't that scary, more paperwork, more antibacterial spray and hand sanitiser but adapting has been easy, and it seems like we've been doing it forever. The children have been great and have also adapted well, which is very important especially for ones with additional needs”

‘Clubs going brilliantly! Tiring, very hot but so much fun’

Settings rose to the challenge of becoming ‘Covid secure’ with a professional certainty and we are delighted to say that the Autumn term saw the reinstatement of the majority of Out of School provision in the region. We are now looking forward to continuing this success into the new year and throughout 2021.

Swansea Summer Funding Success

Summer Holiday Clubs and Day Nurseries across Swansea benefitted from a very welcomed sustainability grant from Swansea Council this Summer. The grant's purpose was to ensure that Childcare Settings were in a sound position to deliver Holiday Childcare places this Summer - post Covid-19 lock-down. With the economy slowly returning to normal, it was recognised that sufficient Childcare Places would be needed over the Summer Holidays to ensure that parents could return to work, and to provide play opportunities for children after a long break. Recognising that Childcare Settings may be running with fewer children, and with additional staff to ensure they could manage consistent groups and cleaning rotas, the grant provided the opportunity to apply for financial support to cover this shortfall.



In addition to this, Settings were able to consider what additional costs they may incur, for example to buy Personal Protective Equipment (PPE) and cleaning products, to ensure that they could deliver a safe environment. Without this grant, many settings would not have been able to provide holiday care this Summer, which would not only be detrimental to their business but would also potentially leave parents and carers struggling for childcare as they return to

work. Childcare Settings throughout lockdown talked about how much they had been missing the children they care for and were excited to reopen. One Childcare Provider, that had been closed since March, said ‘this grant will ease a lot of worry and pressure’. It's been great to see Childcare Settings reopen and using the Summer Holidays as an opportunity to rebuild their business and connect with families after such a long time away.

Phase 2 of the Economic Resilience Fund: Success in West Wales

It is with pleasure we can report that our support and guidance has supported further Out of School Childcare clubs in Wales to successfully apply for £10,000 in grant funding from the Government's second phase of The Economic Resilience Fund.

Feedback from successful settings –

‘Brilliant thank you, for all your help and support it means a lot to me and our club don't know where we would be without you’ (Received: 11/06/2020)

‘We are pleased to say that we have received our Economic Resilience Fund!! Wahoo this has been a big relief for us, under the current circumstances. Thank you for your assistance in this matter’ (Received: 23/07/2020)

We are pleased that some clubs have been able to achieve the outcome they so desperately need during this period of uncertainty. With the situation remaining unstable for many, it is our understanding that these funds will largely be used to cover wages and support the settings to re-open while the number of children slowly rebuilds.

Need to contact us?

You can contact the West Wales team by phone on 01269 831010, by email: info-ww@clybiauplantcymru.org by post: Unit 2 Clos Gelliwerdd, Cross Hands, Carmarthenshire. SA14 6RX.

It remains the case also that many businesses, including those working within unincorporated organisations, simply have not qualified for any of the support available to date. Clybiau Plant Cymru Kids' Clubs continues to lobby and represent the Sector at a strategic level, stressing the need for financial support for all Childcare Settings.

To safeguard your business in the longer term, and to open up greater funding opportunities, we would like to encourage Out of School Childcare Clubs to review their governance. If you are currently an unincorporated business, our Stepping Out resource (available for members) can aid you choosing alternative business structures and supplies all the necessary policies and procedures to help you to make that change [https://www.clybiauplantcymru.org/pdfs/Stepping%20Out%202019%20English%20final%20\(wecompress.com\).pdf](https://www.clybiauplantcymru.org/pdfs/Stepping%20Out%202019%20English%20final%20(wecompress.com).pdf) (Pages 28 – 32) show some of the most appropriate types of profit making and non-profit making organisations that exist. It also gives the advantages and disadvantages of their structures)

Our friendly Childcare Business Development Officers can support you to:

- Complete an Out of School Club Assessment (OSCA), which helps you to assess all aspects of your provision
- Formulate an action plan to build on your business' strengths
- Review the legal structure which best supports

you and your Business/Social Enterprise (Charitable Incorporated Organisation (CIO), Company Ltd by guarantee etc.)

- Support with other registration needs (Care Inspectorate Wales CIW, The Childcare Offer, with HMRC for Tax-Free Childcare where the government subsidises 20% of parental fees)
- Create, adapt, and utilise your business plan effectively
- Source funding applicable to your legal structure and aid in the completion of relevant funding applications.

Our aim has always been to support every Out of School Childcare Club to remain sustainable throughout this time. Therefore, Clybiau Plant Cymru Kids' Clubs, with additional funding from the National Lottery Community Fund, are now available to support Out of School Childcare Clubs in Wales to strengthen their legal structure in order to support better sustainability and to safeguard those services for future generations.

If your club is considering changing its legal structure, facing financial challenges, requires support with training and qualifications, or any further assistance at all please do not hesitate to contact us @

www.clybiauplantcymru.org
Cardiff Office: info@clybiauplantcymru.org
Colwyn Bay Office: info-nw@clybiauplantcymru.org
Cross Hands Office: info-ww@clybiauplantcymru.org

Playing Outdoors

Following Welsh Government's recommendation for Childcare and Play Settings to be outside as much as possible during and post the Covid-19 pandemic, one Swansea Setting decided to look at ways they could utilise their existing outside space and build on the time they already spent outdoors, making sure that they were doing everything they could to keep children safe. Owner Bev Burgess of Hendrefoilan After School and Holiday Club already had a strong outdoor ethos but following the advice to be outdoors as much as possible, she wanted to make sure her staff and children could enjoy being outdoors in all weather. The Setting agreed that to increase their time spent outdoors they would need to ensure they had sufficient play equipment (particularly those that could be cleaned thoroughly and regularly), adequate shelter to ensure children could play outdoors in all weather and plenty of opportunities for risky and creative play.



A small forest area next to the building provided the perfect space for children to connect with nature and have an ever-changing space to explore. With support from a Forest School teacher, Playworkers and children were shown how best to use the space and given ideas of activities they could continue to use through all seasons. As well as meeting Welsh Government's guidance, the Setting recognised the benefits of being outdoors on the children's mental wellbeing, their physical health, their confidence to take risks and the respect they had for their environment and natural space. The owner, Bev said ‘it's always been important for the children to be outside as much as possible, but with recent guidance I want to ensure that we create an environment where children want to be outdoors and that the Playworkers are confident to bring the children outdoors in all weather’.





North Wales

Playday with a twist

National Playday is always a day to shout about but unfortunately due to the Covid-19 pandemic we weren't able to participate in the usual large events in Colwyn Bay and Wrexham; but this didn't stop us all having fun and ensuring children's play was celebrated.

Wednesday 5th August saw all of Clybiau Plant Cymru Kids' Clubs staff participate in making and hiding 200 play boxes across the whole of Wales in a large scale treasure hunt.

North Wales staff members hid boxes across the North, from Ruthin to Anglesey. Once hidden the staff took clue pictures of where the boxes may be hiding and posted them on our Facebook page for people to find.

The boxes consisted of instructions, chalks and chalking ideas, plantable wild flower seeds and plenty of bilingual activity cards full of ideas for activities and games that the children could participate in.

The day was a huge success with so many communities getting involved and posting pictures of themselves with boxes and their fantastic art work.

Maybe next year we can go even bigger! Join our Facebook page to ensure you never miss out on the fun www.facebook.com/clybiau

New Club in Conwy

A warm welcome to Kiddies Corner in Llandudno a Privately run Day Nursery who are newly members to Clybiau Plant Cymru Kids' Clubs and offer 16 childcare places in the Out of School Club. We look forward to working with you.

Need to contact us?

You can contact the North Wales team by phone on 01492 536318, by email: info-nw@clybiauplantcymru.org by post: 19, Princes Drive, Colwyn Bay LL29 8HT

Thank you and welcome back!

The North Wales team would like to extend a huge thank you to all the clubs they have that remained open and worked tirelessly for key workers during the Covid Pandemic. Many of our club had no choice but to close and we would like to offer them a warm welcome back and to remind them that if they need anything at all to contact their Childcare Business Development Officer or the regional office on 01492 536318 or email:

Cath: catherines@clybiauplantcymru.org
Sandra: sandraw@clybiauplantcymru.org

Rachel: rachelt@clybiauplantcymru.org
Regional Office info-nw@clybiauplantcymru.org



Lockdown buddies playing their way through the pandemic

They say the best friendships are formed during the most unusual circumstances and during the lockdown I witnessed a very special bond be created between my little girl, Darcy and a girl of similar age across the road, Beth.

As we listened to the news and heard that we were restricted to our gardens for the time being, Darcy just wanted to play outside, she would play in the back garden on her swing or play football with her dad and always wanted to play in our front garden on her scooter. It was while she was playing out in the front garden that she met a new friend from the house across the road. As her dad and myself were working in the garage, we could hear a conversation taking place, "what's your name? would you like to play with me?" This is where it all started.

Beth and Darcy played with each other every other day over the lockdown period, they both raced on opposite sides of the road on their bikes and scooters, they got dressed up in fancy dress and played princesses across the road, set up chairs on either side of the

pavement where they played with Barbies, dolls and books even though they had never properly met or even been on the same side of the road, they were forming such a lovely friendship and unknowingly getting each other through the madness of lockdown.

Neighbours on their daily exercise passed by and often commented on how lovely it was to see the girls playing so well together and keeping to their own sides of the road, never once did they try and stray to the other side of the road.

As the restrictions have slowly started to lift and following the announcement that children under 11 years did not need to social distance anymore, at long last, Darcy and Beth have been united as we have allowed them to play on the same side of the road.

The girls being united brought a tear to all of our eyes as the joy on each girl's face and excitement and screams were shared between them both.

I think it's fair to say the girls have made friends for life and will always have memories of how they both played their way through lockdown on opposite sides of the road.

Welcome new member Ben's Adventure Club

A very warm welcome to our new member in Denbighshire, Tiny Tots Day Nursery incorporating Big Ben's Adventure Club. Ben's Adventure Club is an After School, Holiday and also a Saturday morning club which is hugely popular.



The main focus of Ben's Adventure Club is to ensure all children have the opportunity to play, have fun and enjoy many activities in the outdoors. Rain, wind or sunshine there's always happy smiling children at the club. They've recently been taking part in an array of exciting and fun activities over the summer all of which help to develop the fundamental skills the children need.

They have been creating their own Covid-19 snake to show support for the NHS and it is now proudly displayed outside the entrance to the Out of School Club. Since early March the children have been heavily involved in the planting, growing and care of numerous vegetables on their large purpose made vegetable growing area. Parents are surprised to learn of

the benefits from a simple activity such as this; benefits such as practicing locomotor skills, body management skills and object control skills as well as it being a great physical activity. The club also has a variety of animals including chickens, guinea pigs, rabbits and as part of the children's daily activity they are involved in the day to day care of all the animals including cleaning and mucking out, feeding and also plenty of cuddles. This helps the children to gain an increased sense of responsibility. Staff often encourage children to think outside the box and when they recently found they had too many pairs of wellington boots to store neatly they together came up with a simple but ingenious idea. They used old wooden pallets they had on site to create two fantastic welly stands which could neatly hold 64 pairs of wellington boots all for absolutely free!

They also make great use of their giant yurt which is 20ft high and can accommodate 20 children inside comfortably. There is also an obstacle course, a sports pitch, tree house, gruffalo trail, wild garden, giant slip and slide, a place for den building, a large arts and craft area and much more.

Some comments quoted from their children include 'please can i stay forever' and 'this is the most fun and best place in the world'

One recent review left by a parent read...

'my son absolutely loves the adventure club and talks about his best mate Ben all of the time. The difference in his behaviour and how he actually looks forward to playing outside and getting dirty is amazing to see. He loves telling us stories about planting seeds and building fires and looking after the animals. I would recommend this club to anyone especially those with shy children who need a little push to bring them out of their shell'



Transition to Playwork Qualification in North Wales

The North Wales training Officers, Tracey and Cath, would like to say a huge well done to all their learners that are currently undertaking the Level 3 Award Transition to Playwork (from Early Years) from Gwynedd, Conwy and Anglesey. All learners have adapted well to the new way of learning following the Covid-19 pandemic and need commending for their personal determination to gain the qualification during such uncertain times. All learners are producing an outstanding level of work and many are well on their way to completing the qualification. Well done all Keep up the good work.

Improving governance and sustainability in North Wales

In early Spring 2020, the Childcare Business Development Officer (CBDO), North Wales visited Little Disciples Management Committee and staff. As a result of discussions, the Club was supported with a local authority sustainability application, a business plan and information to limit the individual committee members' personal liability by becoming a Charitable Incorporated Organisation (CIO). The grant was awarded and work with progress to move to a CIO model will continue.

Limiting your personal financial liability as business owners/committee members is crucially important. 2020 has been worrying time for all businesses and insurance companies have not always paid out. In addition, some funders will only award grants to Settings that are incorporated (recognised as a legal corporation). Now is a good time to review your governance with our support and ensure owners/committee members are adequately protected. Whether managed privately or by a voluntary management committee, you can limit personal liability by becoming incorporated (e.g registering as a Charitable Incorporated Organisation).

We received lovely feedback from our Network Webinars delivered earlier this year:

"Thank you! All your templates have been great! I feel confident after tonight that we did everything possible to open Holiday Club successfully."

"Can I just say how useful the emails we have been sent have been, together with resources and guidance from CPCKC, they've all been invaluable ... thank you to all involved"

"I have found your FB page to be invaluable, thank you."

"I just want to thank yourself and Clybiau for all your support. The webinar was extremely useful and informative!"

"The webinar meeting was fantastic. You guys honestly do such a great job, I'm sure many of us would be completely lost without Clybiau support especially during this Pandemic."

Please contact your CBDO/regional Team if you would like to find out more about the support available.



South East Wales

Trinity Childcare and Family Centre

As we know the benefits to Play are far reaching, it is an innate, fundamental drive and vitally important to support the development of Children and Young People. It is also essential in supporting wellbeing and mental health, a fact that Trinity Childcare and Family Centre in Merthyr Tydfil were all too aware of when they remained open as a "Childcare Hub" Not only did they provide quality care for Keyworker families but they made Play the focus to ensure the children had an enriching experience away from the fears and stresses of the pandemic.

Manager Tanya Stephens has shared with us how they managed this.

"Reflecting on the last few months we wonder how we got through it, but we did!

Prior to March 23rd with many discussions taking place with the Local Authority, supporting organisations, staff and parents we made the decision to stay open as a 'childcare hub'. To enable us to do this we reviewed staff and their individual circumstances, taking up the furloughing scheme for many. We reviewed our policies and procedures, the setup of the building and the playrooms and in partnership with the MTCBC early years team and LA / Education we identified 'keyworker children' and those seen as 'vulnerable'.

The administration, record keeping and daily communication regarding the children, trying



to keep up with the changes in guidance and regulations and of course ensuring the safety and well-being of staff and children was quite a task.

There was commitment from staff, understanding, due diligence to health and safety, vigorous cleaning throughout the day as well as ensuring those children attending felt safe, secure and reassured. We provided activities to suit all ages from arts and crafts to sports events as well as opportunities for children to talk about their feelings and emotions. There was no pressure on 'targets' or 'schoolwork' but on their overall wellbeing and having fun!

Everyone has been amazing, and we are so very proud of the team, children and their families.

'A huge huge thank you to you all for looking after our wonderful boys so well, they absolutely love coming to you and we wouldn't be able to go to work without you so just wanted to say how much we appreciate what you are doing!' Keyworker parent of two children.

'Well done girls, where would the Key workers be without you x.' From a grandparent

'It was scary at first, but we supported each other and followed the guidance and we got through it' Staff Member

'Well done Tania you and all your team you're very much appreciated not only by parents but by the whole community. Take care and stay safe xxx' Community Member

We gave out medals and certificates to those staying at home and those coming into us, to tell them how proud we were of them all.



In the midst of a Global Pandemic, great achievements have been made to start the ball rolling for this new Club!

Ysgol Bryn Derw is a Local Education Authority maintained, special school that educates children and young people with Autism and associated learning difficulties, between the ages of 4-19 years. The school has been a great support to the children and young people since opening in September 2017 and they have had their first ESTYN inspection that had Excellent outcomes. The name of the school translates as Oak Hill, so when the committee decided to aim towards opening an Out of School Provision in 2019, 'Oak Hill ASD' was born.

There have been many challenges whilst working towards opening a dedicated Out of School Childcare Setting for students who attend Ysgol Bryn Derw. However even though this is not a mainstream Club they are more driven than ever to ensure it succeeds. The school governors started to work with Clybiau Plant Cymru Kids' Clubs in 2019 when there was access to funding new places for a complex needs provision within the Newport County. This was to provide a pilot project and establish demand within the school for an out of school provision. Was there a need? There was a great need! Within the Newport childcare sufficiency assessment in 2017 it was highlighted that "After school and Holiday Childcare is limited for children with special needs or a disability". From gathering information through parent engagement events and questionnaires it was established that what parents wanted was Holiday provision. Parents fed back that when the children were attending the school the parents were able to access work and commitments around the school day; however during the holidays they found that the children and families needed to be able to access childcare that could support their needs. There are a number of Holiday Clubs available across Newport that are inclusive and equipped for all children to access Holiday Childcare; however the children who attend Ysgol Bryn Derw have complex needs and this needed additional and specialist support from familiar adults that knew the children and young people. This highlighted the need for extra support staff on hand to ensure the safety and wellbeing of the children and young people and provide stimulating experiences for them to be able to enjoy their time within the school holiday



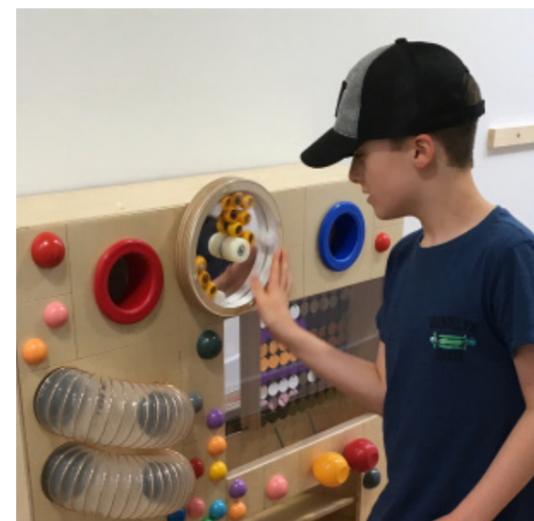
provision. Some of the staff at the school were willing to support the provision however the project needed to ensure that if the Club was to be trialled, that it needed a long-term plan.

Then in March 2020 during the Covid19 Pandemic, Gwen Vaughan the school governor and Clare Dare, Clybiau Plant Cymru Kids' Clubs Childcare Business Development Officer for Newport, put their heads together, and with the help of a working group the online meetings took the vision forward. Within the working group there was wide input from the childcare and charity sector who gave advice and support. A group member, Geraldine Smallman from Trinity Fields school in Ystrad Mynach, provided much of an insight into how their Club was set up and running for a few years. This demonstrated great partnership working and gathering experiences and information from others who had been through the processes needed to set up a complex needs provision.

During many meetings it was overwhelmingly agreed that the parents should not have to pay additional costs for their child or young person to attend the Club. For the individual needs of the children and young people to be met then there would be a greater need for high levels of support staff. This in turn would need a greater amount of funding to enable the Club to be fully sustainable and not for profit. The working group provided confidence and a can-do attitude and, with the drive of the secretary Jane Weale, a committee was set up to become a Charitable Incorporated Organisation (CIO). This was achieved in August, and by becoming a CIO the committee can apply for funding as a charitable organisation without the risk of liability to the individual committee members. There is still a long way to go, the next steps are to provide a pilot



week in October and then become registered with Care Inspectorate Wales (CIW). However within a short space of time, and during a global pandemic, the Club's vision is even closer to becoming a reality. We will keep you updated and will hopefully be able to provide you with further information on the journey to Oak Hill ASD. If you are interested in working within the Club please contact Clare Dare, Childcare Business Development Officer for Newport.



Registration Success for Clwb Y Ddraig @ Ystrad Mynach

In February 2020 a local Club contacted Clwb Y Ddraig regarding closing their Setting, this was a little worrying as lots of parents depend on the service.

A representative said, "We worked closely with the Setting to run at Ystrad Mynach. We opened on 24th March and just completed registration for After School and Holiday Club. The registration process was simple and this was made all the more easy with the new online application process. The Club is going from strength to strength.

Thank you to Clybiau Plant Cymru Kids' Club and Caerphilly Early Years for all the support."

If you would like to know more about the benefits of becoming registered with Care Inspectorate Wales and ongoing support with registration please contact info@clybiauplantcymru.org



Need to contact us?

You can contact the South East Wales team by phone on 029 2074 1000, by email: info@clybiauplantcymru.org by post: Bridge House, Station Road, Llanishen, Cardiff. CF14 5UW

Article 31 of the United Nations Convention on the Rights of the Child states ALL children have the right to rest and leisure and to be able to participate freely in **play** and recreational activities. In 2013, in response to addressing concerns around how poorly Governments had met and recognised this right, the UNCRC committee produced General Comment 17. The aim of this General Comment was to strengthen and enhance understanding of this right, and the importance and need for this right to be recognised and provided for, the right for a child to be able to freely access play, recreation, rest, leisure, arts and culture.

General Comment 17 made it an obligation that Governments **respect, protect and fulfil** the rights in Article 31. A summary of General Comment 17 can be accessed on the IPA, International Play Association website.

“IPA believes that the rights embodied in article 31 are central to childhood itself: they contribute to the joy, fun and sheer pleasure of growing up. Furthermore, their implementation will contribute to children’s development, not only as individuals, but also as competent members of society aware of the perspectives of others, and capable of co-operation and conflict resolution. “Article 31 contributes to the social, cultural and economic development of society as a whole. The right to play, recreation, rest, leisure and participation in cultural and artistic life is not only a fundamental right of every child, but its realization will bring significant individual and societal benefits. IPA calls on all Governments to fulfill their obligations elaborated in this General Comment.”

<http://www.ipaworld.org> June 2013

General Comment 17 also recognised and highlighted the vital need for children to be given, **time, space** and **permission** to play. So

how can we, as Out of School Childcare Clubs, underpinned by the Playwork Principles and the UNCRC ensure that we are doing this in order to provide children with the best opportunities and also ensuring that we are meeting children’s needs and rights?

Time: children need TIME to engage in play, rest, leisure and cultural activities. In a Monday- Friday working week there are 120 hours, a child is roughly awake for 75 hours of that week, and during term-time 25-30 hours of those are taken up by formal education. This leaves children approximately 45 hours left in the week. If children attend After School Childcare or Breakfast Club this accounts for a large proportion of their time, potentially 20 hours of the week. This is a huge part of the children’s lives and we need to ensure that during the time they are attending Out of School Childcare Clubs that we are providing ample opportunity to play. This might mean you have to consider how and when you provide snacks, for example. Ar they provided at a flexible time to fit with the child’s need or are they at a fixed time determined by adults? Do they interrupt their play? Consider the amount of time the children can actually spend playing when at your Setting. How do you advocate for children’s freely chosen, personally directed play when they aren’t with you?

Space: now more than ever the use of the outdoors in your Out of School Club is essential as the opportunity for children to be able to play in the natural world is extremely important. Consider what outdoor spaces are available for children to be able to access and how you can maximise this space to be accessed in all seasons, all weather and whether it is daylight, dusk or dark outside. Children need space away from adult control and management, space where they can be in control of their play and

choices. As Playworkers we need to hold and protect a child’s play space and adults present in that space should be there to maximise, support and facilitate play opportunities, remember it is their time and their play, they should be the boss of it.

Permission: What is really important is that we must allow children to play, they need to know that they have the space, time and permission to play, how they want to, when and where. Children should be confident to play freely within any Playwork Setting, to adapt the environment, access and move around resources and feel as if the space is truly theirs. Permission does not necessarily mean providing verbal permissions to play but can be linked to the way we, as Playworkers interact in the Setting. Simply providing an enriched, inclusive and welcoming environment for all children in which they can play and having positive attitudes towards all children and young people can provide permission to play.

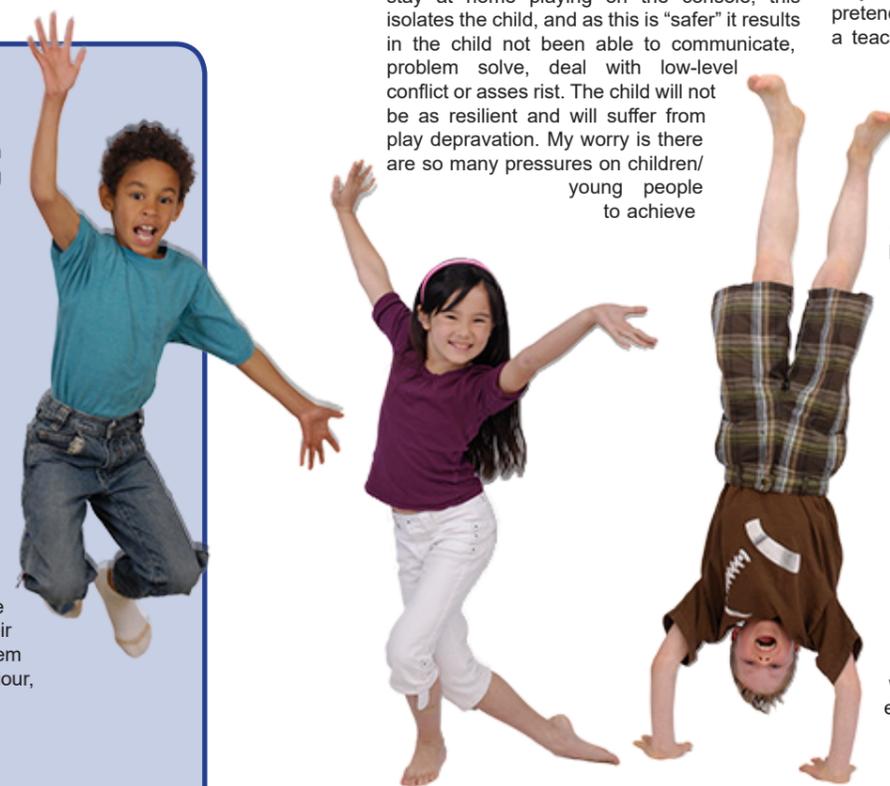
The four National Play Organisations representing the Nation in the UK are Play Wales, Play Scotland, Play England and PlayBoard Northern Ireland. All are committed to celebrating and advocating for children’s right to play. Play Wales want to see a shift in policy and providing permissions to play and to value play as a Nation. Play England want to see a world where children are valued and provided power and privilege. Play Scotland has made a promise to children that they will listen and meet children’s rights, as seen at @ PromiseScot. PlayBoard NI want to be a play champion and see a new decade as a new approach. But we need to be in this together, so what will your promise to children’s rights be? How will you be advocating and celebrating children’s right to play?

play areas using their imagination; this could be dens using fabric materials, changing the home corner into a shop, post office or even a hospital; they could move the furniture to accommodate another game or using the props to create a hidey hole. A transient place could be a small area behind the sofa or the size of the football pitch, which has a variety of props and loose parts on it.

Affective Play Space- These spaces pay attention to moods, feelings, ambiance and senses - (touch, smell, sight, hear and taste). It could offer calmness or chaos and excitement. Materials or props that stimulate or encourage expression, experience or experimentation with a range of emotions. Resources and props that could be offered are music, candles, fabric materials, torches, and loose parts to name a few; this is where the Playworker could facilitate an overall ambience of welcome, acceptance, freedom and playfulness.

Permanent Play space- These spaces are fixed areas to support children’s play. For example, the kitchen, a climbing frame, a concrete floor and the Setting itself. These permanent spaces

could incorporate other spaces too; the ground being a space to build a den (Transient), the climbing frame as a place to play off ground tag (physical) and the Setting providing a variety of loose parts that allow change and modification (Affective). This shows that a permanent play Setting could offer all of the Play spaces if this is thought out. Allowing children access to play out their play needs and preferences in these play spaces will have a positive effect on their wellbeing, self-esteem and cognitive behaviour, and will build resilience



Children will play in an environment where it doesn’t inhibit or refrains them from freedom, does not contain fearful situations, conflict and is absent from environmental (Heat, cold) and psychological (hunger, thirst) pressures and Children usually will play at their best when there are no adults around. Environmental and social factors could have an impact on play also, they may live in a concrete city or have poor nutrition within the family.

Play is so important for a child, as this supports their development. If a child/young person has the opportunity to play in a variety of different play environments and this environment is enriched, flexible and has opportunity for the child/young person to access the 16 play Types, this will result in the child/young person being more resilient, and to building their self-esteem and self-confidence. The child/young person will have a greater understanding and confidence to problem solve and be able to socialise with others confidently, if the environment doesn’t offer opportunities for the child/young person to access the full 16 Play Types, or is not deemed a safe play space for the child to play, this could result in child deprivation.

In today’s society Children are having less and less freely chosen self-directed play and more organised activities. I remember as a child I had no worries or pressures in life; I had two jobs to do, go to school and go out to play and there were fewer pressures to achieve academically. We rarely played inside and risk-assessed activities any situation ourselves. We often played in groups that included all ages and abilities; we had responsibilities that included getting home as soon as the street lights came on and to look after your siblings or younger children from your area/street. We played all weekend, explored and went on adventures, made dens, tree swings and played in the river, building boats. Sometimes parents did not know where you were and more often than not, this was good thing.

Today parents often prefer to have their child stay at home playing on the console; this isolates the child, and as this is “safer” it results in the child not been able to communicate, problem solve, deal with low-level conflict or assess risk. The child will not be as resilient and will suffer from play deprivation. My worry is there are so many pressures on children/young people to achieve

academically, to have the “in clothes” to “fit in society”, and the pressures from social media dominates their life. The children of today are deprived of the play that my era or past generations experienced and I feel that this may have an adverse effect on their mental health and well-being. I cannot begin to imagine what the effect of Covid-19 will have on the next generation. Due to Covid-19 we are told to keep a 2-metre distance from one another, and have to stay at home; only a few weeks ago we were only allowed to exercise twice daily with members of your home, with no physical interaction with friends, only communicating through phone, social media or online. Children not being able to go to school over the last 4 months has resulted in children/young people not having access to the 16 play types. Even when the lockdown was lifted, we are still expecting the children/young people to play at a distance from each other and only able to play in “bubbles”

The theorist Bob Hughes has identified 16 different play types here is a brief explanation of each type of why they exist.

1. Symbolic play – This is when a child uses an object to access experiences that are important to them or explore gradually without risk of being out of their depth. An example of this is a child sitting on a bench, the bench representing a horse as in reality there scared of horses or painting a flag on your face.

2. Rough and tumble play – This could be a play that involves physical or close contact. An example of this would be two children play fighting each other, or testing strengths by arm wrestling.

3. Socio-dramatic play – This is when a child imitates real or potential life experiences with another child to make sense of the world. They would do this through actions or how they speak. An example of this would be a pretending to be in a school environment being a teacher shouting at the children or playing house.

4. Social play – This enables children/young people to experience situations and to access information about how adult/children and groups react in various situations. These experiences would have rules within the game, the children would establish group agreements, which could be amended throughout the game, an example of this is a group of children playing football or building a den together.

5. Creative play – This is play that helps develop the child’s need for self-expression and manual skills. It’s important for us to have the patience and ability to cope with unpredictable changes. An example of this would be a child using any medium for self-expression, or using loose parts to create anything they want.

6. Communication play – This is when a child uses their voice, facial expression, touch or stance to extend

their communication skills. An example of this is children sat down telling jokes, stories or debates, or even through talking ‘backslang’ and street slang

7. Dramatic Play – This is when children dramatizes a scenario or event and give themselves roles within the game that they have to act out. For example, a child pretending to be a famous person as part of the play, being part of a wedding or even a funeral.

8. Locomotor Play – This is when the playing child is moving. The environment should offer opportunity for the child/ young person to move in all directions up and down, sideways and at fast speed. An example of this is children playing hide and seek. The children are not in one place and are always moving around, they could hide numerous places or playing ‘tag’

9. Deep Play – This is when a children/young people deem a play situation to be too risky for them. This is an individual fear and what may be deep play for one child may not be for another. An example of this is a child riding a bicycle without stabilizers or a child climbing to the top of the climbing frame.

10. Exploratory Play – This is when a child is curious (what if? And I wonder why?) and is able to use their senses to look around the area they are in. This can take place on many physical and psychological levels and play environments should ensure children have the resources to be able to engage. An example of this is children exploring fire or digging.

11. Fantasy Play – This is when children use their imagination to make up unreal things in their play. In this kind of play the events are unrelated to reality. An example of this is a child they are a princess from a Disney film or being a dragon.

12. Imaginative Play – This is when reality does not apply at all and things that could never happen in real life happen in the game. An example of this is a group of children use sticks as Light Saber from Star Wars or playing an imaginative friend.

13. Mastery Play – This is when the children have control of the physical environment around them. An example of this is the children making dens out of blankets and tables that are around them or building a damn in the river.

14. Object Play – This is when a child creates a chain of movements using hand eye coordination one after another. An example of this a child playing a game on the mobile phone.

15. Role Play – This is when a child acts out something they have seen, heard, read about or experienced. It is the child making sense of the world around them. An example of this is a child mimicking their own mother. Maybe being on the phone chatting away or tidying up

16. Recapitulative Play – This could when a child is able to explore history, stories, rituals and rhymes. An example of this is a child who has read or watched a film on history and then dressing up and pretending to be a character from them times.

Training

Importance of play time for adults

The benefits of play for children has been recognised for decades, after all it was Albert Einstein who stated that 'Play is the highest kind of research'.

Play for adults is now becoming recognised as a way of enhancing an adult's quality of life. The psychology professor Peter Gray states that adult play is good for reducing stress levels; it releases endorphins which promote well-being and have also been proven to reduce pain.

Play in adults has been shown to improve brain function, prevent memory loss and ward off depression. Play stimulates the brain and more and more companies such as Google have play areas to encourage employees to play, which

promotes collaboration and fosters team spirit.

The National Institute for Play calls play the gateway to vitality. It actively promotes Neoteny which is the retention of youth in adults. Play is an active form of mindfulness, being present in the moment taking time out from your everyday life. Therapeutic research proves that it can speed up learning, enhance productivity and enhance bonding and communication.

It is well known that David Beckham plays with Kego pieces to control stress, David Cameron was known to decompress by playing 'angry



birds' so what's stopping you?

If you need some ideas, pick a hobby you like; make time for your interests, do something fun with others it might be as simple as a cup of coffee with friends, visit a park, really just have some fun.

UNCRC

The United Nations Convention on the Rights of the Child 1989 (UNCRC), is an international human rights treaty, which grants all children and young people below the age of 18, a comprehensive set of rights. The United Kingdom ratified the Convention on 16 December 1991.

In 2004, the Welsh Government formally sanctioned the UNCRC as the foundation for informing policy and strategy relating to children and young people. This demonstrated the WG's commitment to ensuring that children's rights are implemented throughout Wales, that every child is safe, protected, able to develop to their full potential and participate and engage in social activities; and that it will promote and support their healthy development and well-being.

The WG recognise that they have a duty to consider any impact that changes in policy will have on the children's rights; they must take on board children and young people's views and opinions and act in their best interests. All play Settings policies will be informed by the WG legislation, regulations and guidelines and adapted to suit individual organisations.

The Convention has 54 articles in total. Articles 1-42 indicate the children's rights and Articles 43-54 specify the responsibility of parents, adults, local authorities and the WG in ensuring that all children are afforded their rights. The Articles which are particularly relevant to play and childcare Settings include...

ARTICLE 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

ARTICLE 12

Children have the right to say what they think should happen and be taken seriously, when adults are making decisions that affect them, and to have their opinions considered.

ARTICLE 15

Children have the right to meet together with their friends and to join Clubs, groups and organisations.

ARTICLE 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

ARTICLE 23

Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

ARTICLE 31

All children have a right to relax and play, and to join in a wide range of activities.

Article 31 is one of the most important Articles to a Playworker's role. We must endeavour to provide a quality play provision, where children are able to engage in freely chosen, self-directed play that contributes to their healthy holistic development and well-being. In 2013 a UNCRC General Comment - No.17, reaffirmed the importance of play in the community and stated that it is essential that children are exposed to good play opportunities, rest and leisure, cultural life and the arts. This enhanced Article 31 to include the promotion and provision of age-related play opportunities, sports,



history, architecture and cultural activities that promote a child's heritage.

The Children's Rights (UNCRC) are unconditional and absolute; every child in Wales and the rest of the World are entitled to them. We as Playworkers must ensure that all the children at our Settings are afforded their Rights, we do this by... creating a play space that is friendly and welcoming; and where the children feel protected, safe and secure. We provide a non-judgemental, fully inclusive play environment; and we have a kind, respectful and accepting approach. We do the very best we can to ensure that the children's Rights are acknowledged - and afforded to them; and we advocate for their right to play by promoting, supporting and providing for play - at our Settings and out in the community.

You can find a summary of all the children's rights here...

https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_adad_sd=www.unicef.org.uk.1597226548299&_adad

Let's get parents talking about play

As Playworkers it is important that we are advocating play as outlined in the Playwork Principles. It is not only the role of the Playworker to provide compensatory play opportunities for children it is to also be the voice that encourages and promotes children to have freely chosen play experiences. It is not unheard of that parents make comments about staff standing around whilst their children are running about on the field; this is a great opportunity for the Playworker to explain what the children are gaining from having the freedom to explore their own ideas and interest.

In 2014 Alexandra Long conducted research with children in Powys following a play sufficiency report conducted in 2012; this saw two neighbouring communities with similar access to local resources reporting varying levels of satisfaction with play opportunities. What was interesting was that the research demonstrated evidence that more didn't actually mean more. The two areas that had differing play satisfaction also had differing socio-economic backgrounds. It was found that the children who lived in the higher level of deprivation were actually more satisfied

with their play opportunities. In exploring the alternate experiences, the children who were less deprived had more resources and opportunities for activities but less freedom to explore their own play preferences. The children with greater socio-economic disadvantage were afforded greater levels of freedom and were observed being able to play in the street and parks close to them, away from adults, who may have tried to lead their play agendas. It was also reported that parents in the more affluent area expressed greater levels of concern about how much freedom they give their child due to fear that they would come to harm whilst away from them.

Risk aversion is something that Playworkers need be aware of, as well as the importance of their role in teaching children how to manage and understand risk. It is also important that Playworkers reassure parents that risk can be managed and children gain a range of benefits from exploring this. Risky play not only raises a child's confidence and resilience but also empowers children to manage risk and take a balanced approach. Another interesting finding of the research conducted by Long is that the children who experienced less restrictions also had less fears. This is not to say that they were not risk-aware, but that they had a clear understanding of

what the risks were, such as traffic, dogs that are unsupervised and older children. The children who were less deprived had a more exaggerated perception of the dangers they may encounter if out without adult supervision, citing guns, drug dealers, psychopaths and people who set fire to cars and land. As Playworkers we can help children gain a proportionate concept of the world around them and help them explore their fears through play. In Out of School Childcare children can experience the freedom they need to build them into confident and social adults who can overcome the challenges they will face in later life.

It is clear that play resources are less important when it comes children's enjoyment, and it is more important that children have the chance to explore their right to play and their own ideas of leisure and recreation. In this case of less is more:

- **Less** restrictions to play means **more** enjoyment
- **Less** adult led agendas mean **more** child led activities that build confidence and well-being.

The Role of the Playworker

is primarily to support and facilitate children's play.

Playworkers use a unique Playwork approach to children playing, which is informed by Play Theory, ongoing training and the Playwork Principles. We use our Playwork approach to support the children in creating a play space where they feel safe and secure; where they feel respected, valued and accepted; and where they are able to engage in freely chosen, self-directed play. We achieve this by building good, friendly and trusting relationships with the children, and by talking and listening with them. This will help us to determine their play needs and preferences; and to understand what they like to do and what their interests are. This will then help us to plan and maintain suitable play spaces through identifying and sourcing loose parts and other play resources that contribute to their freely chosen, self-directed play.

Play is naturally spontaneous and children are born with a biological and psychological drive to play; they just can't help it! They have an inner desire to explore, try out new things, invent, create, use their imaginations and engage with others and their surroundings, everything is an adventure to them.

We must satisfy their needs and preferences and provide for a wide range of play opportunities and acceptable risk and challenge. We must carry out regular risk assessments and risk v benefit assessments to ensure that the children are safe and secure at the Setting and to promote healthy development and well-being. We must have a good understanding of our Setting's policies and procedures, and implement them; they are in place to protect and safeguard the children and adults.

As Playworkers, we value diversity and

differences; and we are innately non-discriminative, accepting and inclusive. We promote and support equality and equity in the play space. We ensure that ALL children have equal access to good play opportunities, regardless of ability, age, gender, race or culture. We are positive in our approach and understanding that every child needs - and has the right - to play.

Playworkers understand the infinite benefits to children playing and engaging in social, physical and emotional play opportunities. Benefits such as, self-confidence, self-awareness and the holistic developmental benefits; they find out where they fit in the world, who they are and who they want to be. They develop their negotiation and conflict resolution skills and learn to make the best choices in life. We support and promote play through providing exciting, meaningful, challenging, fun experiences that stimulate their imaginations, their creativity, and massively contribute to their healthy, holistic & cognitive development.

We understand the negative impact that play deprivation has on children and the detrimental effect on their development and healthy well-being; so, we must ensure that children's play is not affected by adult led agendas and we must work to remove barriers through promoting and advocating for play, and by ensuring that we provide the best possible fully accessible, freely chosen play opportunities. It is up to us to ensure that all the children we work with are given the best possible chances in life. We approach all children with kindness and acceptance and have their best interests at heart.

You can find a copy of the Playwork Principles on the member's area of the website - www.clybiauplantcymru.org/members.asp (Click on resources)



Meet the Team!

Name: Angela Williams

Job Title: Training Officer

How long have you worked for Clybiau Plant Cymru Kids' Clubs? Since August 2020

What is your favourite childhood memory? Trips to the beach

What do you like to do in your spare time? Gardening/reading

If you were stuck on a desert island with one luxury item (not mobile phone) what would it be and why? Radio so I could dance in the sand

What would people be surprised to find out about you? I was at the opening ceremony for the tallest building in the world the Burj Khalifa

What is your favourite film and why? Hocus Pocus it never fails to make me laugh

Do you have any phobias? What are they? Snakes, too scary



Autumn saw development of the new online Incidental Welsh workshop. At the time of writing this article, the Work Welsh team were busy putting together the new online Welsh language webinar, Training Packs, and Support Packs for our Settings which were unable to participate in our face to face Incidental Welsh Language workshops due to the Covid-19 pandemic.

Settings were offered the opportunity to participate in these tailored webinars at the beginning of winter and we intend to utilise feedback from these sessions to inform future development of the Welsh language support we are safely able to provide.

We will soon be in a position to accept new expressions of interest for Welsh language development and promotion within your Settings, so please get in touch via info@clybiauplantcymru.org if your Setting has an interest in Incidental Welsh language development.

In the meantime, please see below an example of a Welsh language game which could easily be adapted for your Settings to continue to promote greater use of the Welsh Language in a socially distanced play environment;

Minefield game
 • Clear floorspace, or use a room, car park, tennis court etc. that offers a flat, open area.

- Split into groups as appropriate – 4-6 members per group – and stand them at one end of the room.
- Lay sports cones across the floor to separate the group from the other side of the room.
- Each member of the group must cross the 'Minefield' in turn, blindfolded, without touching a mine.
- The sighted members of the group must deliver instructions to them, in Welsh.
- Touching a mine means return to the start (use your own levels of leniency to referee this, based on the group and mood)
- You may choose to issue the groups with 'Wild Cards', a certain number of tokens they can exchange for a translation.
- You can make the game more difficult by using more mines, closer together mines, time limits, or by using MIRROR instructions e.g. an instruction to turn right means they have to turn left.

Other Free online games and resources for Welsh Language development;

- www.learn-welsh.net/welshgames
- www.digitaldialects.com/Welsh
- www.bbc.co.uk/wales/learning/primary/mylanguages.org/welsh_games.php
- www.tes.com/teaching-resource/welsh-yard-games-11864945

Other links and resources to aid your Setting with Welsh language development;

cymraeg.gov.wales/?lang=en
www.bangor.ac.uk/cymorthcymraeg/adnoddau.php.en

Other resources such as Welsh language posters*, short videos, and wordsearches for children can be found on our website @ Clybiauplantcymru.org

Please remember!

Article 30 of the UNCRC - 'Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live', (UNICEF.org).

As a minority language, increasing the use of Welsh within your Setting not only promotes best practice and the heritage of our country, but is a fundamental right for all children within our communities. For further information please do get in touch with our friendly Welsh language development officers @ Clybiauplantcymru.org.

*There is an additional charge for Welsh Language posters, please see our website for further details.

As lockdown restrictions lift in Wales and children are able to attend Settings once more it is important to remember that play is the natural way of children to learn and develop and a great way for them to express their thoughts and feelings.

During the lockdown period, parents reported that they saw increases in their child's emotional difficulties, such as feeling unhappy, worried, being clingy and experiencing physical symptoms associated with worry.

With all this in mind, it is important to consider the power of imaginative play. Imaginative play allows children to explore both the physical world and the inner self at the same time, helping children to recognise our own emotional responses to things, which is a very healthy process.

Coronavirus and the lockdown has affected children in ways they may not be able to explain which is why they may choose to re-enact their feelings during play within the Setting.

These emotions could be released during role play in the home corner, imaginative play with small world, dolls, cars etc. It could be when the children are playing outside or they may just begin to talk to you about how they are feeling.

Here are a few helpful hints to consider when or if a child begins to express feelings in your care:

- **Respond to their Cues**
Children need to feel like you are going to listen to them however small a problem / issue may be.
- **Talk about your own feelings**
Be a role model – children learn about feelings and how to express them appropriately by watching others. Show the children how you are feeling about different situations and how you deal with those feelings.
- **Help children label their feelings**
When children get frustrated or angry it's good to support them to label their feelings, especially if they are too young to do so themselves.
- **Avoid suppressing their feelings**
This is so important; we really don't want to send out any messages that you don't care about how the children are feeling. Suppressing feelings will lead to the child forming a low self-esteem.
- **Don't overdo it**
You need to balance, try to address any feelings constructively.
- **Be approachable**
Children within your Setting need to know that you are there for them if they need to talk. You can do this verbally and by using open body language. You may be the only person a child has to talk to.

Play after Covid-19

Playing outside

We all know the importance of playing outside. The Welsh Government guidance "Protective Measures in Childcare Settings: Keep Childcare Safe" also specifies the importance of playing outside as much as possible, during the Covid-19 pandemic. It is therefore important to think about how you can use the outside area as much as possible. Instead of always bringing out the same outdoors equipment, think about other activities which can be done outside. Here is one of our favourite ideas:

Painting Outside

You will need:

- A roll of wallpaper
- Paint brushes
- Different colours of paint
- Aprons

Don't use tables, use the floor. Roll out a long piece of wallpaper, keep it down from blowing away with a few stones and ask the children in their small group/bubble to paint freely. This activity is great fun, children either paint their own picture or they decide between themselves that they're all going to paint a jungle or animals or a road with cars on but let them do free painting and have fun.

Out of School

Insurance for out of school clubs



Approximately 15% discount to members of Clybiau Plant Cymru Kids' Clubs

Out of School insurance has been designed for out of school clubs providing activities both before and after school.

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www.mortonmichel.com/outofschool
 Alternatively email
outofschool@mortonmichel.com
 or call
 020 8603 0943



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'Fun'draising Ideas

In light of Covid-19, your Childcare Setting may still be recovering financially, and so you may be considering ways to save money or raise additional funds. Whilst it may feel 'cheeky' to ask for donations or to hold fundraising activities at a time where some households may be facing reduced income or financial strain themselves, it is important to remember that at times of crisis, charities still need to raise money.

As an Out of School Childcare Club, you are community focused and there to support local families and to help the local economy, but to do this, you have to continue to be there! So, review what you need (e.g. complete a cashflow forecast and business plan – support and resources are available via our website) and let people know how they can help!

Some Winter inspired ideas are included below:

Christmas Jumper Day – a festive favourite is to hold a Christmas Jumper Day (or 'Christmas Dress Up Day' if you're feeling more adventurous, with children and staff coming dressed as elves/reindeer/santa/presents/christmas trees!) and to charge a small fee

Festive "Bake Off" - this could be done with

parents/carers bringing in baked goods to hold a cake sale, or you could hold your own 'Bake Off' with cakes being made on the premises and a 'taste tester' group of children who choose the winner!

Gift Wrapping – as a Club you could offer a gift-wrapping service within your local community, with a small charge per present wrapped.

Pocket Money Gift Sales – put out a request for unwanted gift items within your community. Children can then bring in their 'pocket money' to choose and purchase gifts for their family members, which you can support them to wrap on site. Alternatively, you can open up to sale to your wider community to increase sales.

Advent Calendar – put out a request for unwanted gifts within your local community. Raffle off the 'days' in an advent calendar to parents/carers, with a gift allocated to each day

of December

Hold a Winter Disco – this could be festively themed (bonfire night / Christmas), with a slightly higher than normal session fee. You could also sell snacks/drinks/pocket money gifts at the disco to increase profits. Discos can be a great way to attract new service users too!

Carol Karaoke – everyone loves a good Christmas Carol! Why not hold a karaoke night with a difference, complete with mince pies, to get everyone in the Christmas spirit?

Remember, you can involve children from start to finish!

Involving children in fundraising can not only support additional funds to be raised but it also enables children to develop essential life skills. Our "How to Guide" for involving children in fundraising can be found on the members area of our website.

Support us while we support you!

Online shopping through www.easyfundraising.org.uk/clybiauplantcymrukidsclubs doesn't cost you any extra, but allows us to receive up to 15% of all purchases made from the 400+ stores listed, meaning we have more funds available to continue supporting clubs like yours.

e-news

As a member club you can access past editions of our e-news funding bulletins in the members' area of our website at www.clybiauplantcymru.org and, if we have an email address for you, future editions will be sent to you directly. Send your email details to membership@clybiauplantcymru.org to ensure you receive your electronic copy.



Projects

Focus on PLAY in the Out of School Assessment

The Out of School Assessment (OSCA) allows you to reflect on all aspects of your Setting, can be completed online and can also form part of your Quality of Care Review for CIW. Once the checklist style assessment has been completed, it can help inform an action plan that can be completed with your CBDO to work on enhancing the quality, sustainability and robustness of your childcare business.

The OSCA allows you to reflect on various business aspects of your Setting such as legal, financial, governance, management and marketing and promotion. There are also 2 sections, 'Management and Staff Development' and 'Training and Quality' which can help you reflect on and enhance the quality of play in your Setting and include the following play aspects:

- Loose parts in play
- Reflective practice
- Play spaces
- Play interventions
- Outdoor play

If you would like information on the OSCA and help to develop an action plan, including reflecting on your play provision, please contact your Childcare Business Development Officer, Regional Office or complete online <https://forms.gle/AYYo6yNX6h8PXRZh7>



- Playwork qualifications
- Play types
- Play and Participation Policies
- Playwork Principles
- Risk/benefit analysis
- Play Cycle

Connecting and Supporting Out of School Childcare Clubs and Communities, funded by The National Lottery Community Fund

Over the first year of our project, with you we have been achieving original project aims as well as supporting Clubs to [respond to](#) and [re-open](#) after Covid-19 with additional TNLCF top up funding.

- We have provided many more business skills sessions to Clubs than we initially anticipated and are here to provide **ongoing childcare business support** to improve governance and business skills, whilst also developing lots of online business support and resources for Clubs such as financial planning; marketing and governance;
- We launched our first 'Network Webinars' back in August due to the restrictions of lockdown and the support needed to re-open and have delivered events on: [Preparing to Re-open Your Childcare Setting after Covid-19](#); [Playwork Post Covid-19](#); Funding for recovery of the sector and; Improving governance. Read the great quotes below from our webinar participants. (**Follow us on facebook and visit the training/events page of our website to find out about future events.**)
- We also developed online content and remote delivery methods to support learners to progress with Playwork qualifications (Playwork Apprenticeships in Level 2, 3 and 5 and the CACHE Level 3 Award in Transition to Playwork (from Early Years)) to meet the 2021 requirement for such qualifications and are now able to deliver basic and advanced safeguarding training online.
- We have helped Clubs with CIW registration to demonstrate quality to parents and funders and to enable them to register for initiatives that improve affordability for parents such as The Childcare Offer and Tax-Free Childcare.
- From the Autumn term, we have been encouraging more Clubs to develop **individual action plans** from quality assessments to build on **strengths and support with the CIW Quality of Care Review.**

On October 21st 2020, Clybiau Plant Cymru Kids' Clubs held its 18th Annual General Meeting. I have been a part of Clybiau Plant Cymru Kids' Clubs for more than 17 years and, along with Jane, our CEO, have been to each and every AGM.

As I write, I would normally be recovering in the office from a packed day of meetings, staff training and a long bus journey from Pontypridd to the Metropole Hotel in Llandrindod Wells, and furiously typing up notes of the 3 meetings we normally hold. But for the first time, due to the restrictions of the Covid-19 pandemic, I am instead recovering at home from a day of meetings by Zoom!

Instead of worrying on the lead-in to the meeting about whether we had all of the papers for the meeting, whether we would have enough Trustees physically in attendance, if the bus would turn up (and not breakdown), would there be snow or flooding (it has happened!) and hoping that everyone's dietary needs had been met, this time it was more about figuring out how to navigate voting with so many people on screen, hoping that there were not too many slides on the presentation, that the internet connection would be strong enough, that there were no child / animal / Amazon delivery related interruptions and that the technology didn't let us down.

I thought it would be a strange experience holding our Board meetings and AGM online, but it appears that I am far more used to 'the new normal' than I had realised! I am sure it is the same for many of you reading this packed edition of Y Bont. Thank you to all of the Trustees, staff, Clubs and Local Authority staff who attended, it was lovely to see you, and I hope you enjoyed the whistle-stop tour of our achievements over the last financial year.

The AGM itself went very well, and we are delighted to announce that Sam Maitland-Price of Little Lambs Day Nursery in Conwy and Janet Owen of Cool Kids @ Cradoc in Powys joined our existing Board of Trustees. If you are interested in who our Trustees are, pop along to the website www.clybiauplantcymru.org, click on Contact Us, and then Our People. Or if you are reading this online, you can just click on the link [here](#).

So, about our new Trustees...

Janet has been the Playleader / Manager of Cool Kids @ Cradoc in Powys for 18 years. She has a passion for children's play, children's rights and for them having a voice in their recreation and choice in free play. Janet has a degree in Playwork, and also works in education, supporting children with additional needs. She also has experience in marketing, and I hope I can pick her brains about helping us with our marketing in the future!

Sam is a Day Nursery owner with a multitude of experiences within the childcare sector, as well as being involved in the delivery of training. She has worked in a range of settings and with a wide range of families and children and has experience with ALN children and families. She currently has a team of 24 staff within 2 settings (Day Nursery & After school Club in Kinmel Bay and After-school and Holiday club in Bodelwyddan).

She has also worked alongside Welsh Government in a number of steering groups over the last 2 years, having been recommended by other professionals to become involved. Sam was highly involved with the development of the New Curriculum for Wales within the Non-Maintained Group and the Assessment Advisory Group and has joined the next phase in the Non-Maintained Group which began March 2020. She has also been invited to join Welsh Government Steering group in relation to Play Policy Review in October 2019.

Somehow, as well as doing all of that, Sam also has a husband and is a mother of 2 very active young ladies aged 10 and 5 who keep her on her toes! On days off they enjoy relaxing and chilling at home and have lots of holidays planned to completely relax and unwind.

We are really thrilled to have Sam and Janet on board with us, they really will add to the already fabulous Board of Trustees we already have!

If you're inspired by Sam, Janet or indeed one of our other Trustees, and would like to join us at this really exciting time of change, please get in touch with us at info@clybiauplantcymru.org. We need enthusiastic and committed individuals to join us. That may be from a Member Setting or in a co-opted role, if you

AGM

have specific interest in the Sector or skills that you think would benefit us. Although it's a voluntary role, we hope that you get as much out of it as you put into it.

During our third meeting yesterday, we elected a Chairperson for the coming year. Amy Baugh of Chuckles Day Nursery has (had her arm twisted) agreed to continue as Chairperson for the coming year. Amy has been a great support to Jane, and indeed the organisation over the last 2 years, and her shoes will be difficult to fill next year. Our Trustees serve for 3 years, and a number of them will need to retire (take a short break!) next year. We hope that we will be able to recruit from our Membership new people to continue the excellent work being supported by the existing Board in the future.

So, in reflection, as we continue down the road of a 'new normal' with Zoom and Teams online meetings becoming the norm, working from home and juggling parental / caring / home-schooling responsibilities becoming second nature to staff in our organisation, realising the cost and time savings of not having to travel (or wear makeup on a daily basis), and balancing that with the daily Amazon Prime deliveries (or is that just me?!) and how we have reduced our carbon footprint by hardly printing at all during the last seven months, I do look forward to a time when we can all meet up in person again, have a giggle about which region will be last to arrive at the Metropole, forget to print copies of the Annual report for everyone to read on the bus journey home (because they really don't play games or have a sing song!), or enjoy the lovely buffet that they always provide. I hope you are all safe and well, and see you all soon!

Shelley Jenkins
Administration Manager

Grow Your Own Feast / Tesco Centenary Gardening Project

Giving children fun, interactive ideas, resources and workshops to get outdoors, growing, harvesting and cooking their own feast and making healthy food choices of their own.

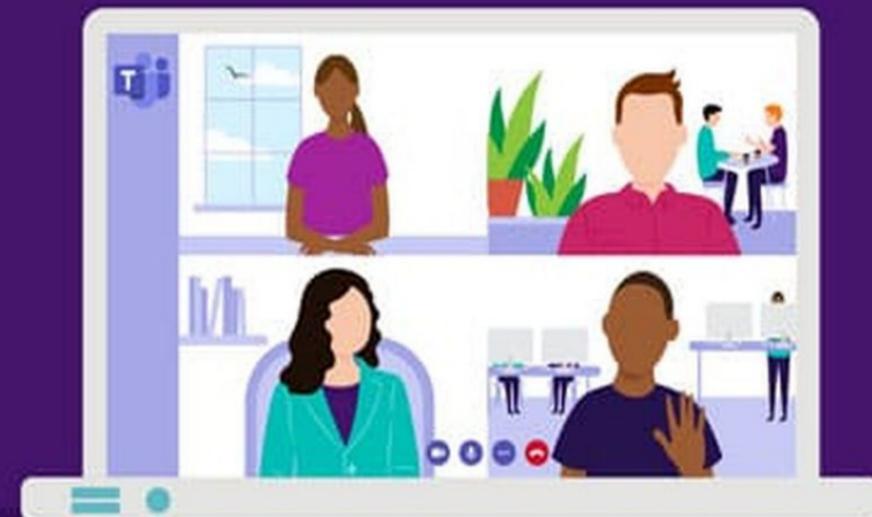
Thanks to Tesco Centenary Grants in Mid and West Wales and South East Wales, we have an exciting 'Grow Your Own Feast' initiative for Clubs that will be growing momentum over the coming months. We will be supporting Clubs to grow, harvest and cook their own celebratory feast that they can showcase and share with their families and communities. We also want to share your experiences to encourage others: the first seeds sown, harvesting and outdoor feasts!

Look for 'Grow Your Own Feast' on the members' area of our website to check out some of the growing activities we've already put together to get you started.

Grow Your Own Feast Competition Time

WIN your Out of School Club a chance to be part of this new project. Successful Clubs will benefit from dedicated support from one of our Training Officers over a 6 month period, through face to face and over the phone visits to developing an area where your children and young people can grow their own food, connect with nature and the outdoors as well as learn a wide range of new skills. The final outcome of the project to culminate in children and young people growing, harvesting and cooking their own feast.

For details and deadlines for this unique opportunity, visit the projects' page of our website.



Low Cost Play

Lockdown during Covid-19 had a massive impact on the finances of Childcare and as we return to some sense of normality and Clubs have re-opened it is not without further strain to the purse strings and it will take some time to re-build up those stores so badly depleted as a result of lockdown. Due to this, Settings need to be very mindful of their spending and it is important that they plan their spending with precision. One area that they could look at to make savings is play resources for the children.

Children like bikes and big play equipment, they also like technology all of which are important to their development and all of which are expensive but children can derive so much fun, pleasure and opportunities to develop with resources that cost a fraction of this price and in a lot of cases don't cost anything at all.

Imaginative Play, Fantasy Play, Dramatic Play and Socio-Dramatic Play

Imaginative play is play where the conventional rules, which govern the physical world, do not apply. It allows children to play through and take control of their experiences and achieve mental calmness (Bob Hughes). It differs from Fantasy play in that they play with reality but in their own way such as driving a train. Fantasy play allows the children to pretend they are something that in reality doesn't exist such as pretending to be Batman. It allows them to explore the boundaries between reality and unreality. It allows them to assess and express their emotions. This in turn develops their emotional intelligence. Socio-Dramatic play allows the children to play out scenes from their everyday life, things like school, going to the shop or "Mummies and Daddies" For some children, their everyday normal can be frightening and confusing and Socio-Dramatic Play allows them to work through the emotions of these experiences, sometimes adding elements of make believe to allow them to process and manage some of the negative feelings associated with their normal. This will become all the more prevalent as a result of lockdown from Covid-19 and you will probably witness a lot of this play as children attempt to make sense of what has happened and the constant changes in their routines. These types of play are at their deepest without adult involvement or even adult presence. Adults are viewed as authorities and even judgemental and so they feel more comfortable to express this play alone or with their peers. Alternatively, Dramatic Play is often a performance created by the child that is to be played out in front of an audience. Dramatic Play is the playing of events from the children's wider social circle usually characters like footballers, pop stars or fantasy figures.

It is so important that these types of play are

available for the children and as Playworkers it is our job to ensure children have the platform, environment and resources to engage in these types of play. The great thing about these Play Types is that they can be provided with limited cost. Loose parts that can be collected at no cost can be utilised in role play and as props for their dramatic performances. Old computer keyboards and phone handsets can be "upcycled" for their play. With empty boxes they can make vehicles, craft scraps, scissors, glue and paint all of which are inexpensive. Plasters, bandages and First Aid tools could be utilised if children want to create hospitals to play out their thoughts around Covid. A trip to the charity shop can provide you with an array of items that can be used at a fraction of the cost of buying "dressing up costumes" Children have such imaginations they will choose how to use these items and probably surprise you! Don't be afraid to ask for donations from parents. With world book day each year and school dress up projects a lot of families have lots of costumes they have collected over the years and their children will out grow them. Remind them that if they have a sort out not to forget you in their donations, you will probably end up with 20 Elsa dresses and 20 Batman costumes all in different sizes but there will be no fighting over whose turn it is to wear the Batman costume!

You should always be thinking of Loose Parts

Loose parts can be utilised in every Play Type. Creative play is probably the Play Type you see the most often in Club and it need not be expensive. Children can create using anything! Scraps of material, glue, chalk, crayons all inexpensive but think about other materials they can use to create. Salt or flour over coloured paper. Children can write or draw watching the colour come through. This is particularly great for younger children's development with pen control. It takes until around age five before children can hold and control a pen comfortably due their bone development. Using big movements in these kinds of materials will develop their mark making skills until they are able to use writing utensils.

You can utilise the outdoors for creativity. Children can create with nature, sticks, mud or leaf's and this is all free! The most important thing as Playworkers is to provide the materials. The children will use these materials in any way they choose and direct their own play.

Loose parts support Exploratory Play greatly. Exploratory play involves children experimenting with certain objects or the environment. This could be Lego or building bricks which you will probably already have in your Setting but it can also be anything in the environment, rope, nails, wood. Taking objects apart and seeing how to put them back together or finding ways to turn them into something else. Provide a variety of loose parts and they could be anything from plastic bottles to rocks. When

you are out and about or even at home and you see an object that looks unusual, collect it and put it in the Setting and watch what the children choose to do with it.

The Importance of Risk

"Playwork Principle 8: Playworkers choose an intervention style that enables children and young people to extend their play. **All Playworker intervention must balance risk with the developmental benefit and well-being of children.**" Playwork Principles Scrutiny Group, 2005.

Now, more than ever risk will be something to promote, allowing the child to be outside taking risks is going to provide them with so much opportunity. Some children may have been reluctant to take risks before as they had the comfort of the "safer" activities inside. Also, there is every chance that this lockdown could have enhanced fears in children, they have been in a protective bubble for so long that to develop their confidence more, providing them with the opportunity to experiment with risk could really support this anxiety.

Opportunities for risk don't come with a price tag. Remember that it is the child that determines what is a risk to them. For a child who had climbed a tall tree a hundred times this is not a risk for them but to a younger child who hasn't mastered this climb even attempting it is a risk to them. Risk also comes in the form of risks of the mind. For some children performing in front of their peers is a risk, it isn't always about climbing and activities that have the potential to cause a physical injury. Being outside of your comfort zone is also considered a risk and as Playworkers we need allow and facilitate these opportunities and be available to offer the child support to manage this if they need it.

Consulting Children

You will get the best ideas about low cost play by asking the ones who the play is for. Consult with your children, explain that there is limited funds and you would like to know what ideas they have about things they can do that doesn't cost money. Tell the children that when they are out playing and they see something in nature they want to bring to Club that they can. Ask them to look out for loose parts that they find interesting. **Don't forget, it is their time, their space and their play.**



National Play Day 2020

Play Day is the National Day for play in the UK, traditionally held on the first Wednesday in August. The theme of Play Day for 2020 was "Everyday Freedoms, Everyday Adventures", which as well as highlighting the importance of providing children and young people with freedom to play and explore and the fact that all children have the right to play, it also aimed to recognise the impact of Covid-19 and physical distancing on children's mental health and opportunities to play freely with friends and in their community.

This whole edition of Y Bont is focusing on the immense benefits of play on children's emotional and physical wellbeing and the way in which it builds creativity, resilience and confidence. With the impact of the Pandemic, it became even more essential to highlight the importance and benefits of play. Whilst this should be recognised and prioritised on a daily basis, having a National day on which it is a main focus strengthens the message and hopefully encourages reflection on a local and National level.

Due to the restrictions in place during August in terms of social gatherings, Play Day took a bit of a different form to normal. Across Wales, Clybiau Plant Cymru Kids' Clubs staff hid a total of 600 activity boxes for children and

families to find – a National Treasure Hunt to encourage everyone to get outdoors within their local communities and play. It was a whole team effort, from Training Officers and Childcare Business Development Officers, Administrators, Finance Assistants and Senior Team members, and social media was flooded with images of clues to where boxes had been hidden.

Engagement in the event was phenomenal, with several Out of School Childcare Clubs getting involved too! Our posts on August 5th reached **38,388 people**, with **8,963 people** engaging with the posts. We are so proud of our team and how we worked to raise the profile of play amidst all of the other work being undertaken to support the Sector to re-open.

We loved seeing photographs on social media of children finding the boxes and using the contents to inspire their play. The activity ideas were also posted on our Facebook Page later in the day, to support the involvement of those who had been unable to find a box.

We look forward to what Play Day 2021 might have in store!

And remember, #keepsmling and #keepplaying

Play is important for us 'Grown-ups' too!

play, adults can continue to refine the social and communication skills that play builds as children. We learn to cooperate with a variety of individuals and build trust

- Play relieves stress: Play can release endorphins, providing a heightened sense of wellbeing. Play is even used in therapy to support recovery from emotional trauma
- Play improves brain function: Play involving memory (e.g. chess, puzzles) has been evidenced to help prevent memory problems and to support brain function
- Play "keeps you young": Play can boost energy, and, as George Bernard stated, "We don't stop playing because we grow old; we grow old because we stop playing."

Workplaces that encourage play and creativity have been linked to higher productivity, job satisfaction, morale and a lower staff turnover. This could be group games/sports/quizzes in lunch hours, parties or socialising outside of work hours or an informal atmosphere that

supports playful natures.

When you are feeling burnt out, stressed or you have hit a mental block either with work or personal issues, taking the time out to 'replenish' yourself through play not only helps to decrease stress levels but also engages the creative parts of your brain which can support returning to the issue with fresh ideas on how to resolve it.

For adults with children, taking time out to play with them is vitally important for both adults and the children themselves. As well as aiding your child's development and releasing positive endorphins for both of you, play strengthens the bond between you. Ensuring that play time is made a priority (perhaps at certain points in the day), providing undivided attention away from other distractions and letting your child lead the play will all help to ensure that you both experience the many benefits that play has to offer.

Meet the Team - Play Edition!



What was your favourite game growing up?

"Cops and Robbers, Dead Man's Fall (a criminal theme going on here), making dens and rope swings in the woods and walking up rivers (my Mum probably still doesn't know I did that!)"

"I loved imaginative play; I loved playing with dolls and my family. One of my favourites was playing school... the family had to sit on the stairs and I was the teacher...my grandfather was always in trouble for disrupting the class!"

"I used to love 'playing school or office' me and my friends would love going into B&Q and different places with our parents and collecting colour slips or anything we could pretend were office stationary. We would either play it in our bedrooms or the garden and the brook that ran along the side of our house."

"Building things (We turned the garden into an adventure park once and tried to charge people to enter!)"

"My favourite game was playing gymnastics in our garden with my friends. We used to do hand stands, roly polys, play limbo using a bamboo cane, jumping and play tig. It was great fun."

"Hunting for things in the garden – fairies normally (using my imagination)"

What is your favourite play memory from your childhood?

"Climbing trees and playing hide and seek on the common, oh and rope swings."

"I have lots of memories of playing outside, but also of board games with my family...mouse trap was one of my favourites!"

"Making fashion shows, designing and making clothes for my dolls to wear with my mum. She really didn't have much spare time but would always find time for me."

"Being outside, climbing trees, making daisy chains and 'nests' out of cut grass"

"Playing in stretch of woodland affectionately known locally as bluebell woods (it's now unfortunately been built on, which made me feel quite sad!), jumping from rock to rock along the river and making dens in between trees"



What is your favourite game to play now?

"Still love playing hide and seek or family board games, Yahtzee, Pass the Pigs, any one that can fit in a bag and go with us anywhere." "I love a board game now....my daughter has a way of winning everytime, but I cannot figure out whether she is playing by the rules or cheating! Cluedo and Catchphrase are regular favourites!"

"I really love arts and crafts, I find it very therapeutic. My three children all love to paint and design models from clay and play-dough." "I love playing hide and seek with my kids and seeing how hard they laugh at me getting stuck in places or trying to wriggle back out from under the bed!"

"I still love building things – it's just the things are bigger!"

"I really enjoy being outside not so much playing but having family time barbecues, pizza evenings, playing with our granddaughter who is one, she loves anything that makes a noise!"

"Still using my imagination and wondering about all the things we cannot see – the secret life of animals"

"Making up silly stories with my grandkids, like pretending to have broken bones and making up crazy stories about how it happened. Brax was riding a T-Rex, and he had a sword fight with a Pterodactyl, who flew him to his nest and tried to feed him to the babies. Brax used his ninja skills to beat the Pterodactyl and 'broke his wrist' in the process!"

Where was your favourite place to play when you were younger?

"Up on the large expanse of common land and woods where I grew up. We even had a small terraced row of remote and derelict houses, which of course we were convinced were haunted."

"There was far less traffic on the roads when I was growing up, so we often played in the street with other local children. I also loved playing in the 'cwm' which was a large dam, we could swim, skip stones and hide in the ferns; we often made javelins out of the ferns to see how far we could throw them."

"I loved to play outside in the Garden, my brothers would make up games for me to play and hide 'treasure' for me to find."

"The brook, we all loved it, climbing trees, stepping on stones all the way from the top to the bottom, dens, going through the sewer at the bottom. We were not allowed to play in the brook (although our parents knew they were fighting a losing battle!). We would help each other cover our tracks, stick to the lies on how we scraped our knees our why our shoes and socks were soaking wet!"

"Up the mountain. I was so lucky to live in a place surrounded by mountains. Also a big river ran alongside our village – everyday was an adventure"



A few of the contributors, top to bottom and left to right, Naomi Evans, Becky Hall, Phoebe Wilson and Nicole Lovatt are pictured above.

Registering Your Out of School Childcare Club with Care Inspectorate Wales (CIW)

The need for affordable, Care Inspectorate Wales (CIW) registered Childcare for communities is more essential than ever to assist with economic recovery following the outbreak of Covid-19.

So, why should you register your Out of School Childcare Club?

STAGGERED SCHOOL START/FINISH TIMES means that, in order to collect children that are finishing their school day earlier, you may have had to adjust your opening times to remain legally compliant and to ensure you are still running under 2 hours per day. This may have had a significant impact on your business and income.

- Are you school/s continuing to stagger arrival/collection times or have you considered whether this could happen again in future?
- Do you need to amend your opening hours?
- Will any required changes to closing time support your parents to continue to work/train?

AFFORDABILITY OF CHILDCARE is even more important to support parents/carers to maintain/gain employment following the Pandemic. Registering your Club supports eligible parents through the Tax-Free Childcare scheme, (enabling eligible working parents to access a reduction in fees of 20%), The Childcare Offer (enabling working parents/carers of 3-4 year olds to access 30 hours per week of funded early years education and childcare) and the childcare element of Tax Credits/ Universal Credits.

ONLINE REGISTRATION has several benefits for providers. With CIW Online, data is secure, and it facilitates secure communication between Providers and CIW. Online processes (such as registration) also means that information appears dynamically and is individualised and streamlined; Providers only see the information relevant to them and their legal and management structure. CIW has also taken into careful consideration what information is required by the Regulations, and what information is not, and so it is just the pertinent questions that are asked within the new online form.

SPEED OF THE REGISTRATION PROCESS is being prioritised by CIW to support Providers to register in a timely manner and to be able to offer the services that their communities need, subject to quality applications being submitted that cover what is necessary.

SUSTAINABILITY OF YOUR BUSINESS will be supported through:

- Opportunities to extend opening times and services e.g. offering a Holiday Club, to bring in new revenue and to support your community
- Potentially increasing place take up: provision is more affordable for parents/carers who can access funding outlined above, and parents/carers are reassured that your provision is offering quality Childcare that meets the National Minimum Standards

ONLINE QUALIFICATION DELIVERY is currently being offered to support Out of School Childcare Clubs to obtain the necessary qualifications in Playwork (eligibility will apply). Contact your Regional Office for further information.



Lottery Funding

As part of our 3-year National Lottery Community Fund People and Places Project and within Local Authority areas where a Childcare Business Development Officer is funded, we are able to support new and existing Out of School Childcare Providers through the Care Inspectorate Wales (CIW) registration process. We would love to support your Club through this process and welcome you to get in contact



with your Regional Office to discuss this further, particularly if you feel that there are still barriers for you that need to be addressed.

Demonstrating a Quality Play Environment

All Registered Out of School Childcare Clubs receive inspections from Care Inspectorate Wales (CIW) to ensure that safe care is being provided, and that the National Minimum Standards are being adhered to. Whilst at the time of writing, CIW have postponed all routine inspections, you may be thinking about how best to prepare and what may need reflecting on in readiness for your next inspection.

In October 2019, our National Training Manager Dawn Bunn, along with Play Wales, travelled to Newtown to deliver 'Play' training to a group of Care Inspectorate Wales Inspectors, who are going to take on the role of 'Play Champions'. With some Inspectors tending to have more of a background in Early Years and/or Education, enhancing their understanding of the differences between these and a quality Play Environment for school aged children will equip them with the knowledge needed to assess and understand the quality of play experiences being delivered in Out of School Childcare Clubs. We hope that this will lead to an increased focus on play environments within inspections going forward, which means as a Sector we need to ensure that we are following the Playwork Principles, adequately training staff in Playwork, and understanding Play Spaces and Risky Play. So how can you demonstrate that you offer a quality play environment?

1. Children's Participation

Within the Summer edition of Y Bont, we referred to the importance of providing children with opportunities, means and empowerment to

express their views freely on matters affecting them, with the views of the child being given due weight in accordance with the age and maturity of the child (Article 12, UN Convention on the Rights of the Child). Supporting participation of all children increases engagement, self-esteem, ownership and makes it more likely that the play experience is one that is fun and fulfilling for all involved.

Do you have a Children's Participation Policy in place? (see our Stepping Out guide for a template).

Do you offer a variety of ways for children to participate, feedback and take ownership of their Club, for example children's meetings, questionnaires, suggestion boxes, a children's newsletter, feedback/evaluation games? How do you evidence that you support Children's Participation within CIW inspections? Do you have a 'Participation File', with photographs, observations and questionnaire results? Do you have a 'You said, We Did' board detailing feedback received and action taken?

2. Equality Play Checklist

As a Setting, you should have an Equal Opportunities Policy in place, but does your play environment also support equality and inclusion? Within Stepping Out, we have an Equality Play Checklist that can be used as a starting point for reflecting on whether your play environment (books, games, resources, posters, activities) supports inclusivity. For example, do you offer children the opportunity to explore a variety of cultural traditions within

activities and 'celebration days'? Do you have male and female 'non-stereotypical' gender roles/careers covered within books, posters and resources, as well as including a variety of family/home scenarios (single parent, extended families, step families etc)? Do your art materials permit the painting/colouring of different ethnicities? Do you have sufficient play resources that support inclusion of hearing impaired, visually impaired or children with specific additional needs (e.g. Autism spectrum, children using wheelchairs)? Do you have outdoor resources to support differing degrees of challenge suitable for a variety of abilities/developmental stages?

3. Play types, play spaces and intervention styles

Within the Out of School Childcare Assessment (OSCA) developed as part of our National Lottery Funded People and Places Project, there is a section dedicated to reviewing the quality of play environment offered at your Club. Play types, play spaces and intervention styles are referred to, to support Playworkers to reflect on existing services and identify where there is scope to enhance the quality of provision on offer.

Information about these three elements of play environments can be found elsewhere within this edition of Y Bont and we would encourage you to discuss these with your staff and to continually review and be inspired to build on the play experiences children are able to have within your Setting.

Some top tips for making your setting inclusive from the word Go!

As a sector we strive to make our settings as inclusive as possible but have you thought about how the children feel before they come to their first session and maybe how we could ease their transition into a new Setting? Here are some of our top tips to make children feel welcomed into the Setting.

Some things to consider doing before the children start at the Setting

- Create pen pictures or a leaflet with pictures of the staff on for the children to familiarise themselves with what the staff look like, you could also include some fun facts about each staff member.
- You could ask the child (with parents help where needed) to create their own pen picture of them with their likes and dislikes so they feel part of the induction or enrolment process.
- Have induction session where child can come to look around

Some things to make children feel welcome on their first session

- Introduce yourselves as staff to the child
- Maybe have a buddying system where other children or staff show the children around the setting
- Goodbyes are really important, acknowledging their departure
- Acknowledge if things didn't go great in the session and discuss with the child and parent/carer to see how things can be better for them next time

In Playwork it's like always needing a toolbox, it's important to remember not every method will work for every child as they are all different but with a toolbox full of tools it is easier to find an effective way to make them feel welcomed and part of the setting.

Promoting Play in a socially distanced Play environment

At present the memories of lockdown life, and social distancing is still very prevalent in our society. For how long that is to remain, and in what capacity is still very much an 'unknown' for everybody. Limiting social contacts is an important part of reducing the likelihood of seeing large outbreaks of a virus, and as it is possible that this occurrence or one similar, could appear again in the future, it certainly pays to be prepared. What is clear, now as Settings re-develop to full capacity, is the case for an armory of activities for Playworkers to support healthy, inclusive development for children in any socially distant play environment.

According to Oxford Languages the definition of 'Social distance' is 'the perceived or desired degree of remoteness between a member of one social group and the members of another, as evidenced in the level of intimacy tolerated between them'. The keyword here is 'remoteness'. Socially distant, for some could mean socially excluded, or Socially isolated, especially in times where sociability is frowned upon. How well we promote these healthy social behaviours, during, and long after this crisis has ended could determine the future resilience of our children in successfully overcoming many of the challenges exacerbated by this crisis.

As considered within our special release of Y Bont now more than ever freedom and risk will be something needing strong promotion within your Settings. With resources being limited

and the continued implementation of infection control in existence, allowing a child to be outside taking risks is going to provide them with opportunities which have, for much of this year been somewhat lacking. This experience could also have enhanced fears in children, they have endured a protective bubble for so much of the year 2020 that to develop their confidence more now by providing them with the opportunity to experiment with risk could really support this anxiety and benefit the collective recovery of children in our communities.

For this purpose we will consider five of the different kinds of games which could be utilised for promoting Play and healthy childhood development in a socially distanced play environment.

1 - Design your own game

The merits behind this kind of game are fairly easy to quantify. It promotes children's rights to personal choice, and participation, whilst allowing for the freedoms and intrinsically self-motivated nature of play. Children will love designing their own games to play. Give clear instructions about social distancing, and low/no cost, and encourage children to be creative. Playing everyone's games will also promote inclusivity and inspire creativity.

2 - Sports games -

Most ball games can be played outside or within the school hall, with players comfortably being able to stay two metres apart. The important thing to remember is not to play games where touching the ball is required, football, hockey, croquet, can all be played with no hand to ball contact, for games such as hockey, and croquet children could be encouraged to build their own sticks from natural or recycled materials.

Challenge older children with tennis or golf balls, while keeping younger children interested with footballs or large sponge balls. Setting up zones will allow your children to maintain their socially distanced positions where required. You could also recreate sports day with your children. Set up activity stations for children to enjoy including all the best socially distant exercises; Squats, Planks, Stretches, Jumps, Hops, Skips, Flips, Freestyle

3- Healthy wellbeing games -Yoga / Pilates / Bubble Dance Groups

As adults we know the value of yoga for wellbeing, cognition, balance and posture, and now there couldn't possibly be a better time to utilise this activity within your Settings. These activities require people to be active in an otherwise rather stationary capacity; similarly to ball games, zones could be utilised if necessary/ requested to highlight socially distanced zones. For those that want a little more action, well known dance apps have become popular with pre-teens, teens, and adults alike and could be

something children may enjoy competing with each other at. Each bubble becoming a dance group could also promote healthy collaboration and active creativity in a socially distanced play environment.

4 - Playing Out with the Elements - Scavenger hunts

Fire, Air and Water are well known as valuable tools for child development and as we move through winter they bring new avenues for play, with ice and fire bringing essential new avenues for possible fun, excitement, and risk. Scavenger hunts are also an easily adaptable game for socially distanced play environment.

5 - Building with loose parts

As discussed in our Summer Special edition of 'Y Bont' there are many loose parts that can still be used in Settings, that can either be easily cleaned, stored away for 72 hours between uses, or recycled after they have been used. Below are some starting suggestions for loose parts that could be offered in a Socially distant play session:

- Empty bottles
- Recycled spools and wheels from threads
- Corks
- Plastic cups and lids
- Fabric remnants
- Threads
- Curtain rings
- Kitchen utensils
- Paperclips
- Costume Jewellery
- Newspapers
- Tape
- Balls
- Rackets
- Shells

The most important thing during this, and any time, is to focus on the wellbeing of the whole Setting by providing a safe and happy environment for children to have lots of fun. Promoting choice, happiness, resilience, and freedom should always be goals.

We hope you enjoy these low cost/no cost social distancing games for kids. Do you have any ideas to share? Please let us know @ Clybiauplantcymru.org

For further guidance in relation to Playworking after Covid 19 please refer to our special Summer edition of Y Bont @ <https://www.clybiauplantcymru.org/pdfs/Playworking%20after%20Covid%2019%20-%20INDIVIDUAL%20PAGES.pdf>



KIDS' CLUBS

Over to you, Kids!

Reuben, aged 7,
Vale of Glamorgan

What does play mean to you? Fun and happiness.

What are the best things to play? Anything with friends.

Do you know what children's rights are? I just know that I can play with friends and cousins.

Do you know you have a right to play? Yes, I know that I am allowed to play.

Do you think children who need extra support are given the same opportunities as you to play? What does extra support mean? What does disabilities mean? Oh I don't know, but we all need to play!

What can adults do differently to help you play? Mum should only do work in the mornings and I should only do school work in the mornings, then we can play all afternoon



Dougie, aged 6,
Torfaen

What does play mean to you? You get to play with your friends for a long time

What are the best things to play? Hide and Seek, Tag and Hello Neighbour

Do you know what children's rights are? Yes, grown-ups have to keep us warm, make sure we don't get ill and that we eat healthy food

Do you know you have a right to play? Yes, 'cause I play with Ethan.

Do you think children who need extra support are given the same opportunities as you to play? I make sure I look after them and play with them

What can adults do differently to help you play? Make us masks

Darcy, aged 6,
Conwy

What does play mean to you? It's fun, I like to pretend things are happening to my dolls, like 'moving house' or going out for the day to the park or the zoo.

What are the best things to play? I like to play with my Barbies, making houses and setting up a village for my dolls to explore.

Do you know you have a right to play? Yes, my mummy doesn't say 'no toys today'.

What can adults do differently to help you play? If things are hard for me to do if I ask them for help they could put things up high for me.

With this Edition of Y Bont focusing on a Child's right to play we thought it right to let them tell you all about their rights and what Play means to them. Here are some of the answers from the amazing children of Wales.

Rhys, aged 10,
Torfaen

What does play mean to you? Playtime in school. Having fun with friends

What are the best things to play? Rugby, going on my bike, playing with friends

Do you know what children's rights are? I don't know. Adults look after us, make sure we go to school and have food

Do you know you have a right to play? Yes, my Mum and Dad let me go out with my friends and take me to rugby

Do you think children who need extra support are given the same opportunities as you to play? I help my friends who are new to rugby as they were nervous and unsure.

What can adults do differently to help you play? Adults can help/coach us on new things

Ben, aged 3,
Torfaen

What does play mean to you? Catch and play with balls and things

What are the best things to play? Peppa Pig, I got a teddy of Peppa Pig and George.

What can adults do differently to help you play? Play with toys

Ethan, Aged 6,
Torfaen

What does play mean to you? Play with things, toys, my friends

What are the best things to play? Playing hide and seek, running around. Playing with Dougie.

Do you know what children's rights are? Being looked after.

Do you know you have a right to play? Playing with my friends in school and in my garden.

Do you think children who need extra support are given the same opportunities as you to play? I help them play.

What can adults do differently to help you play? Play all the time.

Ffion, aged 11 1/2,
RCT

What does play mean to you? Having fun with my friends, playing games. It can be board games or playing with a ball outside. My favourite is playing outside with my friends.

What are the best things to play? I like ball games, card games, board games, building dens, playing in streams but also like team games like netball.

Do you know what children's rights are? Yes, things that we are allowed to do and things that are like law. So we have a right to be safe, to go to school and learn things, to have food and somewhere to live, and to have opinions, things like that.

Do you know you have a right to play? Yes, I learned about this during lockdown with my mum. I have a right to be able to play freely.

Do you think children who need extra support are given the same opportunities as you to play? I think sometimes. Like there are sometimes special swings in the park for children who use a wheelchair, and in school we are encouraged to include everyone, whether they are different ages or abilities. Sometimes it is not equal though because not everyone is kind to people who are different.

What can adults do differently to help you play? I don't think I need help to play anymore. I just need the freedom now that I am older to be able to play outside by myself or with my friends, to be allowed to go to the park or the field without my parents.

Rosie, aged 3,
Torfaen

What does play mean to you? Play with slime

What are the best things to play? I like my toy box

What can adults do differently to help you play? Peppa Pig puzzle

Elis, Aged 9,
Conwy

What does play mean to you? Having fun, making friends and being nice.

What are the best things to play? People like different things, so nothing is the best thing to play as other children enjoy different things

What do you like to play? I like to play hide and seek, tip and magpie.

Do you know what children's rights are? No.

Do you know you have a right to play? Yes, because it wouldn't be fair to not let us play.

Do you think children who need extra support are given the same opportunities as you to play? Yes, because they are no different to me.

What can adults do differently to help you play? Making children not be mean about what different people like to play with.

Lloyd, Aged 11,
Conwy

What does play mean to you? Having fun and socialising with friends.

What are the best things to play? Games that involve team work and learn life skills.

What do you like to play? Football, bike and making stuff like bike ramps.

Do you know what children's rights are? Yes, children have the right to play.

Do you know you have a right to play? Yes.

Do you think children who need extra support are given the same opportunities as you to play? They should be, but sometimes they find doing the same things as me difficult. Like when we went gorge walking "child A" found it difficult be we all supported and extra help from "Mrs xx" she managed to complete the walk in the end.

What can adults do differently to help you play? I don't know really, at home nothing, but in school maybe play with us more.



Millie, Aged 6,
Bridgend

What does play mean to you? Playing with toys and being with my friends.

What are the best things to play? Games - I like running around. And I like playing with my dolls and using my imagination.

Do you know what children's rights are? We are little and so grown ups have to look after us and make sure we are ok.

Do you know you have a right to play? Does that mean I can stay up late playing?

Do you think children who need extra support are given the same opportunities as you to play? I saw a swing on the tv that was for children who are in wheelchairs so they could have fun at the park. I don't have one of those at the parks I go to though, so that is sad - they should do more of those. They can still play with their imaginations though and play tag. Everyone should play, it's fun.

What can adults do differently to help you play? Do different things - sometimes I want to play with you, or sometimes I want to play on my own or with my friends.



James,
Aged 3, Bridgend.

What does play mean to you? I play mums and dads with my sister and I like being the puppy ("woof woof like that"). Playing is fun.

What are the best things to play? I like playing with my friend Toby and playing outside and running round, I'm fast at running now because I grewed.

Do you know you have a right to play? Right and left.

What can adults do to help you play? Sometimes I get wet at the beach so you need to take spare clothes so I can get wet, or I get cold after.

Jasmine, Aged 12,
Carmarthenshire

What does play mean to you? Hanging out with friends.

What are the best games to play? Online games.

Do you know what children's rights are? Yes.

Do you know you have the right to play? Yes.

Do you think children who need extra support are given the same opportunities as you to play? Probably not, because they can't ask as much.

What can adults do differently to help you play? Stop chores and homework.

Jacob, Aged 10,
RCT

What does play mean to you? Energy and active and having fun (with an isn't that obvious, duh face).

What are the best things to play? With friends, family tag, normal tag, mob, games that involve more than 1 person.

Do you know what children's rights are? Yes, we have a right to play, a right to be heard and a right to do stuff.

Do you know you have a right to play? Yes, and it's a good right to have.

Do you think children who need extra support are given the same opportunities as you to play? Not the same but they do have some opportunities.

What can adults do differently to help you play? A bigger space, more time and being allowed to play.

Helping children know their rights



Comisiynydd
Plant Cymru

Children's
Commissioner
for Wales

With the focus of this edition of Y Bont being on children and young people's rights, the activities page this time round has a slightly different format. We want to encourage settings to support children and young people to know their rights and as Playworkers to be able to confidently advocate for children and young people's rights. Here are some suggestions as to how you can do this:

Using the United Nations Convention on the Rights of the Child UNCRC Symbols Resource produced by the Children's Commissioner for Wales, why not print out a set or two, so that they are playing card size and try a few of the games suggested below. The cards, double sided with both Welsh and English are a brilliant resource to use and a simple way to help children understand their rights.

<https://www.childcomwales.org.uk/uncrc-childrens-rights/uncrc-symbols-resource/>

UNCRC Scavenger Hunt

Using laminated cards, hide them around the Setting. Give children 5 minutes and see how many of their rights the children can find, you could even split them into separate groups and they have to find certain numbers. Great chance to discuss which ones they've found and what this might mean to them

UNCRC Snap

Print out 2 or 3 sets of the resource in card size and laminate. Great for a game of Rights Snap but instead of shouting "snap" they have to shout "my rights".

UNCRC Cards

Using 2 sets of the cards, deal out 5 cards to each player. The object of the game is to get 5 cards in a row, for example UNCRC Rights Cards 31, 32, 33, 34, and 35. One player starts with the remainder of the cards to their right, they then proceed to pick one up and depending

on whether they need it or not, either keeps it or puts it down to their left. The next player does the same and so on. This can be quite a quick game to play and quite fun. The first person to get them in a row shouts 'my rights'.

UNCRC Higher or Lower

Who can get the furthest with the cards guessing whether the next Rights card to be turned over will be higher or lower? How many in a row can they guess right...can they get through the whole pack?

UNCRC Countdown

Prepare 2 lots of number cards with 0-9 on. Get three children to pick a card each and lay the cards out in front of them. For example, they may choose a 0 - 5 - 6, which means that the number they have to make is 56 or 3 - 4 - 1, so they would have to make 341. Each child then picks 5 UNCRC Rights cards and using the numbers they picked and -/+x/+ they have to see who can get the closest to the original number they picked. To make it harder, set a 2-minute timer.

Games from around the world

Children from around the world have very different experiences when it comes to play and what space and resources are available to play with. Why not try playing some games from around the world. Below are some examples but for more ideas why not try this website: <http://theirworld.org/news/games-that-school-children-play-around-the-world>

Red Light, Green Light (USA) (3 or more players)

The goal: Dash from one end of the yard to the next to tag the "stop light."

Step 1: The "stop light" player stands about 20 feet from the others.

Step 2: The stop light turns their back and yells "Green light!" The other players dash toward them.

Step 3: The stop light then yells "Red light!" and turns to face the runners. As soon as they hear "red light," the runners freeze. Anyone caught moving is out. This continues until a runner tags the stop light. That runner gets to be "it" next round. If the stop light catches every runner moving before getting tagged, they get to be it again.

Pilolo (Ghana: West Africa) (6 players or more)

In rural parts of Ghana, in West Africa, children's choice of toys is quite limited, but they find plenty of ways to have fun.

The goal: Be the first to find the hidden object and carry it over the finish line.

Step 1: Imagine a treasure hunt and race in one. Designate one child a leader and another the timekeeper; the rest are the searchers.

Step 2: The searchers turn their backs as the leader hides small objects in the playing field. These can be stones, coins, or sticks, but they should all be the same. The timekeeper stands by the finish line.

Step 3: When the leader says, "go," the searchers hunt for an object. The first to find one and carry it over the finish line wins. The timekeeper judges who crosses first.

Shadows (Ireland)

Players must stand on opponent's shadows in order to catch them - then they are the chaser. If you are being chased you can run to a shaded place where you have no shadow and then you are safe.

Daruma (Japan)

Players line up about 30 feet from a wall in a bid to reach it. The player who is "it" faces the wall and says "Daruma falls down" before turning around. If he sees someone moving that person is captured and has to come to the wall.

