

Quality Standards for Play Provision – Framework Self Assessment

| Be Healthy | Level | Examples | Rating | Action |
|--|---|-----------------|---------------|---------------|
| Emotional Health | | | | |
| We provide opportunities for children to explore their own identity and the identity of others. | | | | |
| 4 Excellent | We provide a wide range of props and opportunities and children are free to play imaginatively and to explore their own identities in their own way. | | | |
| 3 Good | We provide a wide range of props and we provide activities that will encourage children to explore their own and others identities. | | | |
| 2 Basic | We organize activities for children to explore their own and others identities | | | |
| 1 Starting | We listen to children when they talk about who they are and who they'd like to be | | | |
| 0 Absent | We do not provide for this | | | |
| We provide opportunity for children to express their emotions and thereby develop emotional awareness | Level | Examples | Rating | Action |
| 4 Excellent | We support the expression of all emotions that do not cause harm to self or others and we try to help children to understand and deal with their own emotions safely and the effects these have on others | | | |
| 3 Good | We acknowledge that children have a range of emotions and provide a wide range of activities that allow for the expression of emotion in a controlled way. | | | |
| 2 Basic | We encourage the expression of emotion within the rules of the provision. | | | |
| 1 Starting | We encourage the expression of positive emotion. | | | |
| 0 Absent | We try to suppress extreme emotion | | | |

| | | | | |
|--|---|-----------------|---------------|---------------|
| We support children to create and explore their own play experiences and thus enhance their own self esteem | Level | Examples | Rating | Action |
| 4 Excellent | The provision is based around the free play of children. We provide an environment and props for them to organize themselves in their own way. We are there to support their play in whatever way they want us to. | | | |
| 3 Good | Children are always free to devise their own play if they do not want to join in the organized activity that they have helped to plan. | | | |
| 2 Basic | We involve children in planning a programme based on their own ideas. | | | |
| 1 Starting | We devise a programme that allows time for some free play. | | | |
| 0 Absent | We try to occupy the children with a programme of activities. | | | |
| We show respect to each child | Level | Examples | Rating | Action |
| 4 Excellent | We value the unique contribution each child makes to the provision and strive to have a warm and friendly relationship based on mutual respect. Each child has the right to express his or her own individuality and we provide an environment where this can happen. | | | |
| 3 Good | We see each child as a unique individual and try to provide positive images as a mark of respect to them. | | | |
| 2 Basic | We listen to all children and take account of their feelings and ideas. | | | |
| 1 Starting | We try to get to know each child individually and to ignore any differences. | | | |
| 0 Absent | We cater for the whole group of children, not for individuals. | | | |
| Be Healthy | Level | Examples | Rating | Action |
| Physical health | | | | |
| We provide an environment where children can be physically | | | | |

| | | | | |
|---|---|-----------------|---------------|---------------|
| active indoors | | | | |
| 4 Excellent | We have adapted, or have dedicated, space indoors where children are free to be physically active and we provide props and opportunities to support this. | | | |
| 3 Good | We have adapted or have dedicated space indoors where children are free to be physically active. | | | |
| 2 Basic | We provide a wide range of physical activities for children to play indoors. | | | |
| 1 Starting | We provide limited physical activities indoors. | | | |
| 0 Absent | We do not provide for this | | | |
| We provide an environment where children can be physically active outdoors | Level | Examples | Rating | Action |
| 4 Excellent | We have accessible space outdoors where children are free to be physically active whenever they want and we provide props and opportunities to support this. | | | |
| 3 Good | We have access to outdoor space where children are free to be physically active when we are able to organize supervision. We provide props and opportunities for this. | | | |
| 2 Basic | We provide a wide range of physical activities for children to play outdoors. | | | |
| 1 Starting | We provide limited physical activities outdoors. | | | |
| 0 Absent | We do not provide for this | | | |
| We promote active play | Level | Examples | Rating | Action |
| 4 Excellent | We recognize the role of both free play and structured physical activity in the health and well being of children and young people and actively promote this through our provision. | | | |
| 3 Good | We recognize the role of structured physical activity in the health and well being of children and young people and actively promote this through our provision. | | | |
| 2 Basic | We have an active play section in our policies and promote this in our literature | | | |

| | | | | |
|--|--|-----------------|---------------|---------------|
| 1 Starting | We have some active play sessions that we promote. | | | |
| 0 Absent | We do not do this. | | | |
| Be safe Emotional safety | Level | Examples | Rating | Action |
| We create an environment and atmosphere that will help to make children feel emotionally safe | | | | |
| 4 Excellent | Children appear relaxed and balanced in the setting, which feels safe. We regularly review this. We use appropriate strategies for confronting, undermining, bullying, violent or threatening behaviour. We are always available to listen to the children | | | |
| 3 Good | Children appear relaxed in the setting, which feels safe. We regularly review this through meetings and by listening to children. | | | |
| 2 Basic | The adults are friendly and approachable and the provision is based around the needs of the children. We use appropriate strategies for managing children's behaviour | | | |
| 1 Starting | We are welcoming to children and follow our child protection procedures | | | |
| 0 Absent | We are not aware whether children feel emotionally safe in our environment | | | |
| All workers take children's concerns seriously and act on them appropriately | Level | Examples | Rating | Action |
| 4 Excellent | We all listen carefully with our eyes and ears and respond sensitively to all of children's concerns, in a way that will not belittle or ridicule the child and will not create further problems. | | | |
| 3 Good | We listen to children's concerns and act on them where necessary and following our policies and procedures | | | |
| 2 Basic | We listen to children's concerns and discuss them with the leader if we think the child needs help | | | |
| 1 Starting | We try to be aware of children's concerns if they are stopping them | | | |

| | | | | |
|--|--|-----------------|---------------|---------------|
| | having a good time | | | |
| 0 Absent | We do not consider it to be our job to respond to children's concerns, other than child protection issues. | | | |
| We actively ensure that children are safe from emotional harm | Level | Examples | Rating | Action |
| 4 Excellent | The team regularly reflects on their interventions and the experiences of the children to ensure that we are not inadvertently harming children emotionally. | | | |
| 3 Good | We supervise carefully and report concerns to the leader. We listen to children and we are aware of our own and other workers behaviour and report any concerns to the leader. | | | |
| 2 Basic | We supervise carefully and report any concerns if we think children are being teased or bullied. | | | |
| 1 Starting | We supervise carefully. | | | |
| 0 Absent | This is not an area that we usually consider | | | |
| Playworkers intervene sensitively | Level | Examples | Rating | Action |
| 4 Excellent | Playworkers respond appropriately to children's play cues. They take a problem solving approach if they have to intervene in children's affairs. They try to help the children sort things out for themselves. | | | |
| 3 Good | Playworkers observe what is going on and intervene in response to a play cue or if they think the children cannot sort things out for themselves | | | |
| 2 Basic | Playworkers intervene to help children have better play experiences or if behaviour needs sorting out. | | | |
| 1 Starting | Playworkers intervene if children are not following the rules or if children are not playing well | | | |
| 0 Absent | The playworkers are in charge. It is their job to take responsibility for sorting everything out. | | | |

| Be Safe | Level | Examples | Rating | Action |
|---|--|-----------------|---------------|---------------|
| Physical safety | | | | |
| We balance health and safety considerations against the children's need to develop their own risk taking skills. | | | | |
| 4 Excellent | Our health & safety policy incorporates this consideration. We understand the need for graduated opportunity for children to take risks & we provide for this. | | | |
| 3 Good | The environment offers some graduated opportunity for children to take risks | | | |
| 2 Basic | We are aware of children's need to develop their own risk taking skills and we are trying to develop graduated opportunities for this to happen | | | |
| 1 Starting | Safety is our main concern, but children have some limited opportunity to assess minor risks in controlled activities. | | | |
| 0 Absent | Safety takes precedence over everything else. Children do not get opportunity to develop their own risk taking skills. | | | |
| We actively ensure children are safe from physical harm | Level | Examples | Rating | Action |
| 4 Excellent | We carry out and record regular and thorough risk assessments on the environment and activities and always carry out all the agreed measures to counteract potential harm. We discuss these on a regular basis | | | |
| 3 Good | We carry out and record regular risk assessments on the environment and activities and carry out the agreed measures to counteract harm | | | |
| 2 Basic | We carry out risk assessments on specific activities to ensure they are safe | | | |
| 1 Starting | We use some standardized risk assessments that are part of our health and safety policy | | | |
| 0 Absen | We have not risk assessed all areas of our provision. | | | |

| Enjoy and Achieve | Level | Examples | Rating | Action |
|--|---|-----------------|---------------|---------------|
| The play setting changes in line with children's needs | | | | |
| 4 Excellent | We understand children's need for new and graduated experiences and provide different and flexible loose parts that can be used in a wide range of ways. The children can adapt the environment to suit their own needs. | | | |
| 3 Good | We regularly change the environment in line with the children's observed needs for graduated experiences | | | |
| 2 Basic | We change the environment from time to time in order to offer new and graduated experiences | | | |
| 1 Starting | We plan a range of different things which sometimes requires the environment to be changed | | | |
| 0 Absent | We organize the setting into areas into which we plan activities. | | | |
| Children are supported in creating and achieving their own goals | Level | Examples | Rating | Action |
| 4 Excellent | We provide a stimulating environment and lose parts for the children to use in their own way and for their own end. We also provide opportunities for children to extend their own chosen skills and abilities where appropriate. | | | |
| 3 Good | Adults are aware of children's play and support them where deemed to be necessary to achieve their own goals | | | |
| 2 Basic | Children are involved in planning the provision which takes account of their goals | | | |
| 1 Starting | Children are consulted about what they want to do at the provision | | | |
| 0 Absent | We plan a programme of activities with specific outcomes in mind. | | | |
| The environment offers opportunity for exploration, experimentation, repetition and thinking. | Level | Examples | Rating | Action |
| 4 Excellent | We provide an environment and a | | | |

| | | | | |
|---|---|-----------------|---------------|---------------|
| | regularly updated, wide variety of materials and loose parts that will stimulate children to explore and experiment if they wish to. Their time is their own to use how they like when they are in the setting. | | | |
| 3 Good | Materials and lose parts are freely available for the children to explore and experiment and repeat things with. Thinking time is freely available. | | | |
| 2 Basic | Activities are planned to allow for exploration and experimentation and these can be repeated. Thinking time is freely available. | | | |
| 1 Starting | The environment offers limited opportunity for exploration and experimentation. Some things can be repeated depending upon resources. Thinking time is usually available. | | | |
| 0 Absent | The environment is boring and does not offer opportunity for exploration, experimentation, repetition and thinking. | | | |
| Children appear happy and confident in the setting | Level | Examples | Rating | Action |
| 4 Excellent | All children have a sense of ownership of the provision. | | | |
| 3 Good | Children appear happy and confident most of the time in this setting. | | | |
| 2 Basic | We respond to the perceived needs of children. Most of the children grow in confidence over time. | | | |
| 1 Starting | We try to help children to feel happy in the setting. Some children are more confident than others. | | | |
| 0 Absent | It is not part of our job to help children feel happy. Over confident children are difficult to deal with. | | | |
| Make a positive contribution | Level | Examples | Rating | Action |
| Children are encouraged to expect and show respect for themselves and others | | | | |
| 4 Excellent | All the children show respect to each other and to adults in the provision | | | |

| | | | | |
|--|---|-----------------|---------------|---------------|
| | irrespective of other factors. | | | |
| 3 Good | Children are encouraged to show respect to others and to themselves and the playworkers model self respect | | | |
| 2 Basic | We expect the children to show respect to others and to themselves. | | | |
| 1 Starting | We go through the rules with children and these include the need to show respect for others. | | | |
| 0 Absent | Many of the children here are disrespectful. They do not show respect to the playworkers. They do not deserve respect | | | |
| Children are given opportunity to take responsibility | Level | Examples | Rating | Action |
| 4 Excellent | Children can take responsibility for a whole range of things within the provision. It is their choice. They are not expected to be responsible. | | | |
| 3 Good | Children can opt for a limited range of responsibilities if they choose to do so. | | | |
| 2 Basic | The children are allowed to choose responsibility, for certain aspects of the provision, as a reward for their commitment to the provision | | | |
| 1 Starting | We choose children to give responsibility to as a reward for good behaviour | | | |
| 0 Absent | You cannot trust children to take responsibility for anything. | | | |
| We design the environment to facilitate play | Level | Examples | Rating | Action |
| 4 Excellent | We take a long term approach to the design of the play environment, involving children at every step | | | |
| 3 Good | We listen to the needs of children when designing play environments, give feedback and explain our approach | | | |
| 2 Basic | We listen to the needs of children when designing play environments | | | |
| 1 Starting | We know what works best based on our experience | | | |
| 0 Absent | We have a standard design for | | | |

| | | | | |
|---|--|-----------------|---------------|---------------|
| | playgrounds that we use for most sites | | | |
| Led by the children | Level | Examples | Rating | Action |
| Children make decisions about their own play and these decisions are respected | | | | |
| 4 Excellent | Children are in control of the 'what, why and how' of their play in this provision. Adults do not try and impose their adult ideas on the children. | | | |
| 3 Good | Children choose what they play. The how is limited by the environment and available materials. | | | |
| 2 Basic | Children have choices about what they play within the scope of what is available. The how is controlled by the playworkers. | | | |
| 1 Starting | Children are given a limited amount of input into planning for the provision | | | |
| 0 Absent | We expect all children to participate in our planned activities. | | | |
| Children are given choices related to most aspects of the provision | Level | Examples | Rating | Action |
| 4 Excellent | The provision is based on reflective practice and informal observation. In this way children's choices are known and understood. We also provide a range of other ways in which children can participate and make their preferences and choices known. | | | |
| 3 Good | A wide range of participation techniques are used in order to gauge the children's choices related to most aspects of the provision. | | | |
| 2 Basic | Children are given choices related to their play, materials, snack and rules. | | | |
| 1 Starting | Children choose what they want to do from the opportunities available at any particular session | | | |
| 0 Absent | It is not possible for children to have choices in this provision. | | | |
| Children are involved in creating rules where they are needed | Level | Examples | Rating | Action |
| 4 Excellent | Rules and boundaries are minimal, | | | |

| | | | | |
|--|---|-----------------|---------------|---------------|
| | flexible and negotiated. They do not prevent the children from playing in their own way, but are there to enable everyone to have a good time and feel safe. They are reviewed as and when necessary. | | | |
| 3 Good | The children are involved in negotiating the rules with the adults. They are regularly reviewed with the children | | | |
| 2 Basic | The adults ask the children what sort of rules there should be and then these are written up by the adults to suit the requirements of the provision | | | |
| 1 Starting | Children are shown the rules, which are devised by adults and asked if they want to add to them. | | | |
| 0 Absent | The rules are devised by adults and are imposed on the children | | | |
| Leadership | Level | Examples | Rating | Action |
| The play leader applies the new principles of play work to the provision they offer | | | | |
| 4 Excellent | The playleader clearly applies the new principles of playwork to his or her practice and shows a high level of skill in playwork. | | | |
| 3 Good | The playleader applies most of the new principles of playwork to his or her practice and shows skill in playwork | | | |
| 2 Basic | The playleader applies some of the new principles of playwork to his or her practice and shows some skill in playwork | | | |
| 1 Starting | The playleader applies the old values of playwork to his or her practice and shows skill in playwork. | | | |
| 0 Absent | The playleader does not apply the principles of playwork to his or her practice and does not show skill in playwork | | | |
| The play leader uses good leadership skills to the provision they offer | Level | Examples | Rating | Action |
| 4 Excellent | The playleader uses good leadership skills to lead the work of the team. The | | | |

| | | | | |
|---|--|-----------------|---------------|---------------|
| | playworkers are confident in their roles and know what they are doing. | | | |
| 3 Good | The playleader uses many good leadership skills to lead the work of the team. Most playworkers know what they are doing. | | | |
| 2 Basic | The playleader is beginning to use good leadership skills to lead the work of the team and the playwork is improving | | | |
| 1 Starting | The playleader tries to use good leadership skills to lead the playwork team. | | | |
| 0 Absent | The playleader does not use good leadership skills to lead the playwork team. | | | |
| The play leader uses teamwork skills to create a good team | Level | Examples | Rating | Action |
| 4 Excellent | The playleader uses teamwork skills and has created a good team. There is an empathetic, co-operative and friendly relationship between all the playworkers. | | | |
| 3 Good | The playleader uses many teamwork skills and has created a team of playworkers who are working together. | | | |
| 2 Basic | The playleader is beginning to use teamwork skills to create a good team and the playworkers are beginning to bond. | | | |
| 1 Starting | The playleader tries to use teamwork skills to create a good team. These are not yet working. | | | |
| 0 Absent | The playleader does not use good teamwork skills to create a good team. | | | |