

Provision- Advocacy- Training- Collaboration

A PLAYFUL PATHWAY



NAT MINARD



Why Play?

The urge to play comes from within every child naturally.

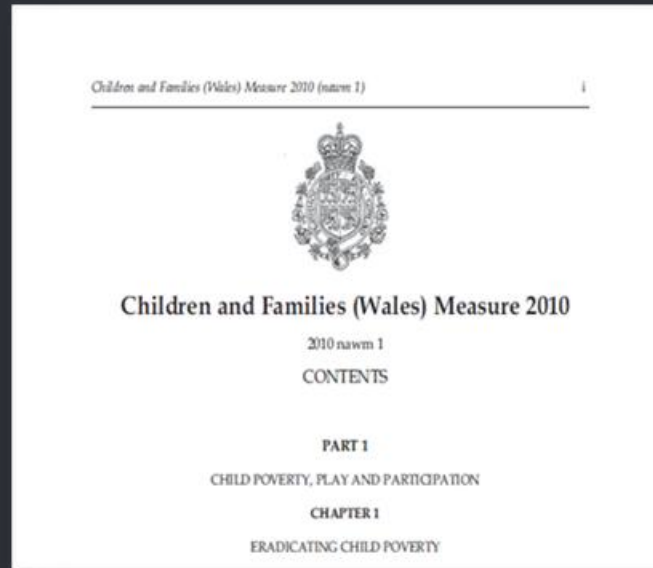
Play is an essential biological, psychological, and social necessity.

Play is fundamental to the health, well-being and development of individuals and communities.

All children have the right to play as enshrined in Article 31 of the United Nations convention on the Rights of the Child (UNCRC)



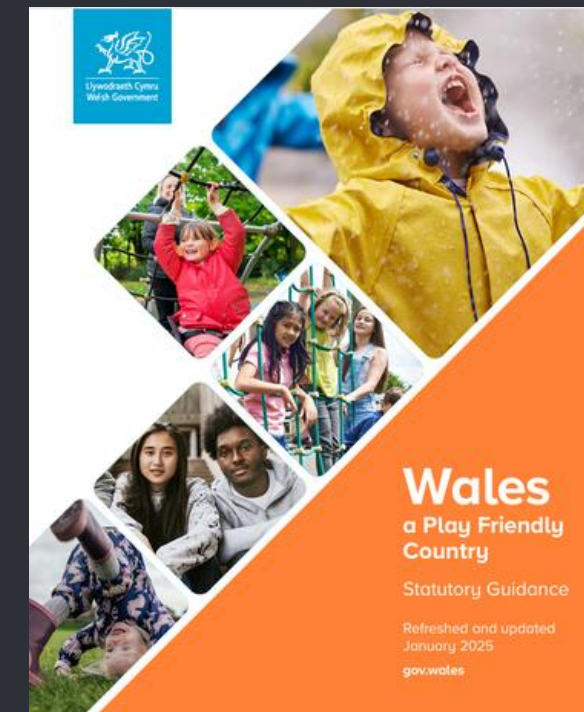
Legislation



1. Every Local Authority must submit a Full Play Sufficiency Assessment and Executive Summary every three years.
2. Every Local Authority must submit an annual action plan towards securing play sufficiency and a review of the previous action plan each year.
3. Each local authority must publish their Executive Summary on their website.

For children to have sufficient opportunities to play, they need time to play, space to play and the recognition by adults that this is every child's right. This recognition is crucial to ensure that all children are allowed time and space to play. There are 4 key areas considered within Play Sufficiency:

1. Population
2. Places where children play (Quantity and Space)
3. Quality and Supervised Provision
4. Policy synergy, engagement, advocacy, and information.



Playful Pathway developed by the Play Development Team

PLAYFUL PARENTS



Child led play sessions for children under the age of 5 and their parents/ carers. Focussed on advocacy, opportunities and family support.

PLAYING OUT



Child led play sessions for children aged 5–15 after school and during holidays. Focussed on advocacy, opportunities and child participation.

HAVE A GO



Child led play sessions for children in year 6 and above. Focussed on empowerment, advocacy, opportunities and participation.

PLAY CHAMPIONS



Consultation, Participation, volunteering opportunities, training and community focussed.

ACTIVE PLAY TIME CHALLENGE



Supporting professional, community settings, parents and children to activate and support children to activate their right to play. Development of play opportunities to support development, well-being and community engagement.

ANNUAL TRAINING PLAN



Supporting parents, professionals, volunteers, carers and young people to access knowledge of play and theories of playwork as well as developing practical skills to support development of play opportunities.

Stats from 25-26

Sessions: 501

Child attendances: 6058

Adult attendances: 4218

95% of parents told us that play provision impacted their child's emotional and mental well-being positively!

"Without these sessions the summer holidays would be pretty bleak. They are a great way for children to socialise and have fun, breaking the day up and getting some exercise"

95% of parents provided excellent feedback that themselves and their children enjoyed playing out sessions.

"Great to have local free events, my daughter loves attending, making friends and trying everything out."

Delivered 2,700 lunches through Playing Out Holidays in 2025-26



Stats from 25-26

Training/ Workshops: 22

Professionals attendance: 1,196

Accredited Training: 164

"In my role within Economic Development, the learning has strengthened my commitment to embedding the principles of the Play Strategy across broader corporate priorities. It has influenced how I approach place-making, regeneration, active travel, community planning and investment decisions—ensuring that the needs and rights of children are considered at the earliest stages." – Head of Economical Development

It's been insightful not just as a parent of teenagers, but also professionally it's vitally important to understand the experiences of young people post covid, the shift in both parenting and children dynamics in a digital world, and the challenges and opportunities that can bring. Listening to their feedback and ideas has shown just how important young people's involvement is and the fantastic ideas they have. – Head of People and Performance



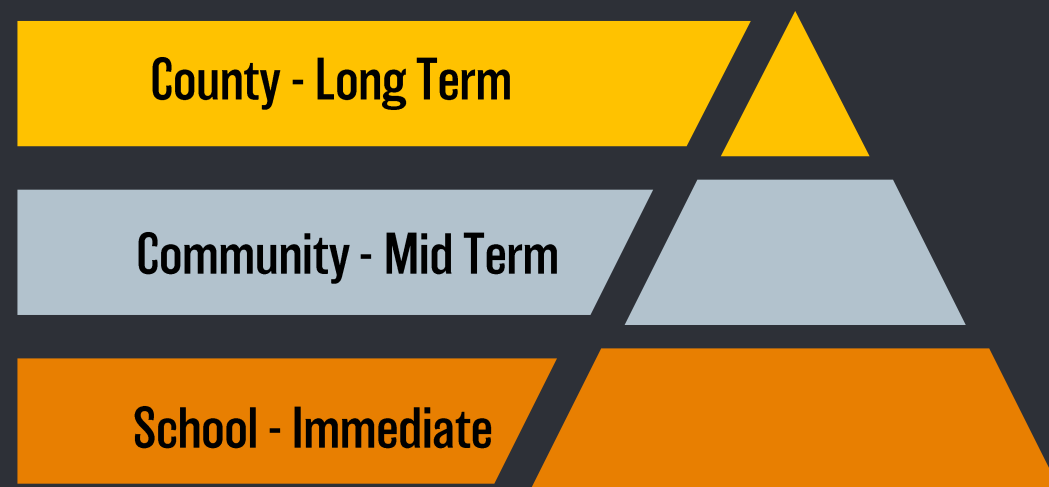


The active playtimes challenge spans across 3 stages and are all optional to each setting if they choose to progress to the next stage.

Bronze - Improve the understanding of play needs across the setting. Improve use of facilities, resources and resource storage. Play Training for all school staff.

Silver - Continued support for entire school. Opportunities to open up school grounds for community use outside of school hours. Training for wider school community and volunteers. Bespoke support to challenge any barriers arising in play provision.

Gold - Community outreach to develop wider Knowledge of play. Development of play champions council and assurance they are being heard across the council with implementation links to the Play Sufficiency Action Plan for Conwy





'The Conwy Active Playtimes Challenge has had a hugely positive impact at Maes Owen Primary School.

Since introducing loose parts play, we've seen a noticeable improvement in pupils' creativity, teamwork, and problem-solving skills during breaktimes. Children are more engaged and active, with increased cooperation across year groups.

The variety and freedom offered by loose parts have transformed our playtimes into rich, imaginative experiences that support both physical and emotional well-being.



Unlocking sites for community use & bringing play to break time!



Community Development Projects:

Supported 12 community organisations to access funding and resources to improve play opportunities in their areas.

Examples:

1. Installing inclusive play equipment following child and community consultation.
1. Strengthening community belonging through play.
1. Developing play spaces for children in refuge



**Thank you for you
time!**

