

Outdoor Play showcasing event

Limelight Family Learning Centre

Thursday 24 November 2011

Notes from workshop group flipcharts

Forest School feedback - Key points

Barriers

- Space – adapting land available
- Time- distance to site:- mini- bus too expensive
- Staffing – Ratios :- help from releasing staff from numbers (parents)
- Funding for training £800-£900
- Water proof clothing – initial expenses (extra resources for activities costs)
- Parental expectations
- Staff attitudes:- not wanting to go out when its cold
- Councils cutting down climbing trees
- Importance of risk in play
- Learning limits
- Learning through physical activity
- Confidence
- Team work
- Decision making

Supported at your setting?

- Climbing trees
- Crates
- Involving children in risk assessing
- Let children problem solve

Capital Investment feedback – Key Points

- Research corporate and local trusts for funding
- Advocacy, promotion of play to public
- Build corporate relationships
- Build relationships with LA officers and other statutory sector
- Encourage lobbying
- Good press + PR
- Working in partnership with other childcare organisations
- Create a local capital investment fund
- Consortium borrowing by childcare organisations

Boys & Outdoor play feedback – Key points

- Stereotyping- society constructing “what is a boy?”
- “boys don’t cry” “tough” “man of the house”
- Cultural influences
- Physical differences
- Hormones
- Boys seen as flip side of girls
- Historical – Men in power with higher salaries
- Assumptions – Boys more active, like messy, more sporty, problem solvers
- Boys who don’t conform to our assumptions may be ostracised, bullied and labelled

KFC of play space

K= Kit Stuff to play with

F= Fenced in- safe and secure

C=

- Every space for a child is play space
- Rough and tumble play or bullying? - Role of the adult?
- Barriers to outdoor play - peers, parents, dangers & violence (outside but what about violence on screen?)
- Gun and knife crime

Natural Outdoor play on a budget feedback - Key points

- Surprised about ‘no bikes’ new way of thinking about the outside area
- How easily resources can be sourced
- Use of open-ended resources
- Variety of colours in nature
- How much can be done with so little money!
- How creative you can be with natural resources:- free to do anything you want
- “Taking the indoors outside” is not the right approach - outdoors is a different learning environment
- Important that staff’s needs are met too:- appropriate clothing
- Vital that staff are enthusiastic and involved:- mindset

Enabling environments feedback: - Key points

- Myth busting:- cost/ risk access
- Using our senses and environmental elements to enhance the experience
- Changing attitudes :- ‘unwrap double cotton wool wrap’ for disabled
- Using sustainable resources to encourage wider use of the environment :- Specialist equipment are not always needed
- Let disabled children take risks
- Enable disabled children to access the fun!