



**Scrapstore  
PlayPod®**

**Creating Change**

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**Making Play Matter**  
Policy for the children and young people of Bristol

**Making Play Matter**

Gloucestershire

GLoucestershire

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**An innovation  
that enhances the  
school experience  
for children, staff  
and parents.**



**A recent survey\* of Head Teachers  
reports that this programme:**

- **Increases creative play**
- **Facilitates an inclusive play environment**
- **Improves learning**
- **Improves self confidence in staff and children**
- **Helps children's risk management  
and problem solving**
- **Reduces incidents and accidents**

Schools across the country are now enjoying lunchtimes and the benefits of the PlayPod process. We invite you to take part in this exciting development.

**Jeff Hill - CEO**

\* Survey conducted by Dennison James, Sept 2012

**“It’s probably the best thing that has ever happened to me at school.”**

Year 4 girl



# What is a Scrapstore PlayPod®?

The Scrapstore PlayPod is a holistic process that introduces loose parts to the school playground, changing the human and physical environments, and transforming play at lunchtimes. The process involves:

- Training and Mentoring
- Consultancy and Support
- Materials and Resources
- A Purpose Built Structure

We recognise that each school is unique. Our team of play professionals will work alongside you to enable a smooth transition to vibrant and dynamic playtimes.





**“Above all it’s about giving children responsibility for their own safety and the safety of others. It’s that approach to risk, where we empower and encourage children to take responsibility that has been the biggest revelation for me as a head teacher.”**

Head Teacher

# Benefits of a Scrapstore PlayPod®

We have a body of evidence which has presented an overwhelmingly positive impact of the Scrapstore PlayPod in primary schools. We have now extended our work into Early Years and Playwork settings.

The Scrapstore PlayPod creates:

- Happier children and staff
- Large scale improvements in the level of inclusion
- Positive parent reactions
- Improvements in behaviour and a reduction of incidents and accidents
- Increased critical skills and enhanced engagement in lessons
- More confident and motivated lunchtime staff

"The Scrapstore PlayPod has changed the behaviour of children at school quite voluntarily allowing the children to exercise more choice and independence, take greater risks, problem solve and have much more fun through imaginative and creative play. This has invigorated many of the staff in their jobs, bringing new motivations and excitement about their work and its impact."

Head teacher

"By the time the pupils went back into the building for the afternoon session they were calm, happy and ready to apply themselves – I nearly said ready to learn, but in fact they had been learning all the time. The lunchtime staff could see what the children were getting out of the experiences and were able to interact much better than before and were actually enjoying their jobs far more than before too".

School Improvement Partner

"I think it offers so many different learning opportunities. It is very positive."

Parent

"Staff have been reorganised, they feel more skilled and enthused. Play times are more focussed and enjoyable, every child is doing something."

Head teacher

## Children need time and space to play at school

Children spend a considerable proportion of their time in school, early years provision, or other childcare settings.

"The school day needs to allow children time to relax and play freely with their friends. Young children learn a significant amount through play and, as they get older, play supports and enriches their learning. In school, time and space for outdoor learning has been found to be a strong compliment to formal teaching. School grounds therefore need to be positive places to play." (adapted from Play England 2007)

**For children, lunchtime is a highly valued part of their day - "As far as children are concerned 'recess' is their favourite school subject"**

Blatchford (1994)

## The theory of loose parts

Loose parts are the flexible elements within a play environment. They are the fuel which feeds the fire of children's imaginations and playful intentions. The greater the diversity of loose parts offered to children, the greater the range of play interactions. These interactions enable open ended exploration through play leading to learning by doing.

The Scrapstore PlayPod is underpinned by the theory of loose parts which states that;

**"In any given environment both the degree of inventiveness and creativity, and the possibility of discovery, are directly proportional to the number and kind of variables in it"**

Nicholson, S. (1971) How Not to Cheat Children: The Theory of Loose Parts. Landscape Architecture, v62, p 30-35



# About Us

- We are a team of leading play professionals that specialise in supporting play in schools
- Through our associate membership programme we are now able to deliver Scrapstore PlayPods across most of the UK
- We are a licensed training centre endorsed by Skills Active - sector skills council for playwork

**“I was completely blown away by every element in the process of having a Scrapstore PlayPod. It is like having a guardian to support you – so thorough and well thought through.”** KS1 Leader



# The Process



**“This is better value than other play equipment. It is the level of involvement that is the key, every child is doing something. My lunchtime staff love it”**

Head Teacher



## Next Steps

**The Scrapstore PlayPod process is designed to be flexible in order to suit the differing needs of each setting.**

**To arrange a site visit (so we can provide a specific quote) please contact your local PlayPod representative on:**

**07421 351315**  
**[info@suffolkatplay.com](mailto:info@suffolkatplay.com)**



**Over 200 Primary  
Schools have  
already invested in  
Scrapstore Playpods**



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