



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Cymry Ifanc
Young Wales

First steps outdoors

Making the most of your outdoor spaces



Foreword

Wales is leading the way in the UK in its development of learning outdoors. The introduction of the Foundation Phase has enhanced and emphasised that experiential learning outdoors is an integral part of the way we educate our three to seven-year-olds in Wales.

This guide, *First steps outdoors*, prepared for the Welsh Assembly Government by Learning through Landscapes Cymru, provides advice and case studies to help early years settings and schools develop their outdoor spaces in order to provide good quality play and learning opportunities within the Foundation Phase. It guides practitioners through each stage of their outdoor developments and provides practical ideas on ways to ensure children's voices and opinions on their outdoor space are heard, and form part of the developmental process. In addition to this guide, Learning through Landscapes Cymru provides supporting online resources on their website (www.ltl-cymru.org.uk).

I hope you will find *First steps outdoors* a useful guide that will support you and your partners in developing exciting and stimulating outdoor spaces where young children can play, learn and grow.

Leighton Andrews,
Minister for Children, Education and Lifelong Learning

Introduction

This step-by-step guide has been developed by Learning through Landscapes Cymru to help early years settings – maintained and non-maintained – and schools to develop their outdoor spaces in order to provide good quality outdoor provision within the Foundation Phase.

The advice given here is based on 20 years of research and experience which Learning through Landscapes has gained through working with over 18,000 early years settings and schools.

Planning for physical changes to your setting's outdoors can be daunting. But when making changes to your outdoor space, planning is vital to ensure you use existing resources effectively and that the changes you are making can meet the needs of your setting both now – and in the future.

To help you plan successfully, Learning through Landscapes has developed a 'process of change'. There are four stages to this process:



This guide takes you through each stage of the process of change and gives advice, tips, activities and resources along the way that will help you make the most of developing your outdoors, no matter how large or small your budget or space.

Why take teaching and learning outdoors?

With children today increasingly leading indoor, sedentary lives the importance of taking teaching and learning outdoors is gaining significance. The Foundation Phase recognises the importance of the outdoors: 'Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment should promote... a greater emphasis on using the outdoor environment as a resource for children's learning.' Play and Active Learning, WAG

So why is the outdoors considered so important?

Benefits for children

Here's what children can do outside.

Enjoy and achieve new understanding, skills and competence through playful exploration and developing lines of enquiry

- A well-designed, stimulating outdoor area offers irresistible learning opportunities and extends and supports indoor learning.
- The dynamic environment of the outdoors, which changes with the seasons and weather, develops children holistically and encourages specific areas of learning, in particular knowledge and understanding of the world.
- Quiet children often 'find their voice' outdoors and use language differently. It is a great place to tell stories, sing songs and action rhymes, as well as supporting role play.
- Feelings and emotions can be explored if there are places to relax, be quiet and daydream, and places to be loud, excited and creative.
- Numeracy and problem-solving can be supported with hands-on practical experiences and the chance for children to work on a larger scale than may be possible indoors.

Stay safe while developing the skills to manage risk and meet new challenges

- Managing physical risks encourages children to have a go and test their own boundaries without fear of failure.
- Children can create their own dens and hiding places away from an adult's gaze.

Develop skills for life and be part of the community and environment

- Engaging in experiences outdoors helps children to develop life skills such as confidence, perseverance, creativity, decision-making and leadership.
- Playing and working outdoors helps children understand and respect nature, the environment and the interdependence of humans, plants and animals, as well as ecological systems such as the weather and life cycles.
- Community members can be encouraged to be involved in the planning and care of the outside space which in turn helps children feel more connected to their locality.



Build confidence, participate, contribute and develop a sense of wellbeing

- Children enjoy taking an active part in planning and deciding what changes and improvements should be made. Involvement in this way encourages decision-making and problem-solving skills.
- Fresh air and vigorous activity are essential for children's wellbeing, fitness and health.
- The more children's muscles and senses are exercised, the more the brain will develop its capacity for learning.

Benefits for the setting

Your outdoor space is often the first thing visitors and prospective parents/carers see when visiting your setting, and making a good first impression is important. What your outdoor space looks like and how it is used speaks volumes about the values of your setting. Be aware of the messages that your outdoors may be giving to first-time visitors.

- Does your space look inviting?
- Are children at ease in it?
- Is there a shared understanding across your team about the use and value of the outdoors? Visitors are quick to recognise if there is a lack of commitment to what is presented as a shared vision.
- Are the perimeter boundaries reassuring rather than intimidating?
- Is your outdoors accessible and enjoyable for children and parents/carers with disabilities?



Benefits for practitioners

Children are often found to be more engaged in their activities and learning when outdoors. This in turn can lead to more motivated staff who are inspired to use the wide range of resources and stimuli the outdoors can provide to develop their planning and provision.

The space and freedom the outdoors offers can support effective relationships between practitioners and children – staff can find, for example, that the children's involvement levels allow them to take a more observational role, stepping in when necessary to structure and scaffold learning.

Staff can be supported and involved by:

- appointing a 'lead' practitioner for outdoor learning and play who can develop skills and expertise for the rest of the team to draw on.
- encouraging them to observe and record children outdoors over a period of time. Not only will this help to build a holistic picture of children's development but will also help to contribute to the outdoor practice and provision at the setting.
- ensuring they, like the children, have suitable clothing for the outdoors.
- putting outdoor learning regularly on the agenda for staff meetings and inset sessions.

We can help Working outdoors is an important part of an early years practitioner's role, and ongoing professional development may be needed to develop and support outdoor practice. Learning through Landscapes Cymru can help with this. Find out more by visiting www.ltl-cymru.org.uk



Think positive!

The weather There is no such thing as bad weather, just inappropriate clothing. This could become a new mantra at your setting! Making sure children and adults are dressed appropriately all year round will help you make the most of the outdoor environment. Ask for donations from parents/carers, visit charity shops and jumble sales, or fundraise so that every child who wants to be outside has easy access to the correct clothing, including wellies, umbrellas and sun hats. After all, puddle-jumping is every child's joy! Sun and wind can be addressed with shade and shelter.

Safety and risk Children need opportunities to challenge themselves, discover their limits and learn how to manage risk. It is important to provide children with opportunities and the freedom to do this, but it is also important to ensure that the outdoors is free from unacceptable hazards like broken glass and animal faeces. Checking the grounds should be a regular routine.

Vandalism Concerns about vandalism are often cited as one of the main barriers to developing outdoor spaces. Evidence suggests that engaging the community in developing your grounds will increase a sense of pride. An area that looks well used, interesting and welcoming to the community is less likely to be vandalised.

Lack of funding Financing outdoor learning is sometimes seen as a struggle. However, regular use of the outdoors is a key element of the Foundation Phase and so should receive the same consideration and resourcing as indoors. Bear in mind that you can provide the basics just by making the most of the natural elements and resources provided by the outdoors, and ensuring appropriate clothing is available. Fundraising may be necessary for more ambitious plans but breaking your plans down into manageable chunks – using this guide – will help.

‘There is a strong emphasis on outdoor learning in the Foundation Phase. The outdoor learning environment should be an extension of the indoor learning environment. Structured experiential activities should be planned for throughout the day, and children should as far as possible (taking account of health and safety issues) be able to move freely between the indoors and outdoors.’

Play and Active Learning, WAG

Step 1

Where are we now?

This stage of the 'process of change' looks at what your setting currently has to offer, including:

- **Use** How is your outdoors currently used for learning and play?
- **Design** What is the existing layout and features of your outdoors?
- **Management** What are the visions and values for your outdoor space?
How is your outdoors maintained and what condition is it in?



Make a start! Small improvements give everyone the motivation and confidence to go further

How your space is being used

The first step to improving children's experiences outdoors is taking a good look at how you currently use your outdoor space for learning and play.

- What Foundation Phase Areas of Learning do you currently support outdoors?
- Are there any gaps in your current provision outdoors?
- What experiences and activities take place outdoors?
- How do these experiences impact on each other?
- What factors affect children's experiences outdoors?

Developing how you use what you have already can be more effective than making physical changes. There will always be an aspect of provision that can be developed straight away and small improvements give everyone the motivation and confidence to go further. Looking at how you currently use your outdoor spaces will also clarify how far you want to go (your vision).

Obtaining a base plan – available at your setting, or from your borough council – showing the external area of your setting will be very useful for mapping what exists at present and planning the improvements.

The **Auditing your practice and provision – Use** resource (page 1.7) will help you evaluate your current practice and provision outdoors. Evaluating what equipment you have and how often it is used will show you the Areas of Learning you are currently covering and where there may be some gaps.

Identifying the children's views about the space in which they learn and grow is also an important part of the process of change. Included here are two **Activity** ideas (pages 1.4-1.6) to help you gather their perspectives.



We can help Learning through Landscapes Cymru has many more activity ideas for gathering children's perspectives. Find out more by visiting www.ltl-cymru.org.uk.

Design

Most settings with wonderful outdoor spaces started with small steps and developed their outdoors over several years. In fact, developments are often works in progress.

Using the **Auditing your practice and provision – Design** resource (pages 1.8-1.9) will help reduce the risk of making inappropriate changes. Establishing what features and resources you currently have as well as reviewing what your outdoor area looks and feels like is an important step. Thinking about what currently works well, what doesn't, and what needs improving will form the starting point for your developments.

A base plan of your setting outdoors (see previous page) – drawn to scale – will help you record what is currently on your site. Use the information gathered through your audit (remember to note natural and built features) to build up a comprehensive picture of how your space looks now. Points to consider include:

- **transition space** (the area between the indoors and the outdoors)
Getting this right will make an enormous difference to the success of the outdoor spaces children have access to.
- **access and movement** Recording routes used through and around your space will be useful when thinking about how you want the space to be used, where to position planting, and how to keep emergency exits clear.
- **wildlife** Carrying out a biodiversity study will ensure your changes won't harm wildlife, as well as helping identify any improvements that could be made.

Risk assessments and risk/benefit analysis

Throughout the process of change, it is vital that risk is addressed in its proper context. Unacceptable risks must be removed or designed out. But managed, purposeful risk-taking is an essential element of young children's development. A risk/benefit analysis will help you understand which risks are acceptable and, in fact, important.

The **Auditing your practice and provision** resources (pages 1.7-1.11) may identify areas that will need to be addressed through the project. To help with the process, use the resource **Identifying hazards outdoors** (page 3.7). These resources are designed to be used alongside – not instead of – the information provided by your local authority.

We can help Through our membership scheme Learning through Landscapes Cymru can provide you with resources to develop a transition area, enable access and movement and encourage wildlife. Find out more by visiting www.ltl-cymru.org.uk.



Management

The introduction of the Foundation Phase may mean there is more of a focus on outdoor learning and play at your setting than previously. This may have an impact on your aims, values and the way your setting supports the development and use of your outdoor space. The **Auditing your practice and provision – Management** resource (pages 1.10-1.11) will help you think about management issues. Now is a good time to:

- establish your setting's visions and values. For example, 'all Areas of Learning will be provided outdoors' or 'children will have access to the outdoors even when the weather is wet or cold'.
- consult everyone who is affected by the changes before they are documented to ensure your visions and values accurately reflect the philosophy of your setting and those involved in it. Spend time reading, thinking and talking with colleagues and parents/carers to establish a shared vision of what is achievable outdoors. Make sure every member of staff understands the rationale behind the vision so that everyone is fully able to implement the type of experiences agreed for the children.
- review staff professional development regarding the outdoors in order to highlight any gaps and plan for training.
- think about fundraising. For children this can be a fun step along the way to improving your outdoor experiences.

We can help Through our membership scheme Learning through Landscapes Cymru can provide you with:

- training packages for the whole setting or individuals on all aspects of outdoor practice and provision.
- a copy of our Vision and Values for Outdoor Play in the Early Years document, drawn up with a team of education experts from across the UK, to help you establish or review your own documentation.
- advice on fundraising and funding sources.

Find out more by visiting www.ltl-cymru.org.uk.



Penuwch Primary, Ceredigion

is a very small school with around 40 pupils. Located in a rural area, it plays a vital role in drawing together a scattered community through various events held during the year. Through consultation and planning the children and teachers knew exactly what they wanted for their outdoor space and how to achieve it. They have created a new willow dome classroom with a tunnel entrance to make it more exciting for the younger children. Playground markings and target games have been added to enhance the bland tarmac areas. A sensory garden with a water feature, seating area, wind chime, mirror and a vast quantity of fragrant plants has been developed especially for children with additional needs.

Cheer rating

While this is not an activity that will provide detailed information it is a fun way of asking the children their opinion.

Use this activity to

- identify children's preferences about existing environments
- establish children's perceptions of their everyday experiences
- survey opinions about existing environments

What you need

A tape recorder, video recorder, dictaphone or MP3 voice recorder will be useful tools for recording children's responses.

What to do

Explain the activity to the children before you start.

- In small groups, take the children around the outdoor space, encouraging them to cheer loudly or quietly depending on how they feel about that particular area.
- Ask the children why they responded in the way that they did.



Happy and sad tokens

Use this activity to

- identify children's preferences about existing environments
- survey opinions about existing features in the environment
- identify features, items or activities important to the children

What you need

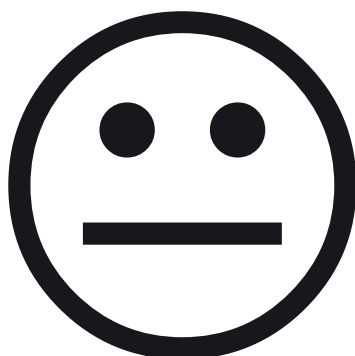
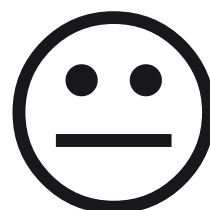
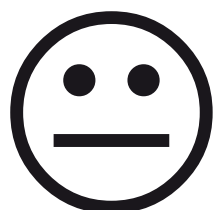
- containers labelled with happy or sad faces (see over page)
- items that can be used as tokens such as conkers, small pine cones, shells, small pebbles, buttons or counters (beware of choking hazard with very small children)

What to do

- Place the containers, one labelled happy, one labelled sad, in various key areas in your outdoor space (make a note on the containers of where you placed them). You may want to place them next to features in the existing space such as the sand pit or in larger areas such as a patio or patch of grass.
- Ask the children to place a token in the pot that represents how they feel about the particular area or feature. You might want to ask the children why they feel this way and record their responses.
- At the end of the exercise count the tokens and collate the responses on a summary sheet (this is also a great maths exercise for the children).
- By using different tokens for boys/girls, or for children under/over four years old, you can determine the preferences of the children linked to gender or age. This will provide you with more detailed information that will help with future plans.



Use these tokens to create your voting pots. You may want to create a third pot with a neutral expression to allow children who do not have a strong preference for a feature or space to express themselves.



Use: children's experiences

How is outdoor play included in your curriculum plans?

Are you able to offer free-flow indoor-outdoor play? ☐ Always ☐ Sometimes ☐ No

If no, what are the main barriers to free flow?

Do boys and girls enjoy equal use of the outdoors? ☐ Yes ☐ No If no, please give brief details

Does the space feel welcoming and child friendly? ☐ Yes ☐ No

Do children have access to appropriate clothing for various weather conditions?

☐ Wet ☐ Snowy ☐ Windy ☐ Sunny ☐ Cold ☐ Hot

How are children encouraged to take risks and challenge themselves outdoors?

What types of learning and play are well catered for outdoors at your setting?

Based on the above and your consultations with children, staff and parents/carers, summarise your priorities for broadening children's experiences outside:

Design: physical features

What are the *approximate* dimensions of your outdoor space?

What shape is it?

Is outdoors immediately adjacent to indoors? ☐ Yes ☐ No Does it have shared access? ☐ Yes ☐ No

Is outdoors easily accessible by everyone using your setting? ☐ Yes ☐ No

Is the space used for anything other than learning through play? ☐ Yes ☐ No If yes, what?

Approximately what % of each of these surfaces is your space made up of? Please mark 0 if you have none.

☐ % Tarmac
 ☐ % Concrete
 ☐ % Grass
 ☐ % Gravel
 ☐ % Bark chip
 ☐ % Rubber
 ☐ % Sand
 ☐ % Planting
 ☐ % Other (please state)

Are there any hard surfaced pathways? ☐ Yes ☐ No What are they made of?

Does the space have secure gates and boundaries? ☐ Yes ☐ No

Are they in good condition? ☐ Yes ☐ No Are they attractive to look at? ☐ Yes ☐ No

What are the gates and boundaries made of?

Are there attractive views *into* and *out* of your outdoor space? Views from our building ☐ Yes ☐ No

Views from nearby roads /paths ☐ Yes ☐ No Views out of the space ☐ Yes ☐ No

What fixed (ie permanent) play features are available outdoors? What condition are they in (eg poor, OK, good, excellent)? Please add any other fixed features you have or use outdoors.

Water

Climbing

A tap

Sand

Growing

What other play resources are available for outdoors?

Are children able to self-select these resources? ☐ Yes ☐ No

Is there any shade in the space? ☐ Yes ☐ No What provides the shade?

Is there any shelter? ☐ Yes ☐ No What provides the shelter?

Is any seating provided? ☐ Yes ☐ No Where do children sit, informally?

Does the space have any plants, shrubs or trees? ☐ Yes ☐ No If yes, please expand.

Your 'transition' area The transition area is the important space that links indoors and outdoors; it's usually immediately adjacent to the main way out of the building to the grounds, and is where children and adults can engage in quieter activities. Children will use this space to decide where to play, who to play with or with what resources. It provides a buffer between the sometimes frenetic activity outdoors and the familiar surroundings of indoors and enables children and adults to observe and evaluate the space before making a decision to enter it.

Does your setting have a transition area? ☐ Yes ☐ No

If yes, please answer the remaining questions in this section, with additional details below if possible.

Is seating provided? ☐ Yes ☐ No

Can children independently access this area? How? ☐ Yes ☐ No

Is the area covered or sheltered? ☐ Yes ☐ No

Is independently accessible storage available? ☐ Yes ☐ No

Based on the above, summarise some of the priorities for changing the physical features of your setting. Use this along with your consultations with parents/carers, children and staff in your design brief and development plan.

Management: organisation, staff, policies

Are there any outdoor areas you don't use? ☐ Yes ☐ No If yes, why?

Does the space suffer from vandalism? ☐ Yes ☐ No If yes, what happens and how often?

Does the space suffer from visiting animals? ☐ Yes ☐ No If yes, what are the consequences?

How long does it usually take to set up (and put away) outdoors?

Has your setting undertaken fundraising specifically for outdoor play? ☐ Yes ☐ No If yes, what has it paid for?

Who maintains your outdoor space?

The adult role at your setting

Has anyone at the setting had outdoor play training? Please give details.

Generally, when working outdoors, is your team:

confident in what they are doing? ☐ Yes ☐ No; enthusiastic about being outdoors? ☐ Yes ☐ No

How does your team support children's learning and play outdoors, eg planning, observations etc?

Do any parents/carers help with outdoor play sessions? ☐ Yes ☐ No If yes, please give details.

Policies and procedures

Who owns your setting's site?

Are there any specific conditions that restrict your use of the site?

Which of these policies do you currently have? Please add any other policies that mention, or are relevant to, outdoors.

☐

Outdoor play

☐

Health and safety

☐

Risk and challenge

☐

Accidents

☐

Others

Is outdoors specifically mentioned in any staff job descriptions? ☐ Yes ☐ No If yes, please give brief details.

Is outdoors or outdoor play mentioned in your parent/carer pack or brochure? ☐ Yes ☐ No
If yes, please give brief details.

Based on the above and your observations of children and consultations with staff and parents, summarise your priorities for changing your policies and procedures to support outside provision for children in your setting.

Step 2

Where do we want to be?

At this stage, the question you need to ask is 'what would we like to be able to do outside?' not, 'What would we like to be able to have?'. Answering this question will involve thinking about:

- how you want to use your outdoor space
- the design of your outdoor space
- how through management you can support the use and development of your outdoor space.



Thinking about *doing* rather than *having* will help you come up with a range of ways to offer outdoor experiences

Think about use

What should children be able to experience, learn and develop outdoors? Focus on how all seven Areas of Learning can be experienced outside, giving as much thought to continuous, enhanced and focused provision and planning for outdoor activities as you do for indoor activities.

A well-planned and resourced environment, for example, supports child-led activities. You should therefore aim to offer a mix of first-hand experiences (such as growing) and plenty of play opportunities (such as creating a building site).

Referring to your **Auditing your practice and provision** resource (pages 1.7-1.11) will help you to identify and prioritise this aspect of development.

Think about design

Thinking about *doing* rather than *having* will encourage you to come up with a range of ways to offer experiences to young children, help you to expand on your provision outdoors year on year and help you avoid wasting money on buying equipment that doesn't really meet your needs, or proves impractical or inflexible. Think about:

- what do you want your outdoor space to look and feel like?
- what types of areas and resources will be needed to support what you want to do outdoors? You may want an active play area, a growing area, a quiet or reading space, a digging and investigation area, or a space for whole class experiences.
- whether or not you need to completely rearrange how your outdoors is laid out, or can you make small changes to particular areas?



Pipsqueaks Nursery has very limited outdoor space – little more than an alley – so the focus of their developments has been to enrich children's learning experiences in local public spaces, such as the park, and to provide some outdoor learning on site. The commitment and enthusiasm of staff has been crucial to maintaining children's access and the quality of their outdoor experiences. The staff observed what children liked to do both indoors, and at the park, and then used this to inform their plans. Children now have free-flow access to the alley from the rear of the building, and staff have made imaginative use of the vertical wall space to maximise opportunities for learning.

Think about how every child's needs can be accommodated without compromising safety, access or other children's enjoyment.

- Experiment with zoning (see **Zone your outdoor space**, page 2.3) – this will help you identify where different sorts of activity ought to be encouraged, and allow an outdoor area to be occupied to its full potential rather than just being crammed with equipment.
- Spend some time experimenting with your space. For example, if shade has been identified as a priority you may want to spend a couple of weeks putting up temporary shade solutions – such as a borrowed garden parasol or one or two blankets strung between trees – in different positions.
- Involve children in what the space might look like – from deciding on different types of seating to understanding where might be the best spot for a puddle.
- Look at other early years settings and outdoor spaces to gather ideas on what your space might look and feel like – your early years adviser or link person should be able to help.
- Visit a garden centre with the children to look at potential planting options and get some free expert advice.

We can help Through our membership scheme Learning through Landscapes Cymru can provide you with:

- more indepth advice and activities for getting children involved in planning.
- inspirational case studies from around the UK.

Find out more by visiting
www.ltl-cymru.org.uk.

Think about management

How will your aims, values and organisation support the development and use of your outdoor space? The results from **Auditing your practice and provision** (pages 1.7-1.11) will help you draw up a checklist of changes you need to make to policies, practices and attitudes.

Everyone with responsibility for resourcing or supervising outdoor learning and play at the setting needs to understand the long-term implications of physical changes. There may be an impact on the cost or the complexity of caring for the outdoors. For example, if you install a sandpit, how regularly will the sand need to be cleaned, renewed and/or replaced? How much will this cost? Who will do this? If you are keen to keep your outdoor space as low-maintenance as possible, you also need to think about replenishment, replacement and maintenance.

Don't forget also to refer to your setting's most recent inspection report for any points of action, as well as keeping your governing body or committee informed of the project.

Staff development needs should also be considered – is it best if one member of the team takes the lead on learning outdoors, or is it more appropriate for the whole team to have equal roles? Whatever the decision, making sure everyone is skilled for the role is important for the successful use of the outdoors.



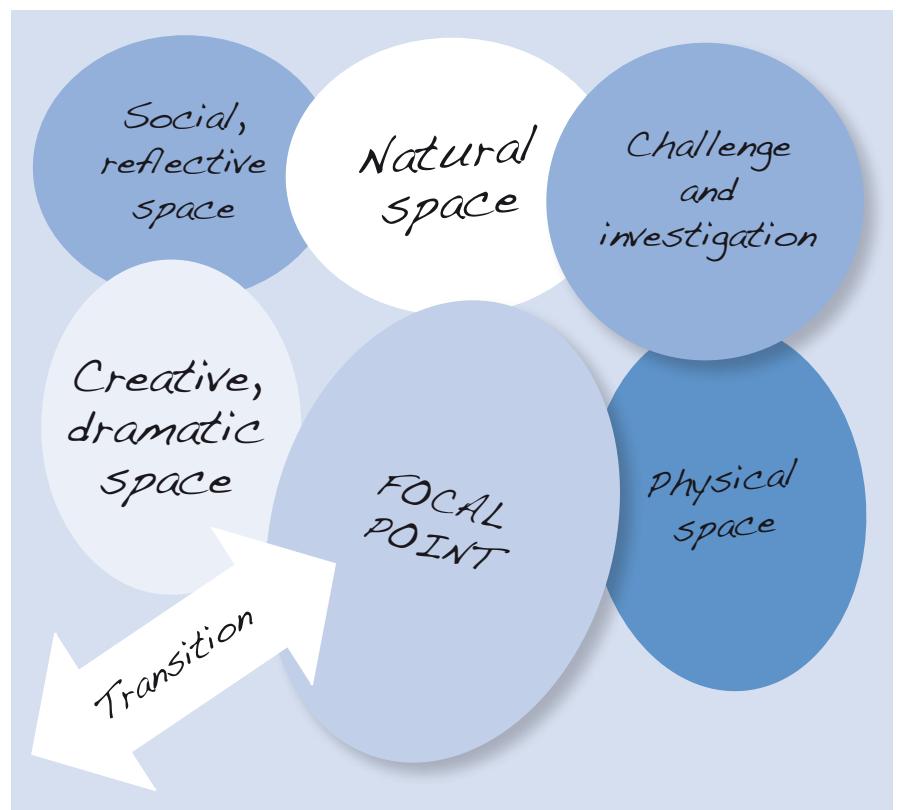
Zone your outdoor space

Zoning your outdoor space can be a useful exercise. Use the following activities to find out:

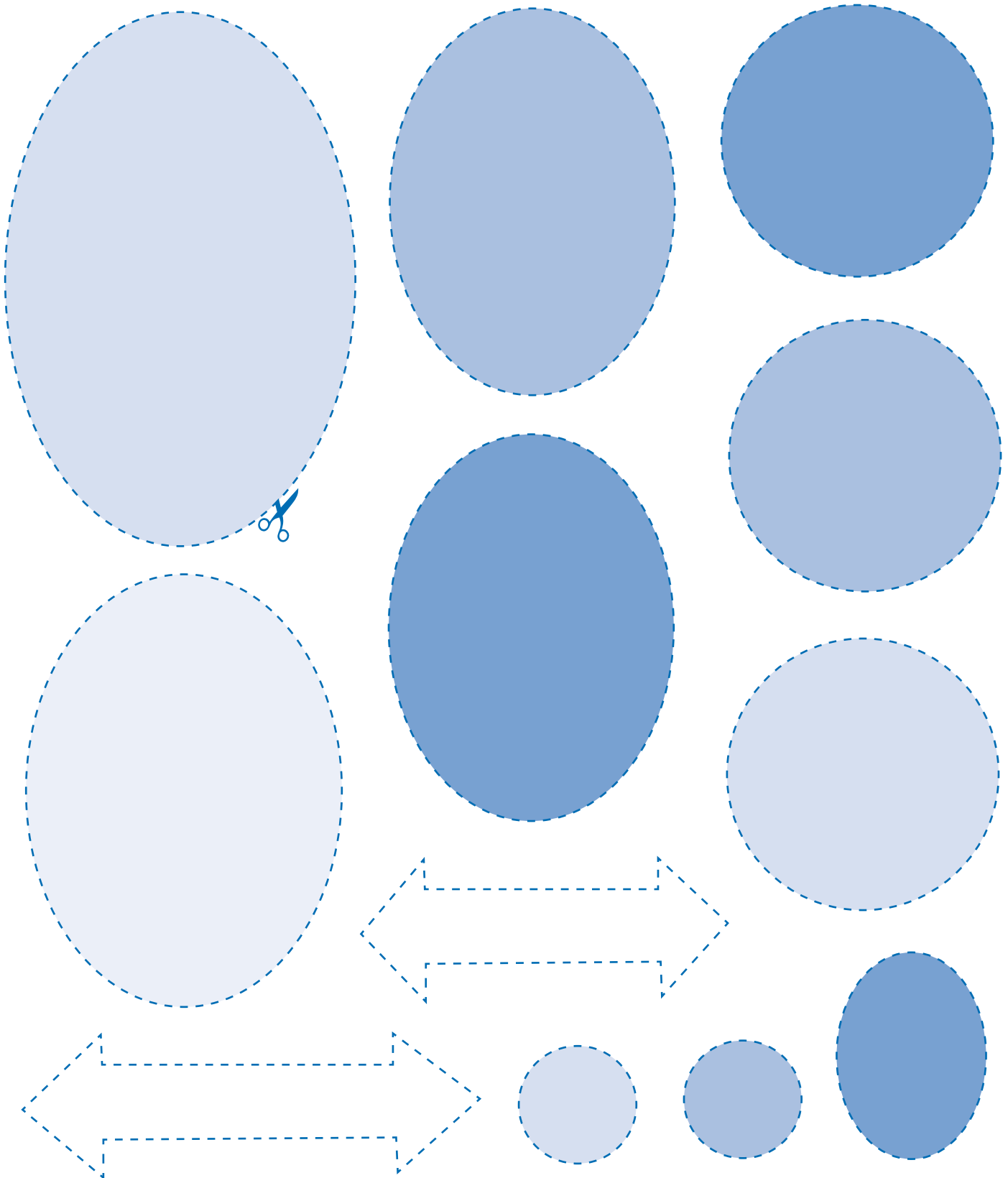
- which experiences or activities should be kept separate.
- whether noisier activities should be kept away from buildings.
- where storage facilities should be sited.
- whether any areas could be dual-purpose – for example, can a seating area also be accessible for parents at pickup times? Will this affect where it should go?
- whether people need to cross or move around the outdoor area, perhaps to access other areas of the site.

Adult indoor activity Copy and label the ovals overleaf. Once you have cut them out use them with your base plan (see page 1.1) to decide where best to site different zones in your outdoor space (see example below). Try out different arrangements until you come up with a plan that everyone is happy with, remembering to note or photograph the various arrangements. To carry out a similar exercise with children try using representational images – for example, a bike for the physical space, a book for the quiet area.

Adult and child outdoor activity Mark out areas for different activities with whatever you have to hand – chairs, rope, carpet tiles, boxes. Once you have decided on rough locations for your zones, sketch them out on to a copy of your base plan. Don't forget to take photographs along the way.



Copy and cut out these ovals, label them and use them to help you decide which activities should go where.



Verb activity cards

Adult activity Photocopy, cut out and use these cards as a guide to prompt discussion on what you want to be able to do in your outdoor space. You may want to add some of your own once you have completed your audit. You could also order them to help prioritise the development and use of your space. Be creative – if your space is small you may want to use your site for quieter creative activities; for more physical, noisier activities you could go to the local park.

**Be excited, energetic,
adventurous, noisy**

**Have responsibility,
be independent**

**Imagine, dream,
invent...**

**Hide, relax, find calm,
reflect**

**Investigate, explore,
discover, experiment**

**Run, climb, pedal,
throw!**

**Talk, collaborate,
make friends!**

**Create, construct,
make music, express...**

**Dig, grow,
nurture...**

**Tell stories, find
patterns, make marks**

Step 3

How can we get there?

Once you have worked through 'Where are we now?' and 'Where do we want to be?', and identified your setting's needs, you will be able to decide on and design changes with the confidence that your time and money will be well spent. This stage includes:

- deciding on design elements
- developing a design brief
- deciding on a development plan
- setting up a project management team.



Capture and utilise the special nature of the outdoors – it is different and that is why it matters to children

Deciding on design elements

Now you can start thinking about how to capture and utilise the special nature of the outdoors. It is different – and that's why it matters to children.

Transition zone

The transition zone is the area between the indoors and the outdoors, a space where children and adults can contemplate or review an activity, observe others and make choices without being 'in the way'. It is a vital area as it facilitates outdoor learning and play. Aim to include:

- a low-level coat/rain-gear rack and a boot shelf near the door to the outside space to support children's independence and free-flow movement between the indoor and outdoor halves of provision. Wellies can be organised on dowelling rods or pegged in pairs.
- a device to slowly close the main door(s) to prevent slamming and prevent a door remaining open in cold weather.
- a mat for children to clean their footwear on.
- a canopy over the outdoor part of the transition zone to provide more circulation and observation space, and also to offer sheltered outdoor play on less colder, winter and windier days.
- a free-flow curtain made from industrial PVC to allow an external door to remain open without letting all the warm air out.



Fences

As well as perimeter fencing, which has great potential, it is worth adding in extra vertical surfaces using trellis, garden mesh and low wooden boundaries. Fences can be made from different materials for different effects, while fencing panels can be used to zone spaces and create learning bays. Fences can also be used:

- as attachment points for ropes to make washing lines and dens.
- to hang tins and kitchen equipment from for experimenting with sounds.
- for weaving.
- to fix guttering and piping to, for large-scale and extensive moving-water investigations.
- to create large surfaces for painting and mark-making on a grand scale – use cotton sheets, large pieces of plastic sheeting or wallpaper lining paper attached with pegs.
- to attach other surfaces to such as corrugated plastic or marine plywood coated with varnish on the reverse for waterproofing (hook the boards over the fence using the large hooks used for hanging bikes – this will allow the boards to be taken in at night). Paint the mark-making side with emulsion or blackboard paint.



Walls

As with fences, walls can be used for mark-making, attaching things to or playing with balls. You can also use them for hanging baskets from for growing fruit and vegetables – such as trailing tomatoes and strawberries. A pulley system, available from gardening centres, will allow you to lower the baskets for watering.

You may want to think about installing a traversing wall with hand and foot holds. They can be just a few centimetres off the ground, involving very little fall height (60cms maximum is the height allowable before safety flooring should be installed), and are very good for all-round physical development and imaginative play (a traversing wall should be professionally installed to ensure safety).

Permanent murals on your walls are great for brightening up your outdoor space, but they will also remove important use of your setting's wall space.

Tarmac and paving

All outdoor spaces need to offer children firm surfaces for active play such as playing on bikes, with room to move unhindered over distances. Tarmac and paving also offer children an extensive surface for chalking, painting, 'drawing' with a fine-spouted watering can and exploring shape and space (even shadows). Firm, smooth surfaces are also great for investigating how water moves and runs down sloping surfaces or for creating puddles – perhaps with paint added – that children can ride through on their bikes.

We can help Through our membership scheme Learning through Landscapes Cymru can provide you with access to information about suppliers, including where to go for substantial discounts. Find out more by visiting www.ltl-cymru.org.uk.

Slopes, gradients and steps

Young children love to get up high and see more of their world. Slopes and steps also help children develop gross motor skills and provide children with far more variety of movement and activity than a flat space. And young children especially will be motivated to learn how to negotiate steps so they can look down on an area – just being raised by a few feet can make a huge difference to a young child's perspective. Steps cut into a slope add another way of negotiating the incline. Steps also provide children somewhere to sit, and will be used both for socialising and role play.

Bushes and plants

Does your setting have bushes big enough for children to hide in? Nooks and crannies offer children a special space to be away from direct adult contact and gain a sense of independence. This is also true of the spaces behind sheds or besides perimeter fencing. Consider taking out hazardous plants such as roses, and planting those that children can safely play in.

Stepping stones and jumping off points

The nursery pioneer Margaret McMillan considered 'jumping off points' to be an essential component of an outdoor environment for young children. Do you remember as a child walking along low walls and jumping off? Look for opportunities to make use of features in your space to enable children to develop mastery of this fun and important physical skill. Pathways made from stepping stones have a special appeal – and can be introduced with moveable items such as slices of tree trunk – and fixed walkways can make exciting routes from zone to zone.

Water

Install an outside water supply so children can have access to running water. For watering indoor and outdoor plants install a water butt.

Storage

For outdoor equipment and resources to be used to their full potential, adults and children will need to be able to access them without a lot of effort. You may need to think about having more than one storage unit (for example, one storage space for wheeled toys and/or other large resources only, and one for smaller resources such as those for continuous provision). The space should be organised so that children can get things out themselves, as and when they are needed – and put them away again.

The right container will also make it easier to transport resources from its place of storage to its place of use. Consider boxes with wheels, bags and tubs with handles, crates with lids and trolleys with trays. Backpacks can also help you move resources around your site, or take them off-site on a visit to the park or local shops.

Children will love to take responsibility for equipment. Labelling storage containers, especially with photographs of the contents, helps to ensure things are easy to find and are returned to the right place. This can be used as a meaningful way to develop children's independence and their understanding of the purpose of writing.



Developing a design brief

Writing a design brief is essential. You can then use it to communicate your plans to all users of your outdoor space and later measure your success against it. It will also help external professionals – such as designers or landscape architects – understand your requirements.

On page 3.8 there is a blank **Design brief prompt sheet** you can use to summarise your findings so far. Include:

- background information about your setting and the outdoor space.
- anticipated outcomes, aims and what you hope to achieve.
- people who will be involved in and use the space.
- outcomes of your consultations, who you involved, how, and what they said.
- key physical design features you want to include.
- budget implications.
- time limits or other restrictions.

We can help Learning through Landscapes Cymru has information about funding sources, many specific to Wales. Find out more by visiting www.ltl-cymru.org.uk.

Deciding on a development plan

Once you have a design brief, create a development plan for your work. This should include:

- a break down of the project into manageable tasks.
- rough timings not only to give you a sense of when the work will be finished but also so your plans don't clash with any other events taking place at your setting.
- allocation of tasks – for example, who is in charge of what, taking into account expertise and availability.
- costs for each task – this will ensure that your outdoor improvements project is accurately costed and that you have set realistic fundraising targets.



Sennybridge Primary School, Powys wanted to create a space that allowed children in the Foundation Phase to explore and discover the natural world for themselves. The school chose a large grassed area for development. Robust fencing now provides privacy, and a meandering slate path leads to different themed 'rooms'. There is a play area with a small climbing frame, slides and plastic tunnel. Seating has been installed, with two rowan trees for shade. The area also includes a wildlife planting and digging area where children can carry out species identification. Pupils were involved throughout, from planning the project and choosing equipment to getting involved with the digging and planting. Parents and friends also contributed with donations such as plants, pots, wind chimes and windmills.

Setting up a project management team

This should include staff, management and as many parents/carers and members of the community as possible so you have a broad range of skills, knowledge and experience to draw on throughout your grounds development project. Parents/carers can help in many ways:

- as supporters of the project they could provide materials, help with fundraising or attending events, such as gardening workdays. They may also learn new skills as they go along.
- as partners in the project they could take a full role in the management committee and share decision-making with staff and governors.
- in some cases, perhaps through a PTA, parents/carers could take control of the school grounds project, determining and implementing decisions and being accountable to the headteacher (or other authority) for the project.

Get parents/carers and the community involved

Parents/carers and others will also have a diverse set of skills that can help your grounds project. Within your community you may find, for example, fundraisers, bricklayers, letter writers, photographers, gardeners, artists and even tea makers (remember, however, that the setting is still responsible for health and safety on the site, and specialised jobs such as bricklaying should only be undertaken by skilled workers).

Asking parents/carers to fill in a skills audit will help you find out what these skills are and encourage parents to contribute. When writing your skills audit:

- ensure it is easy to read and complete. Use tick boxes and pictures where possible, and explain clearly the aims and objectives of the project.
- identify the skills you would find useful – for example, gardening, painting, fundraising, making tea and coffee, writing letters.
- emphasise that for most jobs no specialist knowledge or large commitment is necessary and you welcome all kinds of support, including help with making tea, donating plants, taking part in a sponsored event or 10 minutes weeding while waiting to pick up children.
- consider the different times that people might be available. Offer opportunities to get involved during the day, after school and at weekends. Arrange one-off events as well as regular activities.

Parents/carers also need to be given the opportunity to share their opinions and ideas about change through a survey and consultation process. To do this, you could organise an open meeting for parents/carers, design a questionnaire or have an ideas box prominently positioned in the setting. Enthusing the children and asking them to encourage their parents/carers to contribute will also help.



Risk/benefit analysis

Risk-taking and challenges are important experiences for young children, and an outdoor environment that provides opportunities for these type of activities need not be unsafe.

Outdoor practice and provision that allows and supports children to repeat familiar activities – as well as opportunities to try out new skills – will help them test their confidence, boundaries and skills. This is important because children who are not able to measure risk and challenge for themselves may be unable to judge their own capabilities and boundaries. An outdoor environment that lacks stimulation may lead to poor behaviour and children making reckless decisions.

Use risk assessments to judge the benefits of an activity or feature. Then rather than removing or not including this activity or feature, consider how children can be encouraged to use it safely.

Invite parents/carers concerned about risk for their own children into your setting's outdoor space to talk about their child. This will give you the opportunity to explain the benefits of play and learning in the outdoors, and also gather important information about the children in your setting.



Identifying hazards outdoors

Hazards come in many shapes and sizes.

Soft landscape Identify any plants that may cause a problem – for example, they have sharp leaves, are poisonous or an irritant – and remove or cut back. Talk to the children about asking before picking berries.

Surfaces Continually check for trip hazards (uneven paving, broken steps etc). Carry out repair work as and when necessary. Safer surfacing has a shelf life and will need checking that it is able to absorb impact.

Existing equipment Repair any equipment that needs it.

Access for emergency vehicles Make sure all the grounds can be accessed by emergency vehicles and that routes remain clear.

Trees Look for fallen or dead branches, low or hazardous growth and root growth which could be a trip hazard. Seek professional advice if necessary.

Boundaries and perimeters Are fences, gates, hedges in good condition? Are they secure? Are there any gaps?

Features Ensure any water features are protected. Washing lines should be at an appropriate height to avoid entanglement.

Storage Make sure equipment is stored/stacked as safely as possible and that staff are trained in handling and lifting large objects.

Routes and activity areas Make sure all routes are kept clear – ask adults and children to tidy as they go.

Night time visitors Daily checks of the grounds should be made for animal faeces, cigarette butts, bottles and cans, syringes and graffiti.

Air pollution Barrier planting may reduce traffic fumes. Make sure that children's asthma medication can be quickly accessed from outdoors.

Entrances and exits Make sure doorways are kept free from trip hazards – use signage, tape etc where necessary. Fit door furniture to reduce the risk of trapped fingers and ensure transition space has adequate seating and storage.

Identifying hazards outdoors

Hazard	Level	Potential for harm?	Who might be harmed?	Action
Dead branch on tree	<input checked="" type="radio"/> High <input type="radio"/> Mid <input type="radio"/> Ground <input type="radio"/> Below ground	Head injury	Staff, children, visitors	Contact Tree Surgeon
	<input type="radio"/> High <input type="radio"/> Mid <input type="radio"/> Ground <input type="radio"/> Below ground			
	<input type="radio"/> High <input type="radio"/> Mid <input type="radio"/> Ground <input type="radio"/> Below ground			
	<input type="radio"/> High <input type="radio"/> Mid <input type="radio"/> Ground <input type="radio"/> Below ground			
	<input type="radio"/> High <input type="radio"/> Mid <input type="radio"/> Ground <input type="radio"/> Below ground			
	<input type="radio"/> High <input type="radio"/> Mid <input type="radio"/> Ground <input type="radio"/> Below ground			

Design brief prompt sheet

Project objectives

In order to set project objectives, you need to have established what is needed at the setting. This information will have been generated by site surveys and observing children learning and at play. See also page 3.4.

Writing the design brief

Consider how you can meet the project objectives. This is not just about installing equipment or planting trees. You should also think about whether staff need extra support or training, whether additional learning resources would be beneficial and whether policy changes are needed in order to support the physical changes and ensure they are successful and sustainable. Think about what you want to be able to do.

Development plan

Our overall aims for improvement of the outdoor area are:

Use Experiences for children and the curriculum

We aim to...	How?	By when?	Who?	Cost?
Improve our storytelling space	By creating a log circle	Easter	Staff and parents	From £50

Management Values, organisation, staff development

We aim to...	How?	By when?	Who?	Cost?

Design Physical changes

We aim to...	How?	By when?	Who?	Cost?

Step 4

Making the changes

Armed with evidence from your information gathering activities, detailed designs and a development plan, it's time to start making – and then enjoying – the changes. This involves:

- deciding who does the work
- creating a management and maintenance plan
- once your project is complete, celebrating
- and finally, reflecting.



Involve the children as much as possible – their views are important, and they love to get their hands dirty!

Decide who does the work

Whether you ask parents/carers and other volunteers to help, or contact a garden designer and/or landscape architect will depend on the nature of the task you want completed.

- Parents/carers or other volunteers will help keep the costs down – a skills audit will help identify the people and skills available to you. For specialist work – designing a sensory garden, for example, or building seating areas – you may decide you need the help of a professional such as a garden designer or a landscape architect.
- A garden designer is ideal for ‘soft’ landscaping (such as water features, raised beds, trees), and straightforward ‘hard’ landscaping such as decking, walls or pathways. Garden designers do not need to have an academic or professional qualification to set themselves up in business, although many do.
- A landscape architect is the best choice for more complex changes which involve substantial hard landscaping.

Involve the children as much as possible – their views are important and they love to get their hands dirty! They can easily help with tasks such as planting. With work that isn’t suitable for their active involvement make sure they see the changes taking place, perhaps by watching and recording work in progress, or hearing about the project from one of the contractors in, for example, an assembly. A photographic record of work in progress will also help keep them involved.

At this stage you should also think about whether staff need extra support or training, whether additional learning resources would be beneficial and whether policy changes are needed in order to support the physical changes and ensure they are successful and sustainable.



Christchurch Primary, Rhyl, as part of their vision for the school quad area, decided the children needed a secure garden in which to play, read, or just enjoy the feel of plants and grass. By making contact with local community businesses the lead teacher was able to secure funding for the project. Two boats, which form the theme for the garden, were donated by the Rhyl sea cadets while local builders donated down-pipes and guttering. With wellingtons, waterproofs, hats and coats at the ready, the children have the opportunity to explore and use the garden throughout the year, rain or shine. What better way to learn about waterproof clothing than to go out in the rain and stay dry?

Creating a management and maintenance plan

A carefully thought out and regularly updated management plan will help direct the development of your outdoors, while a maintenance plan will ensure the space remains usable all year round and into the future.

A management plan will include not only maintenance tasks but also details of:

- who takes responsibility for what
- how the space is used
- what it adds to the learning experiences of children in the setting
- how it is resourced
- how the budget for the outdoors will be spent.

Guidelines or a policy on managing your outdoor space should form part of your setting's overall vision and development plan. This should include success criteria, detailing how you will know that your outdoor space is being used and cared for appropriately.

A maintenance schedule will help you make the most of the learning and play opportunities your setting offers by ensuring a well-cared for environment that not only looks good but also facilitates play and active learning. Maintenance tasks range from painting fences and mowing grass through to raking sandpits and tackling drainage problems.

When the long-term care of a space is part of the initial plan, it becomes much easier to manage and maintain. Poor maintenance leads to damage and has a negative effect on staff morale. When you put together detailed plans and designs, start to think and make decisions about:

- what the long-term maintenance cost implications will be and where the money will come from.
- who will maintain the features or equipment – how will they find the time and who will help them.
- how often will the tasks need to be done and what resources will be needed.
- whether any routine management and maintenance tasks can be built into your curriculum planning.

If you already have a grounds or garden maintenance contract speak to your contractor about your planned changes. Your contractor may be able to help implement some of the changes themselves. Alternatively you may have a caretaker, a local gardener, or have your maintenance work done by whoever owns the site. Whoever is involved you will need a checklist. Use the resource **Maintenance schedule** on page.4.5.



We can help Through our membership scheme Learning through Landscapes Cymru can provide you with access to our online directory to help you find a school grounds professional in your area. Find out more by visiting www.ltl-cymru.org.uk.

Celebrating!

Making changes outdoors takes a lot of thought, hard work, consultation, engagement and commitment. It is important to take every opportunity to celebrate achievements.

Celebrate the children

By involving the children in your project you will have generated a wealth of material – pictures they have drawn, photos they have taken, questions they have asked. Demonstrate the value of the learning that has taken place with books and displays of work so the children, parents and staff can enjoy and look back on the project together. Ask questions such as:

- do you remember what this looked like before?
- how close is what we have now to Owain's design for the sandpit?
- do you remember Amit wanted somewhere to hide? Where does he go now?

Celebrate with the parents and wider community

Changes you make outdoors will often be very visible to the community. An outdoor fete, fiesta, eisteddfod, festival or seasonal party can be a great way to involve parents/carers and the community in celebrating your changes and what you do outdoors in your setting. Use the occasion to encourage parents/carers to share different skills, such as cooking or making music outdoors. Encourage them to remember and teach you, and to pass on games they played as a child. Go on celebrating outdoors throughout the year, linking your celebrations to the wide range of different cultures, festivals and traditions represented by your community.

Celebrate the staff

Staff engagement is essential in making an outdoor project successful. Recognise this by supporting staff with professional development opportunities. Encourage them to undertake action research about the impact of any changes you have made. Give them opportunities to share what they have learned – and how this has changed their practice – with other staff and with parents/carers or colleagues from other settings.

Let others learn from what you have done

Use the media to tell your story and write up your experiences for a case study. Learning through Landscapes Cymru is always interested to hear your story (however small the changes you have made). We would love to see your photos or children's work. With your permission we can use your case study to inspire others across the UK.

Reflect...

As you discovered at the beginning of this guide, developing your outdoors is a process of change, involving four stages:

- where are we now?
- where do we want to be?
- how can we get there?
- making the changes.

Don't forget that this process is a cycle. Once you have made changes, you should ask again 'Where are we now?'. Enjoying your new space – but at the same time evaluating your achievements and the difference it has made – will help you reflect on whether you have achieved your goals.

We can help Learning through Landscapes Cymru has details of how to research the impact of changes in *Measuring Success*. This is a free download available to all visitors to our website. To find out more visit www.ltl-cymru.org.uk.



Tours with children

Now you have made your changes, use this activity to evaluate your achievements.

Use this activity to

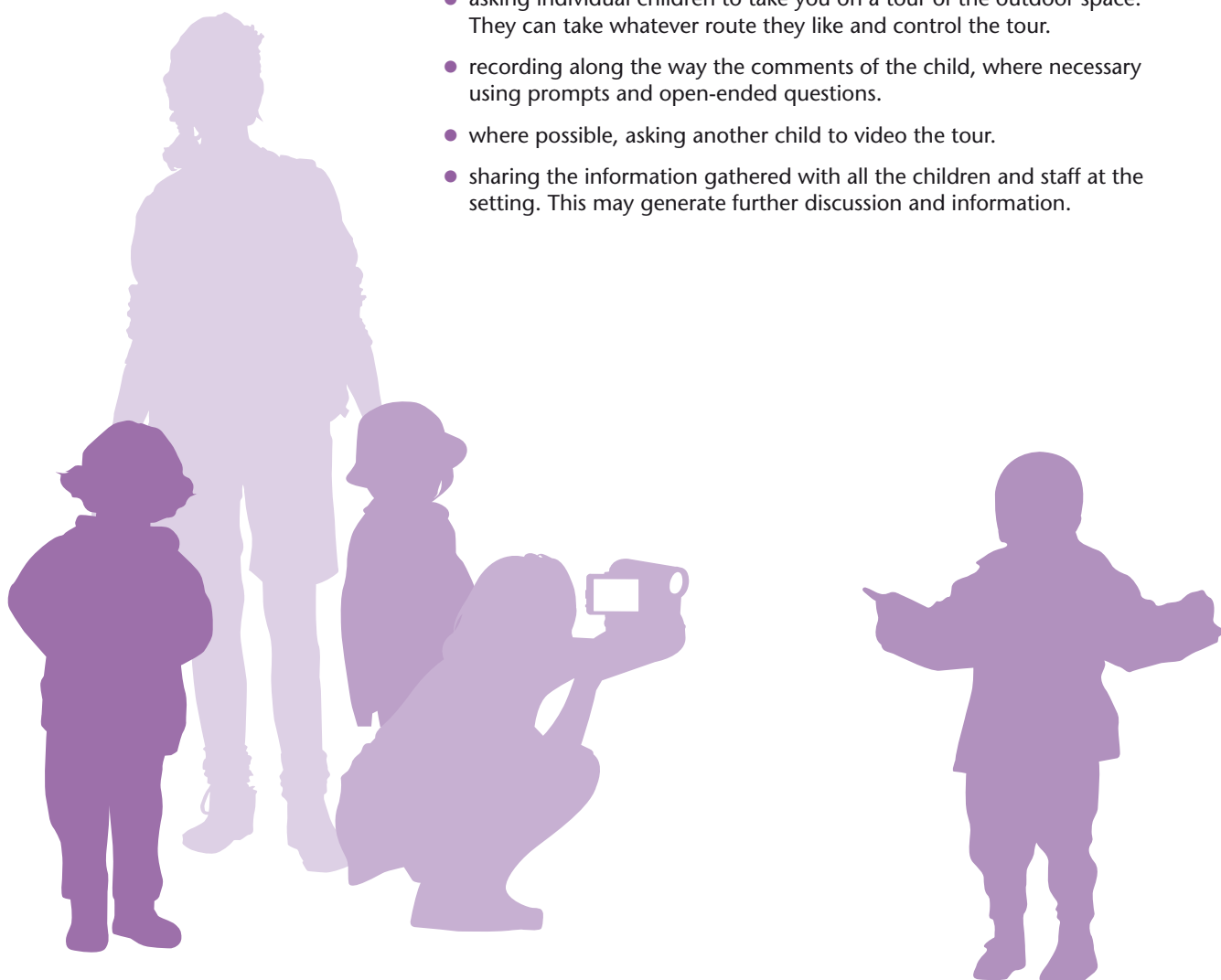
- identify favourite spaces in existing outdoor space
- survey existing features in the outdoor space
- identify features, equipment or activities important to children

Resources

- camera or video camera
- clipboards, pencils and paper
- dictaphone, MP3 voice recorder or tape recorder

Gather information by

- asking individual children to take you on a tour of the outdoor space. They can take whatever route they like and control the tour.
- recording along the way the comments of the child, where necessary using prompts and open-ended questions.
- where possible, asking another child to video the tour.
- sharing the information gathered with all the children and staff at the setting. This may generate further discussion and information.



Maintenance schedule

	January	February	March	April	May	June	July	August	September	October	November	December	Weekly	Yearly
1 Trees														
1.1														
1.2														
1.3														
1.4														
2 Fixed equipment														
2.1														
2.2														
2.3														
2.4														
3 Landscaping														
3.1														
3.2														
3.3														
3.4														
3.5														
4 Boundaries														
4.1														
4.2														
5 Habitat areas														
5.1														
5.2														
5.3														
5.4														
6 Other														
6.1														
6.2														
6.3														

Key: **P** Parents **LA** Local Authority officer **S** Staff **G** Grounds staff **Ch** Children **Co** Contractor

More about Learning through Landscapes Cymru



Learning through Landscapes Cymru provides advice and support for early years settings to help them make the most of their outdoor spaces for learning and play. We offer a range of services covering training and professional development, site visits as well as membership, publications and a bilingual website dedicated to Wales. We helped put together module 6 (Outdoor Learning) of the Foundation Phase National Training Pack, and we are able to support all you have learnt within your local authority as well as offer much, much more.

Your outdoor spaces are a fantastic yet frequently underused resource. Learning through Landscapes Cymru can help you:

- support delivery of all aspects of the curriculum in a stimulating, meaningful and fun way.
- create genuine opportunities for participation.
- increase learning and play opportunities.
- improve the environment for children and staff alike, making it a better, happier place to be with a positive, caring ethos.
- provide a wide range of formal and informal opportunities for physical activity, improving health, wellbeing and motivation to learn.
- identify how to make physical changes to your grounds, and find people who can help you.



Membership services

One of the most effective ways for us to provide dedicated support to early years settings and schools is through our membership scheme.

Membership provides:

- unlimited access to individual advice and support by phone or email.
- bimonthly mailings full of inspiration, much of which supports the Foundation Phase Outdoor Learning Training Module.
- online access to a comprehensive library of resources.
- discounts on training, conferences and publications.

Early Years Outdoors is aimed specifically at meeting the needs of those working with Foundation Phase children and younger. Additional resources are available to those working with children beyond the Foundation Phase.

Training

Learning through Landscapes Cymru has a number of training packages that will help you make the most of your outdoor space. Whether you want help with building outdoor learning into your curriculum plans, promoting positive play, or planning improvements to your grounds, our trainers can meet your needs. Courses include:

- Whatever the weather
 - First steps in design
 - Maths in the outdoors
 - Making the most of outdoor learning and play
- We run training courses at a variety of locations throughout Wales, but we can also put together courses that are bespoke and meet your setting's individual needs. Our website carries an up-to-date training diary as well as details of our CPD courses.



Advisory site visits

Our site visit service will help you make the most of your outdoor space and offer you individually tailored advice and support. This can range from a simple visit or include workshop sessions, twilight sessions with staff and a follow up written report. Site visits can help you:

- get the most out of your outdoor space, whatever that may be
- make the most of a tight budget
- consider what you want to be able to do in terms of outdoor learning and play outdoors
- with project management
- ensure that your practice and provision outdoors is sustainable.

School grounds

Learning through Landscapes Cymru can also offer support and advice to schools looking to take their outdoor provision from the Foundation Phase up into Key Stage 2. With the new curriculum focusing not only on the learner but on continuity and progression, the outdoors can offer many first-hand experiences that are an important part of developing key skills, whatever the age or stage of children.

Learning through Landscapes can offer training, site visit advice and membership on a whole school level to ensure that continuity and progression are supported.



Learning through Landscapes is a registered charity in England and Wales (803270) and a company limited by guarantee registered in England No. 2485660.

Useful organisations

BTCV Wales

Advice on running community projects, involving volunteers or running a Green Gym. Visit www.btcvcymru.org.uk.

ContinYou Cymru

Works throughout Wales to improve the learning and wellbeing of children, young people, families and communities. Visit www.continyou.org.uk.

Countryside Council for Wales (CCW)

CCW aims to make the environment a valued part of everyone's life in Wales. Visit www.ccw.org.uk.

Eco Schools Wales

An international initiative which provides a framework to support sustainable development within schools. Visit www.eco-schools.org.

Estyn

The office of Her Majesty's Inspectorate for Education and Training in Wales. Visit www.estyn.gov.uk.

Forestry Commission Wales

Ideas on making the most of woodlands for learning, resources and inspiration for lessons, information on making the most of your school grounds, and details of the 'forest school' organisation. Visit www.forestry.gov.uk.

Mudiad Ysgolion Meithrin

A voluntary organisation aiming to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh. Visit www.mym.co.uk.

National Childminding Association (NCMA)

Works with registered childminders, nannies as well as other individuals and organisations to ensure families have access to high-quality, home-based childcare, play, learning and family support. Visit www.ncma.org.uk.

National Day Nurseries Association (NDNA)

Aims to enhance the development and education of children in their early years. Visit www.ndna.org.uk.

Play Wales

Information and guidance on play and play provision for all those who have an interest in children's play in Wales. Visit www.playwales.org.uk.

Real World Learning Cymru Partnership

Working together for out-of-classroom learning for every child in Wales. Visit www.rwlcp.org.

Welsh Assembly Government (WAG)

Further information on the Foundation Phase and education in Wales provided by DCELLS. Visit www.wales.gov.uk/foundationphase and www.playlearnrowales.gov.uk.

Wales Pre-school Providers Association (Wales PPA)

The largest provider of community based pre-school childcare and education in Wales. Visit www.walesppa.org.