Scrapstore PlayPod

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Play in schools

- Play takes up 18 - 25% of school day
- In England, there are no legal requirements about space, time, qualifications or ratios
- Most children regard it as an important part of the school day
History of Scrapstore PlayPod

- 2 year action research project
- Funding by the National Lottery
- 9 school – 3 LA
- Externally evaluated
Aim

To invent a way to provide an environment where children could play freely in educational / formal settings using the theory of loose parts.
The theory of Loose Parts Play

“In any 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.”

S Nicholson(1971)
What is it?
‘The Scrapstore PlayPod..’

- Introduce free play & loose parts
- Meet school community
- Deliver training
- Deliver PlayPod
- Mentor and support
- Observe
- Feedback
Benefits

• Happy and engaged children
• Improved playground management
• Reduction of incidents and accidents and complaining children
• Inclusion – mixed age and gender
• Risk – inspires children to learn, grow and develop
• Learning through play
• Critical skills development
Adapting the model for other countries

- Lack of scrapstores
- Understanding local context
- Don’t make assumptions
- Children + loose parts
10 years on..

• This type of play has become normal in many schools
• Once school see the benefits of play they often make further improvements
• We are much more confident and able to predict what is likely to happen
• We are able to identify logistical changes that would be of most benefit.
• We have build a suit of product that supports schools
• Selection of scrap has been distilled to type of item that have the widest affordance
Where are we now

• High successful project
• 307 Scrapstore PlayPods
• 91,188 children playing
• Play team developed in Bristol deliver a variety of other services
• Train the trainer model
• Online training being developed.