

Tu Fas.



(Source: Forest School Blog, 2023).

Creating confident, enterprising and ethical
children through outdoor immersion with
passionate professionals.

Business Plan.

Contents:

Page number:

Introduction:	3
Innovation:	4
The Benefits to child development:	6
Challenges and barriers:	8
Part 2:	9

Introduction:

Tu Fas, which is Welsh for outside, is a social enterprise company which values the importance of schools providing outdoor learning opportunities to children and the importance of confident, well-informed practitioners facilitating these sessions as suggested in Welsh Assembly Government (2009), Welsh Assembly Government (2014). As a practitioner within early years education and care for the last 8 years, with a passion for the outdoors and the Froebelian approach, I have often seen settings with wonderful outside spaces only utilising them for children's planned break times, therefore Tu Fas aspires to connect children with nature and the outdoor environment. Moreover, the focus of Tu Fas would be to create a service which helps children to become ethically informed, through learning about sustainability, self-sufficiency by growing their own food, water care and using all of this to help disadvantaged families by providing to the local foodbanks, soup kitchens and other local community projects such as Big box bwyd, by providing them with the fresh ingredients to trade. Therefore, Tu Fas will meet the criteria of a social enterprise as, according to Business Wales (2024a), which states that within social businesses such as a social enterprise, the focus is on a social cause. As such, there are many stakeholders that can benefit from Tu Fas including:

- Schools and settings
- Children
- Local charities, for example foodbanks or soup kitchens
- Councils through regeneration of public spaces

Additionally, Tu Fas will reinvest and donate profits as part of its social enterprise values. This strategy to care for and invest in the areas in which Tu Fas trades, along with the values and principles of teaching children to care for their world and how to be an ethically informed citizens, is Tu Fas' unique selling point. That is to say that schools and settings will not only get service from Tu Fas but, unlike many of Tu Fas' competitors who are not social enterprises, they will also be supporting reinvestment and growth within their local area.

Innovation:

National Education Union (2023) and Welsh Government (2022b) state that school settings are required to provide teachers with planning, preparation and assessment time (PPA). This should be equal to 10% of the teacher's teaching time to give them the opportunity to plan and resource lessons, mark work and make plans for next steps for learners.

These sessions may be covered by teaching assistants, with the minimum level 3 NVQ qualification, or by supply teachers as stated by Unison (2018). Estyn (2013) states that PPA cover delivered by supply practitioners often provides inadequate challenge to the children. This is also the view of National Assembly for Wales (no date) who state that often head teachers provide cover themselves to ensure the standard of learning opportunities is sufficient.

Tu Fas is looking to provide outdoor learning sessions as a cover solution to schools for teachers PPA time, to ensure that the time where teachers are away from their class still provides the children with valuable learning time. This will be achieved by providing opportunities for the children who will take ownership of growing fruits, vegetables and caring for their locality, with a qualified practitioner, which will offer the children the opportunity to develop knowledge and understanding of the world. This is supported by Welsh Government (2023b), which states that outdoor learning offers opportunities to nurture a sense of belonging with time spent connecting with the locality, fostering a sense of cynefin.

Therefore, Tu Fas will plug the gap in provision of outdoor learning. From desk research Tu Fas has found that similar services for modern foreign languages, PE and music are currently being utilised, however these are profit driven companies without a social ethos. Furthermore, with such high regard being given to outdoor learning within current policy and curricular, this is evidence that such a service may be well received.

Moreover, by utilising PPA time to provide outdoor learning sessions with Tu Fas, settings will overcome the barrier of timetabling that was identified during research on outdoor learning opportunities conducted by Patchen *et al.* (2024) and Prince (2020).

Tu Fas would utilise space available within settings such as woodland area or disused areas to create growing areas. However, where this is not readily available, Tu Fas would seek to foster and develop disused land in partnership with the council which will also improve the locality. According to My Community (2016) there are a number of benefits to using derelict land, aside from the improvements that would be made to the land itself, including inspiring change and more care from the community. This is supported by Welsh Government (2021) who state that

utilising disused land for growing can reduce the amount of vandalism as this can inspire respect for the community, which furthers the benefits of Tu Fas outside of the schools and settings themselves. Moreover, this will benefit Tu Fas as it lowers the expenditure on land costs. Additionally, with this planting and regeneration of disused land, Tu Fas will enable local authorities to work towards recommendations made as a result of the Environment (Wales) Act 2016, which sets out a duty for biodiversity and restoration of habitats as discussed in Welsh Government (2019).

The benefits to child development:

Tu Fas aims to support settings to provide opportunities which are underpinned by the UNCRC in providing children with their right to play, education, respect of their environment, and the freedom of expression and valuing their views (Unicef, no date).

Moreover, theorist Froebel believed that play was central to children's learning. This is discussed within Froebel Trust (no date b). Additionally, Froebel Trust (no date a) discusses the importance of children having time spent outdoors in nature. This is supported by Boulton and Thomas (2023) who state that being outdoors offers children the opportunity to develop many different concepts and gain a wealth of experiences.

Spencer *et al.* (2021) discusses practitioners lacking the understanding of children's competencies and belief that the outdoors poses as a danger to children. This is supported by Ball *et al.* (2019) who state that due to the risk averse culture that we are currently experiencing, children's play is becoming increasingly formalised, structured and controlled. This is supported by Gill (2010) who states that a focus on eliminating risk alone, by managing all risky activities for children, can in fact be detrimental to their development as they have no experiences to enable them to evaluate risk and navigate life's challenges. This is supported by Little (2022) who states that children need to understand how to evaluate potential risk as this is a skill needed for day-to-day life. Additionally, in more recent years Thrive Outdoors (2021) also states the importance of children managing risk themselves, and the physical, emotional and cognitive benefits to risky play situations. Additionally, Little (2022) discusses the balance of risk and benefit to children by participating in risky situations and that there is limited evidence to suggest that risky play situations come with increased injuries to children. Therefore, Tu Fas will allow settings to feel confident that their children are experiencing all of the benefits to outdoor learning with practitioners who are able to assess risk within the environments (for example foreign objects such as broken glass and faeces or hazardous substances), while also providing the children with freedom and opportunity to explore, manage risk and be curious.

Tu Fas will also educate children to be ethically informed citizens and healthy, confident individuals by promoting water gathering, caring for our local area, encouraging wildlife and food chains, working towards becoming sustainable through harvesting seeds and propagation. The children will be encouraged to grow and harvest as well as donating some of this produce to foodbanks to be distributed to local families in need, enabling children to consider empathy and their place within society. These are developmental opportunities to promote the Curriculum for Wales' four purposes as discussed in Welsh Government (2022a) in an authentic context,

suggested by Froebelian principles (Froebel Trust, no date b). This is part of the social context of being a social enterprise, as discussed on Business Wales (2024a).

Business challenges and barriers:

As previously mentioned, Tu Fas will be a social enterprise, more specifically Tu Fas would be a community interest company known as a CIC which aims to benefit the community (Gov.uk, no date b).

Social Enterprise Scotland (2022) states that a CIC can face barriers to funding as this business model is not commonly invested in by banks and CICs will need to spend a prolonged amount of time building relationships to gain investment through imparting a mutual understanding of the goals of the CIC.

Another challenge which may be experienced by Tu Fas is addressed by Business Wales (2024) who state that there is the possibility of not being able to quickly react to the market as a social enterprise company, especially within its beginning stages, as cash will not be readily available. This is a possibility within a CIC; however, re-investment of profit will enable Tu Fas to grow year on year should the market allow.

Part 2:

There is growing research and government guidance to support the use of the outdoors as an effective learning environment. Welsh Government (2023b) states that practitioners must understand the possible developmental capabilities and learning opportunities of the outdoors and implement this into their pedagogy. This is supported by Natural Resources Wales (2023) which states that, with time spent outdoors, everyone is able to progress from simply being in the outdoors, through a period of connection with nature, on to gaining a deeper understanding of our roles in nature and to become advocates for the outdoors and being ethically informed. This is supported by Thomas (2023) who states that children become aware of their role in the world and gain an understanding of the need to take care of the world through time spent outdoors, which is referred to as ecological literacy. Tu Fas will be able to support settings to achieve this by providing trained and motivated practitioners who are seeking to influence the children to understand the importance of the interrelationship between humans and other living things. Additionally, practitioners who understand how children learn and the endless possibilities for developmentally appropriate learning outdoors enabling them to become ambitious and capable learners and enterprising, creative contributors.

Boulton and Thomas (2023) explain that being outside offers more space for gross motor development and authentic learning experiences to children. This is supported by The International School of Monaco (2018) who state that gross motor development can be achieved alongside exploration of mathematical and scientific concepts authentically outdoors. Moreover, the National Childbirth Trust (2017) and Spencer *et al.* (2021) state that being outside ensures that children can make those larger movements which provide them with opportunities to develop their gross motor skills by moving their entire bodies. Tu Fas will enable children to access space and an environment which sparks curiosity. By being outdoors with Tu Fas children will have the opportunity to climb, run, roll and develop their vestibular sense which links back to the Froebelian approach as discussed by Kelly (2023).

Furthermore, time spent exploring the outdoor environment offers learners opportunities to develop their problem-solving skills in an authentic context. This is supported by Berkley and Berkley (no date) who state that outdoor learning can provide a more effective environment for learning such concepts. Additionally, in support of this, Harvey, Rankine and Jensen (2017) report that with consistent time spent outdoors, children were able to develop their mathematical knowledge and attainment. This supports the weekly timetabled sessions Tu Fas look to provide. However, one of the barriers which Tu Fas may come across is the need for settings to

fully understand the importance of outdoor learning in order to engage in the service as discussed by Davies and Hamilton (2016). Additionally, Moore and Towler (2024) state that children are able to question differently in the outdoor environment as there are greater sparks of curiosity that cannot be imitated indoors. Furthermore, Thomas (2023) states that being outdoors offers hands on learning experiences and that children are more likely to remember the things they learned for themselves. Moreover, Thomas (2023) discusses the unique developmental benefits that being outdoors has to children's sight. As a result of time spent outdoors, due to the differing perspectives and distances of objects, children are able to exercise the muscles in their eyes and develop long and short sight. However, Welsh Government (2023b) states that some practitioners view class-based work as where the learning happens, therefore disregarding the value of outdoor learning. This could pose as a barrier when looking to promote Tu Fas as settings may dismiss Tu Fas as simply a recreational play concept with no developmental value. This would need to be addressed with clear marketing, informing practitioners and settings of the benefits to play, especially when coupled with the outdoors.

Furthermore, as Tu Fas is a social enterprise, with values and principles set in being ethical and sustainable, Tu Fas will be forging links with local soup kitchens, food banks and other projects such as big box bwyd to support the needy. The children will grow crops, in a sustainable way through propagation and composting, which will allow the children to develop knowledge and understanding of their world, gaining experience of life cycles, engaging in activities that build on knowledge of the seasons and the passing of time, the importance of fostering a sense of belonging, pride and ownership (d'Ascoli and Hunter, 2022). Moreover, Tovey (2022) suggests that gardening encourages children to explore connectedness with nature, the fostering of relationships between living things, the importance of community and an individual's responsibility within this. This is supported by Malone and Waite (2016) who state that by inspiring children to spend time caring for their local community, they will develop to become global citizens who are connected to nature and care for the environment.

Additionally, being outdoors offers challenge and risky play opportunities. This is supported by Welsh Assembly Government (no date) and Welsh Assembly Government (2009), who state that by providing this risky play in a secure and safe environment, settings can reduce the likelihood of children thrill seeking in more dangerous situations. Although these are dated documents, they can be supported by Welsh Council for Outdoor Learning (2018) which further states that the outdoors supports children to develop skills in managing their own risk and becoming self-aware. Risky play comes naturally to children as they can often seek out thrilling

activities, however practitioners often place boundaries during play and assess risk for children in order to alleviate their own fears over risk (Sandseter, 2010). Additionally, Little (2022) states that during research it was found that children were attracted to play with risk including hiding, height and speed.

However, some practitioners often wish to avoid risk and do not value the developmental properties of risky play as supported by Davies and Hamilton (2016) who states that this fear of outdoor learning and risky play maybe, in part, due to practitioners' concern over accountability should an accident occur. However, Gill (2010) states that while practitioners may have concerns over accountability, claims are often defended due to the introduction of the Compensations Act (2006) as within this courts must acknowledge the benefits of activities and understand that some are naturally risky. This is supported by Health and Safety Executive (HSE) (2012) who promotes a balanced approach to risk and acknowledges that children will be exposed to danger within their play and does not support eliminating all risk. Despite this, as the concerns over accountability may be a barrier to settings engaging in outdoor learning themselves, this could encourage them to engage in the services provided by Tu Fas.

Brussoni *et al.* (2015) found that the benefits to children's health and development, as a result of outdoor risky play, outweigh any potential health risks. However, during research, Prince (2020) found that there had been a decline in the number of teachers with a recognised outdoor learning qualification between 1995 and 2017 which could account for why research is finding that practitioners are not confident with outdoor learning and risky play. Furthermore, Welsh Assembly Government (2014) states that children are capable of intuitively spotting whether practitioners are engaged in and value the outdoors as learning environments. Additionally, Prince (2020) states that practitioner enthusiasm and value of the outdoors was key to successful outdoor learning pedagogy. Therefore, Tu Fas will enable settings to meet these criteria through engage children in meaningful play and learning opportunities in the outdoors with engaging, enabling, and well-trained practitioners. Additionally, Tu Fas will have its own risk assessments in place for the outdoor learning sessions, as suggested by Welsh Assembly Government (2009), Welsh Council for Outdoor Learning (2018) and Welsh Government (2023a) to ensure that practitioners and the environment is enabling and engaging. Moreover, the Department for Education (2022) states that these risk assessments should recognise the hazards, how they may cause harm and how they should be dealt with and continues to state that these assessments should protect the practitioners, children, and any visitors. Additionally, the settings TAs will accompany children, to always ensure the correct ratios are in place, and so these practitioners will be able to learn and grow in their own experience of outdoor learning.

Tu Fas will provide all wet weather gear and any resources needed for each session. Patchen *et al.* (2024) states that one of the barriers to outdoor learning sessions is the lack of outdoor weather gear. Additionally, Landscapes for learning (2022) suggests that settings may not afford to have such resources readily available and that these are financial burdens for parents which can inhibit outdoor learning.

Moreover, Froebel Trust (no date c) discusses the concerns of parents when considering their children taking part in outdoor learning activities, therefore it is possible that Tu Fas may encounter resistance from concerned parents with apprehension over risk or illness from prolonged time spent outdoors. Therefore, it is important that Tu Fas forges strong relationships with schools and settings as well as the parents. This could be achieved by parent consultations before sessions to discuss the opportunities and impart knowledge of child development in the outdoors, enabling Tu Fas to build a relationship with the parents as well as the settings. Alternatively, parent engagement sessions will enable Tu Fas to showcase the learning opportunities. This is supported by Welsh Assembly Government (2009) who state that the enjoyment of the children can often be enough to sway parents to view outdoor learning as important and valuable.

To conclude, there are many next steps for Tu Fas. It would be prudent to investigate further funding, such as funding that may be available through Welsh Government or working in partnership with organisations such as Natural Resources Wales. Additionally, it would be beneficial to conduct further market research to see which locations are most in need of the services provided by Tu Fas. This would enable Tu Fas to drill down on McCarthy (1960)'s place, within his four p's approach, to establish if such an enterprise would be better suited to urban areas where outdoor spaces within settings may be limited. Therefore, children may benefit greater from the time spent outdoors. This research may also provide insight into whether the practitioners in settings within more rural areas are more inclined to appreciate and exploit the benefits to development offered outdoors.

Reference list:

Ball, D. J., Brussoni, M., Gill, T. R., Harbottle, H. and Spiegel, B. (2019) 'Avoiding a dystopian future for children's play', *International Journal of Play*, 8(1), 3-10, DOI:

[10.1080/21594937.2019.1582844](https://doi.org/10.1080/21594937.2019.1582844)

Basal, B. (2019) 'Historical Transformation of Unique Selling Proposition (USP) in Advertising Narration', in Yilmaz, R. (ed.), *Handbook of Research on Narrative Advertising*. IGI Global, pp. 141-150.

Berkley, E. L. and Berkley, R. A. (no date) *The importance of outdoor play and its impact on brain development on children*. Available at: <https://seswps.umkc.edu/docs/berkley-items/the-importance-of-outdoor-play-and-its-impact-on-brain-development-in-children.pdf> (Accessed: 6 February 2024).

Boulton, P. And Thomas , A. (2023) *Schemas, outdoor play and Froebel*. Available at: <https://www.froebel.org.uk/news/schemas-outdoor-play-and-froebel#:~:text=In%20the%20outdoors%2C%20children%20can,saw%20children%27s%20development%20as%20holistic>. (Accessed: 6 February 2024).

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E. B. H., Bienenstock, A., Chabot, G., Fuselli, P., Herrington, S., Janssen, I., Pickett, W., Power, M., Stranger, N., Sampson, M. and Tremblay, M. S. (2015) 'What is the Relationship between Risky Outdoor Play and Health in Children? A Systematic Review', *International Journal of Environmental Research and Public Health*, 12(6), 6423-6454. <https://doi.org/10.3390/ijerph120606423>

Business Wales (2024a) *Financing a social business*. Available at: <https://businesswales.gov.wales/socialbusinesswales/financing-social-business> (Accessed: 9 February 2024).

Business Wales (2024b) *Finance Locator*. Available at: <https://businesswales.gov.wales/businessfinance/finance-locator> (Accessed: 22 February 2024).

D'Ascoli, H. and Hunter, D. (2022) *A Froebelian approach. Re-engaging with nature*. Available at: https://www.froebel.org.uk/uploads/documents/FT_Re-engaging-With-Nature_Pamphlet_INTERACTIVE_REV-1.pdf (Accessed: 18 February 2024).

Davies, R. and Hamilton, P. (2016) 'Assessing learning in the early years' outdoor classroom: examining challenges in practice', *Education 3-13*, 20(10), p.p. 1-13, doi:10.1080/03004279.2016.1194448

Department for Education (2022) *Health and Safety: responsibilities and duties for schools*. Available at: <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools> (Accessed: 3 March 2024).

Estyn (2013) *The impact of teacher absence*. Available at: <https://www.estyn.gov.wales/system/files/2020-07/The%2520impact%2520of%2520teacher%2520absence%2520-%2520September%25202013.pdf> (Accessed: 6 February 2024).

Forest School Blog (2023) *The difference between outdoor learning and forest schools*. [image] Available at: <https://www.forestschoools.com/blogs/forest-school-blog/the-difference-between-outdoor-learning-and-forest-schools> (Accessed: 12 February 2024).

Froebel Trust (no date a) *Access to nature project*. Available at: https://www.froebel.org.uk/uploads/documents/FT_EE_Access-to-nature-report_guide_for_educators.pdf (Accessed: 18 February 2024).

Froebel Trust (no date b) *Froebelian principles*. Available at: <https://www.froebel.org.uk/about-us/froebelian-principles> (Accessed: 6 February 2024).

Froebel Trust (no date c) *The power of play*. Available at: <https://www.froebel.org.uk/about-us/the-power-of-play> (Accessed: 6 February 2024).

Gill, T. (2010) *Nothing ventured... balancing risk and benefits in the outdoors*. Available at: <https://www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf> (Accessed: 9 February 2024).

Gov.uk (no date a) *What is levelling up?* Available at: <https://levellingup.campaign.gov.uk/what-is-levelling-up/> (Accessed: 25 February 2024).

Gov.uk (no date b) *Setting up a social enterprise*. Available at: <https://www.gov.uk/set-up-a-social-enterprise> (Accessed: 9 February 2024).

Harvey, M., Rankine, K. and Jensen, R. (2017) *Outdoor learning hubs*. Available at: <https://www.sapoe.org.uk/wp-content/uploads/2018/01/Outdoor-Hub-Learning-Report-Dec-2017-V1.pdf> (Accessed: 26 February 2024).

Health and Safety Executive (2012) *Children's play and leisure - promoting a balanced approach*. Available at: <https://www.hse.gov.uk/entertainment/assets/docs/childrens-play-july-2012.pdf> (Accessed: 2 March 2024).

Junior Jam (2024) *PPA prices*. Available at: <https://www.juniorjam.co.uk/prices-south-west/> (Accessed: 22 February 2024).

Kelly, C. (2023) 'Taking play and learning outdoors in the early years', *Froebel Trust Podcast*. [Podcast] Available at: <https://open.spotify.com/episode/34PFhy3hP6UYf3xEshESPA> (Accessed: 14 February 2024).

Landscapes for learning (2022) *Outdoor learning in all weathers: How to build your outdoor classroom for all weather conditions*. Available at: <https://landscapes4learning.com/outdoor-learning-in-all-weathers-how-to-build-your-outdoor-classroom-for-all-weather-conditions/#:~:text=Making%20an%20outdoor%20classroom%20fit%20for%3A%20rain&text=However%20this%20is%20handled%2C%20all,waterproof%20overtrousers%20can%20be%20k ey>. (Accessed: 7 February 2024).

Little, H. (2022) "'It's about Taking the Risk": Exploring Toddlers' Risky Play in a Redesigned Outdoor Space', *Education Sciences*, 12(10) 677. <https://doi.org/10.3390/educsci12100677>

Madecraft. and Belfiore, J. (2021) *Conducting a SWOT analysis*. Available at: <https://www.linkedin.com/learning/conducting-a-swot-analysis> (Accessed: 24 February 2024).

Malone, K. and Waite, S. (2016) *Student outcomes and natural schooling*. Available at: <https://lil.org.uk/wp-content/uploads/2019/02/student-outcomes-and-natural-schooling-conference-report-2016.pdf> (Accessed: 2 March 2024).

McCarthy, J. E. (1960) *Basic marketing. A managerial approach*. Illinois: Richard D. Irwin, Inc.

Moore, A. and Towler, M. (2024) *Nurture through nature*. [Webinar]. [Online]. The Froebel Trust, 22 February 2024.

My Community (2016) *Transforming or unused land through community-led models*. Available at: https://assets-global.website-files.com/61539df8a26cb636ff232dad/61782118a94b662844df83f3_Our-Place-Reclaiming-land-FINAL.pdf (Accessed: 29 February 2024).

National Assembly for Wales (no date) *Enterprise and learning committee. Implementation of the teacher workload agreement*. Available at: <https://senedd.wales/Laid%20Documents/CR-LD7385%20-%20Implementation%20of%20the%20Teacher%20Workload%20Agreement-05022009-116016/cr-ld7385-e-English.pdf> (Accessed: 6 February 2024).

National Childbirth Trust (2017) *The benefits of outdoor play for children*. Available at: <https://www.nct.org.uk/baby-toddler/games-and-play/benefits-outdoor-play-for->

[children#:~:text=There%20is%20so%20much%20for,experience%20through%20all%20their%20senses%20. \(Accessed: 6 February 2024\).](#)

National Education Union (2023) *Planning, preparation and assessment (PPA) time: tips for reps*. Available at: [National Resources Wales \(2023\) *What's your connection with nature like?* Available at: \[Newport City Council \\(2024\\) *City of Newport business grants*. Available at: \\[Patchen, A. K., Rakow, D. A., Wells, N. M., Hillson, S. and Meredith, G. R. \\\(2024\\\) 'Barriers to children's outdoor time: teachers' and principals' experiences in elementary schools', *Environmental Education Research*, 30\\\(1\\\), p.p. 16-36, DOI: \\\[10.1080/13504622.2022.2099530\\\]\\\(https://doi.org/10.1080/13504622.2022.2099530\\\)\\]\\(https://www.newport.gov.uk/en/Business/Financial-assistance/Grants/City-of-Newport-Business-Grants.aspx \\(Accessed: 22 February 2024\\).</p></div><div data-bbox=\\)\]\(https://naturalresources.wales/guidance-and-advice/business-sectors/education-and-skills/what-s-your-connection-with-nature-like/?lang=en \(Accessed: 29 February 2024\).</p></div><div data-bbox=\)](https://neu.org.uk/advice/your-rights-work/workload-and-working-hours/planning-preparation-and-assessment-ppa-time-tips-for-reps#:~:text=Make%20sure%20PPA%20time%20is,at%20least%2030%20minutes%27%20duration. (Accessed: 6 February 2024).</p></div><div data-bbox=)

Prince, H. E (2020) 'The sustained value teachers place on outdoor learning', *Education 3-13*, 48(5), p.p. 597-610, DOI: [10.1080/03004279.2019.1633376](https://doi.org/10.1080/03004279.2019.1633376)

Sandseter, E. B. H. (2010) *Scaryfunny*. Available at: [Social Enterprise Scotland \(2022\) *What next for community interest companies*. Available at: \[Social Enterprise UK \\(no date\\) *All about social enterprise*. Available at: \\[South West PPA cover Ltd. \\\(no date\\\) *South West prices*. Available at: \\\[Spencer, R. A., Joshi, N., Branje, K., Murray, N., Kirk, S. F., & Stone, M. R. \\\\(2021\\\\). Early childhood educator perceptions of risky play in an outdoor loose parts intervention. *AIMS public health*, 8\\\\(2\\\\), 213–228. <https://doi.org/10.3934/publichealth.2021017>\\\]\\\(https://schoolppacover.co.uk/south-west-prices/ \\\(Accessed: 22 February 2024\\\).</p></div><div data-bbox=\\\)\\]\\(https://www.socialenterprise.org.uk/all-about-social-enterprise/ \\(Accessed: 9 February 2024\\).</p></div><div data-bbox=\\)\]\(https://socialenterprise.scot/what-next-for-community-interest-companies/ \(Accessed: 9 February 2024\).</p></div><div data-bbox=\)](https://ntnuopen.ntnu.no/ntnu-xmlui/bitstream/handle/11250/270413/322544_FULLTEXT02.pdf?sequence=1&isAllowed=y (Accessed: 9 February 2024).</p></div><div data-bbox=)

The International School of Moncao (2018) *Outdoor play and child development*. Available at: <https://tis.edu.mo/news/outdoor-play-and-child-development> (Accessed: 22 February 2024).

The National Lottery (no date a) *Partnerships*. Available at: <https://www.tnlcommunityfund.org.uk/funding/programmes/partnerships-england#section-2> (Accessed: 22 February 2024).

The National Lottery (no date b) *Who can apply*. Available at: <https://www.tnlcommunityfund.org.uk/funding/thinking-of-applying-for-funding/who-can-apply> (Accessed: 9 February 2024).

Thomas, F. (2023) *Children and nature – a presentation by Felicity Thomas, Froebel Trust travelling tutor*. Available at: <https://www.froebel.org.uk/training/films/children-and-nature-felicity-thomas> (Accessed: 22 February 2024).

Thrive Outdoors (2021) *The benefits of outdoor risky play*. Available at: <https://inspiringscotland.org.uk/wp-content/uploads/2021/04/Tuesday-tips-Outdoor-Risky-Play-.pdf> (Accessed: 2 March 2024).

Time4sport. (2023) *Providing high quality and cost effective PE and PPA cover*. Available at: <https://www.time4sportuk.com/school-services/ppa> (Accessed: 22 February 2024).

Tovey, H. (2022) *Froebel, children and nature*. Available at: <https://www.froebel.org.uk/uploads/documents/An-introduction-to-Froebel-children-and-nature.pdf> (Accessed: 18 February 2024).

Unicef (no date) *A summary of the UN convention on the rights of the child*. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (Accessed: 7 February 2024).

Unison (2018) *Cover supervision*. Available at: <https://www.unison.org.uk/content/uploads/2018/04/24922.pdf> (Accessed: 6 February 2024).

Wales Council for Outdoor Learning (2021) *Green spaces map*. Available at: <https://www.walescouncilforoutdoorlearning.org/greenspacemap> (Accessed: 20 February 2024).

Welsh Assembly Government (no date) *First steps outdoors*. Available at: <https://hwb.gov.wales/storage/79a90e4b-0385-4cc8-be9b-2b20be3a85d0/first-steps-outdoors.pdf> (Accessed: 5 February 2024).

Welsh Assembly Government (2009) *Foundation phase outdoor learning handbook*. Available at: <https://hwb.gov.wales/storage/fcb8539c-9be7-4883-8542-35d7b54b56f2/foundation-phase-outdoor-learning-handbook.pdf> (Accessed: 5 February 2024).

Welsh Assembly Government (2014) *Further steps outdoors*. Available at: <https://hwb.gov.wales/storage/37952a30-6aa6-4a64-be8c-6710dbd25d8c/further-steps-outdoors.pdf> (Accessed: 7 February 2024).

Welsh Council for Outdoor Learning (2018) *High quality outdoor learning for Wales*. Available at: https://www.walescouncilforoutdoorlearning.org/_files/ugd/d00a84_df6d54796525493188ed3183949cd01f.pdf (Accessed: 29 February 2024).

Welsh Government (2017) *Prosperity for all: economic action plan*. Available at: <https://www.gov.wales/sites/default/files/publications/2019-02/prosperity-for-all-economic-action-plan-executive-summary.pdf> (Available: 21 February 2024).

Welsh Government (2019) *Environment (Wales) Act 2016. Part 1*. Available at: <https://www.gov.wales/sites/default/files/publications/2019-11/environment-act-2016-part-1-section-6-the-biodiversity-and-resilience-of-ecosystems-duty-reporting-guidance.pdf> (Accessed: 29 February 2024).

Welsh Government (2021) *Guidance for landowners*. Available at: <https://www.gov.wales/sites/default/files/publications/2021-03/allotments-and-community-growing-guidance-landowners.pdf> (Accessed: 29 February 2024).

Welsh Government (2022a) *Developing a vision for curriculum design*. Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes> (Accessed: 7 February 2024).

Welsh Government (2022b) *School teachers' pay and conditions (Wales) Document 2022 and guidance on school teachers' pay and conditions*. Available at: <https://www.gov.wales/sites/default/files/publications/2022-11/school-teachers-pay-and-conditions-wales-2022.pdf> (Accessed: 6 February 2024).

Welsh Government (2023a) *A quality framework for early childhood play learning and care in Wales*. Available at: <https://hwb.gov.wales/api/storage/031bbc2d-d2f8-429d-a944-5fc33484827d/a-quality-framework-for-early-childhood-play-learning-and-care-v1.pdf> (Accessed: 8 February 2024).

Welsh Government (2023b) *Teaching and learning in the outdoors: the current state of outdoor learning in schools in Wales*. Available at: <https://hwb.gov.wales/api/storage/177a33a6-7c70-4843-bb63-903e70a04154/teaching-and-learning-in-the-outdoors-the-current-state-of-outdoor-learning-in-schools-in-wales.pdf> (Accessed: 8 February 2024).

Welsh Government (2024) '*Wales being failed by levelling up*', Says economy minister. Available at: <https://www.gov.wales/wales-being-failed-levelling-says-economy-minister> (Accessed: 25 February 2024).