

I have not used any AI in this assignment

Contents page:

1. Literature review pages 2-4
2. Methodology considerations pages 5-8
3. Ethical considerations page 9-12
4. References pages 13-17

How do indoor and outdoor play environments influence the holistic development of children in the early years, including their physical, cognitive, social, and emotional growth?

Early childhood holistic development describes the interrelated development of the social, emotional, cognitive, and physical areas. Both outdoor and indoor play spaces provide additional opportunities that support this growth. Outdoor play is particularly beneficial to physical development since it fosters coordination, gross motor skills, and active movement (Fjørtoft, 2004). Children are encouraged to explore space, take chances, and complete physical challenges in open-ended natural settings that are often unattainable indoors (Brussoni *et al.*, 2015). Even a tiny amount of outside space enables and promotes children to repeat their experiences through movement, which is their most natural medium. Therefore, the ability to move is a very important reason to allow young children to spend time outside. This is the first of seven compelling reasons why outdoor play should be a vital part of every child's everyday life (Ouvry, M. and Furtado, A. 2019). Young children learn holistically through play, movement, exploration, working on various projects, self-expression, and a variety of activities (FNBE, 2016).

On the other hand, indoor play spaces commonly promotes cognitive engagement and fine motor development through role-playing and puzzles (Gould, 2012). Additionally, these areas offer regulated environments that support calm and concentrated activities. They are especially useful in situations where access to the outside is restricted because of space or weather. A well-designed indoor setting can be equally interesting and inclusive, accommodating a range of learning styles and abilities, according to Glenn, Cousins, and Helps (2003). This viewpoint is further supported by Glenn, Cousins, and Helps (2003), who stress the value of inclusive indoor play environments that consider children varied backgrounds and learning preferences in order to foster equal participation and development. Furthermore, Swift (2017) points out that by incorporating movement throughout the curriculum, indoor physical play activities improve cognitive and emotional development in addition to physical development. Let's Play Indoors! (Little Gestalten, 2020) offers creative indoor play ideas that demonstrate how storytelling and imaginative crafts may enhance a child's sensory and emotional experiences. When taken as a whole, these viewpoints highlight how important indoor play is to early childhood education and development.

Although in distinct ways, both environments foster the social and emotional aspects of growth. In dynamic, unstructured settings, outdoor play often promotes spontaneous peer connections, collaboration, and conflict (Burdette & Whitaker,

2005). However, indoor play can be more adult-facilitated and frequently focusses on role-playing or small-group collaboration, which fosters empathy and emotional expression (Wood, 2009). Activities that let children walk freely, practise gross motor skills, and interact with the outdoors are all considered forms of outdoor play (Maynard and Waters 2007). According to Crawford, Holder, and O'Connor (2017), children have a lot of opportunities to socialise, develop their interpersonal skills, and feel secure in outdoor settings. Research indicates that playing outside not only improves children's physical and emotional health but also supports their overall development (Bento and Dias 2017).

Early childhood indoor play is crucial for supporting children's development since it provides both structured and unstructured chances for education, creativity, and socialisation in a safe setting. As Gould (2012) emphasises in *Learning and Playing Indoors*, the layout and quality of indoor spaces may have a big impact on how children play and learn. He emphasises the need of creating inspiring, well-organised places that encourage intentional participation.

The literature also emphasises how indoor and outdoor play are supportive. Bilton (2010) argues that the best early childhood programs incorporate both environments into a balanced and holistic curriculum, viewing both as equally significant. Children can access a greater variety of experiences that support all aspects of their development because of to this dual approach.

The Affordance Theory (Gibson 1977) states that environmental factors are vital to children's development. According to Jean Piaget's Cognitive Development Theory, a child's environment has a significant impact on their social, emotional, psychological, and physical development. Once more, Woolley and Lowe (2012) contend that children's physical, social, and psychological behaviours, activities, and general well-being are influenced by the shape, utility, and diversity of outdoor places. Thus, it can be claimed that the neighbourhood environment has an impact on how much time children spend outside.

The foundation of early childhood education is the Early Years Foundation Stage (EYFS) framework (Department for Education, 2021), which acknowledges its importance in fostering growth in all subject areas. This focus on the curriculum is in line with studies showing how important both indoor and outdoor spaces are for promoting holistic development. For instance, Gould (2012) emphasises how imaginative and concentrated play in well-structured indoor environments can promote cognitive and emotional development, supporting EYFS subjects including Personal, Social, and Emotional Development (PSED) and Communication and Language. Similarly, by providing children with chances for movement, risk-taking, and environmental inquiry, outdoor play aids in physical development and world understanding (Fjørtoft, 2004; Bilton, 2010).

According to Young children are entitled to experience things, events, and ideas in active, multisensory, and multilayered ways that allow them to think and understand at an embodied level, be in an environment that naturally includes them due to its diversity and flexibility, interact with other children and the adults who live and learn with them in an even and egalitarian manner and explore what matters to them and what they are naturally designed and driven to do.

The idea of "enabling environments" is further promoted by the EYFS, echoing Bilton's (2010) demand that experiences both indoors and outdoors be given the same importance. It is evident that a balanced approach to play areas are essential to fulfilling the developmental needs specified in early years education policy when curricular advice is linked with empirical research.

Methodology

This study will investigate how indoor and outdoor play environments affect young children's holistic development using a qualitative case study approach (ages 2–5). A case study is suitable since it allows for a thorough examination of actual experiences in a particular setting, which is consistent with the goal of the research, which is to comprehend many facets of development (Creswell, 2013). As a small-scale, qualitative study, findings may not be generalisable to all settings. However, the rich, contextual data will offer valuable insights into how play environments can support early childhood development.

Secondary data will be used in this study to support the primary information discovered. According to Johnston, M.P. (2017) the use of existing data for study is growing in popularity. Similarly, Smith, E. (2008) states that the further examination of pre-existing data to answer a research topic is known as secondary data.

Participants

Children aged 3-7 from a variety of local early years settings that provide regular access to both indoor and outdoor play will be used in this research because the Foundation Phase curriculum is designed as a progressive framework that spans four years (three to seven years) to suit the unique needs of all children, this study will involve children ages three to seven from a variety of local schools (Welsh Government, 2015)

Early years practitioners such as teachers and teaching assistants would be involved in this research because in early childhood education, teachers and teaching assistants play a crucial role in comprehending and improving outdoor play. Their responsibilities include guiding, observing, and supporting children in outdoor learning activities, which are essential for their overall development. In order to promote social engagement, risk-taking, and discovery, educators establish enabling environments that support children's cognitive, physical, and emotional development (Morgan, 2023). According to research, children's engagement and development are positively impacted when teachers participate in outdoor play (Akoth, 2016). Furthermore, how educators feel about outdoor play has a big influence on how it is implemented; more frequent and successful outdoor learning experiences result from favourable attitudes (Parent et al., 2021).

Parents and caregivers would also be incorporated into this research because by making decisions regarding safety, supervision, and accessible resources, they serve as gatekeepers, influencing access to outside areas (Jayasuriya et al., 2017). Children's engagement is greatly impacted by parental views regarding outdoor play; parents who value and promote outdoor activities enhance playtime and get the related developmental benefits (Boxberger & Reimers, 2021). On the other hand,

outdoor play chances may be restricted due to worries about neighbourhood settings, safety, and children's health (Cox et al., 2024). Knowing these viewpoints aids in identifying obstacles and enablers, which informs tactics to encourage outdoor play and improve children's cognitive, social, and physical development (Cox et al., 2024).

Participants will be chosen by a purposive sample technique from an environment that incorporates both forms of play into everyday activities.

Data Collection Methods

Methods used in this study will be interviews, questionnaires and observations.

To learn more about how early childhood educators plan and oversee play spaces, interviews will be done with them. Recorded developmental effects, inclusion, and the perceived advantages and difficulties of indoor versus outdoor play will be major themes. Interviews are useful because they usually entail outlining the norms of the conversation, such as what is being discussed, interviews are unnatural forms of conversation. The benefit of doing an interview is that it enables the researcher to go further into the interviewee's description of the event as well as their broader ideas, beliefs, emotions, and viewpoints. In-depth interviews enable the researcher to examine a situation or event from the perspective of the subjects; they are also participatory, enabling the identification of unexpected themes and the clarification of issues.

Although interviews are useful for obtaining detailed qualitative data, there are a number of drawbacks that researchers should be aware of. They take a lot of time and resources, and careful planning, execution, transcription, and analysis are all necessary (ATLAS.ti, n.d.). Furthermore, interviews might not be anonymous, which could compromise the validity of the data by causing social desirability bias, in which participants give answers they think are more acceptable (ATLAS.ti, n.d.). Additionally, the interviewer's presence may introduce interviewer bias or the interviewer effect, which might affect participants' responses (YourArticleLibrary, n.d.). Furthermore, the trustworthiness of the data gathered is impacted by interviews' frequent reliance on participants' recall, which can be unreliable, particularly when it comes to prior occurrences (ATLAS.ti, n.d.). Interviews are made more difficult by linguistic and cultural obstacles, which may result in misunderstandings and lower the quality of the data (ATLAS.ti, n.d.).

To be able to get parent and carers opinions on this research topic, online questionnaires with open ended questions would be sent out to them. Questionnaires have the advantages of open-ended, standardised answers to a variety of subjects from an adequate sample (Cohen, L., Manion, L. And Morrison, K. 2017). Online questionnaires would be sent out instead of paper questionnaires because researchers may reach a wider range of possible participants with online questionnaires, which increases the validity of the findings. Cohen, L., Manion, L.

And Morrison, K. (2017) further this by saying the research is improved when a questionnaire and a thorough case study are combined since it combines the advantages of both methodologies.

Although questionnaires are a popular tool for gathering data, researchers should be aware of their limitations. The possibility of response biases, such as acquiescence bias and social desirability bias, is a major disadvantage. When respondents give responses they think would be accepted by society instead of their actual feelings, this is known as social desirability bias, and it causes exaggerated reports of positive behaviours and underreporting of negative ones (Krumpal, 2013). Because it reflects respondents' desire to appease the researcher rather than their true ideas, acquiescence bias—the propensity to agree with assertions regardless of their content—can influence statistics (Krosnick, 1999).

Furthermore, self-reported information is frequently included in questionnaires, which may compromise the accuracy of the data provided due to participant memory recall problems or a lack of self-awareness (Verywell Mind, 2009). Low response rates can also be caused by the impersonal nature of surveys, especially if participants feel cut off from the research process. This can restrict the generalisability of findings and result in non-response bias (Pointerpro, 2023). Additionally, many questionnaires' fixed-response style may limit the depth of data obtained by failing to fully capture the richness of participants' experiences or viewpoints (Academic Writing UK, 2023). These restrictions highlight how crucial it is to carefully write questionnaires and take into account supplementary data gathering techniques in order to improve the validity and reliability of study findings.

Naturalistic and structured observations will be conducted in a variety of play settings, such as indoor free play and outdoor exploration play. Physical, cognitive, social, and emotional observations will be guided and recorded using a development checklist that is in line with EYFS (Early Years Foundation Stage) requirements. According to Cohen, L., Manion, L. And Morrison, K. (2017) there is more to observation than simply looking. It involves observing (often methodically) and documenting people, things, behaviours, environments, artefacts, and routines. The unique aspect of observation as a research method is that, as opposed to, say, reported data, it allows an investigator to collect first-hand, "live" data in situations from naturally occurring social settings (Wellington, 2015, p. 247).

One of the best ways to collect qualitative data and see actual behaviours is through participant observation. The Hawthorn effect is the term used to describe how children alter their behaviour when they are aware that they are being watched (Oswald, D., Sheratt, F., and Smith, S. 2014). Similarly, this effect has significant implications for observational research, according to Very Well Mind (2005). Appose to the hawthorn effect, early childhood education can be greatly impacted by the halo effect, a cognitive bias in which a person's general perception shapes particular assessments of them. Teachers' expectations and interactions might be influenced

by their impressions of a child's behaviour, looks, or demeanour. This can result in biased assessments and unequal opportunities for children (Alvidrez, J. and Weinstein, R.s 1999). Early childhood educators should use strategies like standardised assessment methods, frequent bias awareness training, and creating an inclusive classroom culture that acknowledges and takes into account each child's individual characteristics to lessen the halo effect (Verywell mind, 2022). When undertaking research its important to undertake these two effects.

To increase the validity and credibility of research findings, triangulation is a methodological strategy that uses several approaches, data sources, hypotheses, or researchers (Bryman, n.d.; Denzin, 1978). By combining several viewpoints and supporting data, triangulation in a literature study enables a thorough grasp of the research issue. Combining qualitative and quantitative research, for example, helps eliminate any biases in single-method research and offer a more nuanced perspective on the topic (Patton, 1999). The triangulation of many forms of qualitative and quantitative data is one of mixed methods research's unique advantages (Roberts-Holmes, G. 2023). Furthermore, using a variety of theoretical frameworks can provide a range of interpretations, enhancing the analysis and strengthening the result (Meydan & Akkaş, 2024). Triangulation adds difficulties, such as greater complexity and possible inconsistencies between sources, even though it increases the validity of conclusions (Scribbr, 2023). Triangulation in literature reviews must therefore be applied carefully to make sure it successfully advances the goals of the study.

Ethical considerations

Since young children are seen as vulnerable individuals, research involving them must adhere to strict ethical guidelines. The safety, dignity, and rights of every participant will be protected by this study's adherence to institutional ethics

processes and the ethical guidelines set forth by the British Educational Research Association (BERA, 2024).

Informed Consent

All child participants' parents or legal guardians will be asked to provide written informed permission. According to UWTSD, (2022) most people agree that competent, sane persons ought to have the freedom to choose for themselves. Therefore, the foundation of ethical research is respect for the individual's right to make their own decisions. A crucial component of social research that is ethically sound is obtaining informed consent. Three fundamental ideas are applicable. Consent must be:

- Informed: provided with the principal's knowledge and comprehension of pertinent material.
- Voluntary: provided voluntarily and not in response to actual or perceived threat;
- Competent: bestowed by an individual who is capable of make a free, thoughtful decision due to their age, maturity, and mental stability. Moreover, BERA (2024) states that It is typically anticipated that researchers will remain cognisant of and receptive to the prospect that participants' freely informed agreement to participate in a study will be gained at the outset of the investigation. Participants are free to revoke their permission at any moment and for any reason. The Association defines voluntarily informed and continuous consent as the state in which individuals, free from pressure, comprehend and accept the terms and implications of their involvement. BERA (2024) also says that researchers need to be aware of nonverbal cues indicating people who have previously agreed to participate can change their minds. In these situations, it is advisable to get renewed consent.

Informed assent

The children themselves will also be asked for their consent in age-appropriate ways to make sure they are comfortable and willing to participate. Participants can withdraw participation at any moment without facing any repercussions because it would be completely voluntary. BERA (2024) stresses that consent rules are applicable to both adults and children and teenagers. For people who are younger than the legal consent age in the context or culture, this is known as assent. However, the ability of children to make well-informed judgements varies depending on their age. BERA is in favour of the UN. According to the Convention on the Rights of the Child (UNCRC),⁵ the child's best interests should always come first. Children who are old enough to form their own opinions should be given the freedom to voice them and have those opinions taken into account in all decisions that impact them, in proportion to their maturity and age. Consent forms and information sheets should be suitably created for participants who may vary in terms of age, reading proficiency, and attention span. Similarly, UWTSD (2022) explains that with enough

knowledge, 16 to 18-year-olds can offer their complete agreement to take part in research without the involvement of their parents or guardians. When conducting study with minors less than sixteen, consent should be acquired from parents. Nonetheless, it is desirable for children to actively participate in the consent procedure themselves. It is debatable whether children can participate in research as partners and whether they have the right to information, to be heard, to have their desires and feelings taken into account, and to agree or not if they are deemed capable of doing so. According to this viewpoint, presumptions regarding children's incapacity to provide informed consent can serve to deprive them of important engagement opportunities, undermining their rights and keeping them out of procedures that create a common understanding of social connections. Therefore, getting permission from the parents of the participating children as well as the children themselves might be suitable.

Anonymity and Confidentiality

To safeguard the identities of participants, all data will be anonymised. All written content will employ aliases, and all identifying characteristics (such as setting or person names) will be eliminated. Only the study team will have access to the data, which will be safely stored in accordance with the General Data Protection Regulation (GDPR). BERA (2024) argues that conducting ethical research necessitates handling participant data appropriately. Researchers ought to acknowledge that institutions and individual participants have a right to privacy. This might include adopting pseudonymization, anonymisation, or "fictionalising" techniques when reporting; while doing so, researchers should thoroughly explain their methodology and motivations. Individual participants, their legal guardians, or responsible third parties may, nevertheless, voluntarily give up their right to anonymity and secrecy under certain conditions.

Researchers ought to acknowledge that participants have the right, if they so choose, to be recognised as the authors of their own work. BERA (2022) also adds that when participants are anonymised, researchers should inform them of the potential repercussions if it turns out that they can be identified by association or inference. Researchers should take extra caution to reduce the likelihood of identification if doing so could cause participants any kind of harm.

Safeguarding and child protection

Since children are involved, safeguarding them is a top priority. The researcher will adhere to the early childhood setting's child protection policy and maintain a current Disclosure and Barring Service (DBS) check. There won't be any intrusive or potentially upsetting processes used, and observations will take place in public spaces like playgrounds or schools. The UWTSD (2022) ethics code of conduct explains that the purpose of the Disclosure and Barring Service is to assist public, private, and nonprofit organisations by identifying individuals who might not be qualified to work with children or in specific roles. A person under the age of eighteen

is considered a child in this sense. UWTSD (2022) also states that research projects involving one-on-one or other unsupervised contact with children will be examined by staff members and students at all levels. Based on the nature of the activity, the researcher and supervisor should determine whether a check is necessary. In addition, the Ethics Committees have the authority to suggest DBS checks for projects they examine. When researchers are working alone or unsupervised with individuals who are younger than 18, the Ethics Committee will need proof that an enhanced DBS check has been completed. When applying to the Ethics Committee, proof of the check should be submitted with all other supporting evidence.

Risk to participants

There are a few risks to the practitioners that the researcher has to adhere to. If a child is upset or showing signs of distress, they have the right to withdraw. BERA (2024) states that the goal of ethical research planning and carrying out is to make participants feel comfortable and refrain from placing undue demands on them. Prior to gathering data, researchers have a need to consider their duty of care to anticipate and be able to limit and manage any potential discomfort or distress, as well as to identify any risks. Any behaviours that seem to cause emotional or other harm throughout the research process should be immediately reconsidered by the researchers. The researcher's obligations to protect participants increase with their level of vulnerability, regardless of the cause. Therefore, in practice, researchers should make sure that potential participants are aware that they can revoke their consent to participate at any moment (UWTSD, 2022).

Risk to the researcher

In addition to researchers themselves, employers and sponsors have an ethical obligation to protect the physical and mental health of researchers. There needs to be a care ethic. Researchers must be conscious of both the moral and legal obligations that institutions have to ensure the security of their employees and children. Employers and sponsors might require an extensive risk assessment and continuous monitoring of researcher safety, which institutions, sponsors, and independent researchers should think about, particularly for those conducting fieldwork, operating in specific regions, and/or looking into delicate subjects. Training on researcher safety should ideally be made available to principal investigators, other researchers, research students, and their supervisors. Researchers visiting conflict or post-conflict environments, or places with high infection or other risk levels, should have access to specialised training (BERA, 2024).

Risk to the university

The institution could be harmed by two hazards. The first risk is reputational, which should be managed in accordance with ethical standards to guarantee that research is carried out appropriately. The procedure of pursuing legal action in accordance with GDPR guidelines on confidentiality and anonymity would be an additional risk.

The Data Protection Act of 2018 and the General Data Protection Regulation of 2018 the ("UK GDPR") impose duties on the University as a Data Controller and researchers as employees. The UWTSD Research Data Management Policy outlines this, and it must

be adhered to constantly. One of the most important ethical principles in western countries is the individual's right to privacy. This translates into two requirements for the social researcher's interaction with participants: secrecy and anonymity. Keeping participant identities hidden in all research-related documents is known as anonymity. Confidentiality pertains to who has the authority to view the data supplied by the participants. In reality, the researcher's duty to the research can be summed up as follows: Privacy and anonymity must be protected. This means that, whether a specific promise has been made, identities and research records should be kept private. Care should be used when determining whether sensitive information or personal data should be preserved (UWTSD, 2022).

References

Academic Writing UK. (2023). *Using Questionnaire Surveys in Academic Research: Pros and Cons*. [online] Available at: <https://academic-writing.uk/advantages-disadvantages-questionnaire-surveys/> [Accessed 13 May 2025].

Akoth, O.(2016). The impact of teachers' roles on children's engagement in outdoor play in Kwale County, Kenya. *European Journal of Education Studies*, [online] Available at: <https://oapub.org/edu/index.php/ejes/article/view/2657> [Accessed 13 May 2025].

Alvidrez, J. and Weinstein, R.S. (1999). *Early teacher perceptions and later student academic achievement*. *Journal of Educational Psychology*, 91(4), pp.731–746.

ATLAS.ti, (n.d). *Research Interviews | Disadvantages & Cautions*. [online] Available at: <https://atlasti.com/guides/interview-analysis-guide/disadvantages-of-research-interviews> [Accessed 13 May 2025].

Bento, Gabriela, and Gisela Dias. (2017). "The Importance of Outdoor Play for Young Children's Healthy Development." *Porto Biomedical Journal* 2 (5): 157–160. <https://doi.org/10.1016/j.pbj.2017.03.003>

Bilton, H. (2010) *Outdoor Learning in the Early Years: Management and Innovation*. 3rd ed. London: Routledge.

Boxberger, L. E. & Reimers, A. K. (2021). *Parental correlates of outdoor play in boys and girls aged 0 to 12—a systematic review*. *International Journal of Behavioral Nutrition and Physical Activity*. [online] 18(1). Available at: <https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-021-01097-9> [Accessed 13 May 2025].

British Educational Research Association [BERA]. (2024). *Ethical Guidelines for Educational Research*. (5th ed.). www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2024

Brussoni, M., Olsen, L. L., Pike, I. and Sleet, D. A. (2015) 'Risky play and children's safety: Balancing priorities for optimal child development', *International Journal of Environmental Research and Public Health*, 12(2), pp. 6423–6438.

Bryman, A. (n.d). *Triangulation*. [online] Available at: <https://www.uthsc.edu/tlc/triangulation.php> [Accessed 13 May 2025].

Burdette, H. L. and Whitaker, R. C. (2005) 'Resurrecting free play in young children: Looking beyond fitness and fatness to attention, affiliation, and affect', *Archives of Pediatrics & Adolescent Medicine*, 159(1), pp. 46–50.

Cohen, L., Manion, L. and Morrison, K. (2017). *Research methods in education*. 8th edn. Routledge: London.

Cox, L. J., Cox, A. & Morley, H. (2024). Parental perspectives on barriers and facilitators of early adolescent outdoor play: A qualitative study. *Journal of Early Adolescence*, [online] 44(3), pp. 343–367. Available at: <https://journals.sagepub.com/doi/10.1177/00178969241307155> [Accessed 13 May 2025].

Crawford, et. al. (2017). "Using Mobile Technology to Engage Children with Nature." *Environment and Behaviour* 49 (9): 959–984. <https://doi.org/10.1177/0013916516673870>

Denzin, N.K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. 2nd ed. New York: McGraw-Hill.

Department for Education (DfE) (2021) *Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five*. London: Crown Copyright. Available at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Dewaele, J.-M. (2018). Online Questionnaires. *The Palgrave Handbook of Applied Linguistics Research Methodology*, [online] 1(1), pp.269–286.

doi:https://doi.org/10.1057/978-1-137-59900-1_13

Fjørtoft, I. (2004) 'Landscape as playscape: The effects of natural environments on children's play and motor development', *Children, Youth and Environments*, 14(2), pp. 21–44.

FNBE. (2016). Finnish National Board of Education, national core curriculum for early childhood education and care 2016. Helsinki: FNBE.

Gibson, James J. (1977). "The Theory of Affordances." In *Perceiving, Acting, and Knowing: Toward an Ecological Psychology*, edited by R. Shaw and J. Bransford, 67–82. Hillsdale, NJ: Erlbaum.

Glenn, A., Cousins, J. and Helps, A. (2003) *Play and Learning in the Early Years: An Inclusive Approach*. London: Routledge.

Gould, T. (2012) *Learning and Playing Indoors*. London: Bloomsbury.

Jayasuriya, A. et al (2017). *Parents' perceptions of preschool activities: Exploring outdoor play*. *Early Education and Development*, [online] 27(7), pp. 1004–1017.

Available at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC5383214/> [Accessed 13 May 2025].

Johnston, M.P. (2017). Secondary Data analysis: a Method of Which the Time Has Come. *Qualitative and Quantitative Methods in Libraries*, [online] 3(3), pp.619–626.

Available at: <https://www.qqml-journal.net/index.php/qqml/article/view/169> [Accessed 13 May 2025].

Krosnick, J.A.(1999). Survey research. *Annual Review of Psychology*, [online] 50(1), pp.537–567. Available at: <https://doi.org/10.1146/annurev.psych.50.1.537>[Accessed 13 May 2025].

Krumpal, I. (2013). *Determinants of social desirability bias in sensitive surveys: a literature review*. *Quality & Quantity*, [online] 47(4), pp.2025–2047. Available at:

<https://doi.org/10.1007/s11135-011-9640-9> [Accessed 13 May 2025].

Leggett, N. and Newman, L. (2017). *Play: Challenging educators' beliefs about play in the indoor and outdoor environment*. *Australasian Journal of Early Childhood*, 42(1), pp.24–32. doi:<https://doi.org/10.23965/ajec.42.1.03>

Little Gestalten (2020) *Let's Play Indoors!*. Berlin: Gestalten

- Maynard, T. and Waters, J. (2007). "Learning in the Outdoor Environment: A Missed Opportunity?" *Early Years* 27 (3): 255–265.
<https://doi.org/10.1080/09575140701594400>
- Meydan, C.H. & Akkaş, H. (2024). *The role of triangulation in qualitative research: Converging perspectives. In: Principles of Conducting Qualitative Research in Multicultural Settings*. Hershey, PA: IGI Global, pp. 32.
- Morgan, B. (2023). *The educator's role in outdoor play. Signet Play*. [online] Available at: <https://www.signetplay.co.uk/post/educator-s-role-outdoor-play> [Accessed 13 May 2025].
- Oswald, D., Sherratt, F. and Smith, S. (2014). *Handling the Hawthorne effect: The challenges surrounding a participant observer. Review of Social Studies*, [online] 1(1), pp.53–73. Available at: <https://www.research.ed.ac.uk/en/publications/handling-the-hawthorne-effect-the-challenges-surrounding-a-partic> [Accessed 12 May 2025].
- Parent, M., et al. (2021). *Early years and key stage 1 teachers' attitudes towards outdoor and online play. Journal of Early Childhood Research*, [online] Available at: <https://www.tandfonline.com/doi/full/10.1080/03004279.2021.2025411> [Accessed 13 May 2025].
- Patton, M.Q. (1999). *Enhancing the Quality and Credibility of Qualitative Analysis. Health Services Research*, 34(5 Pt 2), pp.1189–1208.
- Pointerpro, (2023). *12 Advantages and Disadvantages of Questionnaires*. [online] Available at: <https://pointerpro.com/blog/questionnaire-pros-and-cons/> [Accessed 13 May 2025].
- Roberts-Holmes, G. (2023). *Doing your early years research project a step-by-step guide*. 5th ed. London: SAGE.
- Scribbr, (2023). *Triangulation in Research | Guide, Types, Examples*. [online] Available at: <https://www.scribbr.com/methodology/triangulation/> [Accessed 13 May 2025].
- Smith, E. (2008). *Using secondary data in educational and social research*. Maidenhead: McGraw Hill Open University Press.
- Swift, T. (2017) *Learning through Movement and Active Play in the Early Years*. London: Jessica Kingsley Publishers.
- UWTSD (2022). *Research Ethics | University of Wales Trinity Saint David*. [online] www.uwtsd.ac.uk. Available at: <https://www.uwtsd.ac.uk/research/research-ethics/> [Accessed 14 May 2025].
- Verywell Mind, (2005). *How the Hawthorne Effect Works*. [online] Available at: <https://www.verywellmind.com/what-is-the-hawthorne-effect-2795234> [Accessed 12 May 2025].

Verywell Mind. (2009). *Using a Likert Scale in Psychology*. [online] Available at: <https://www.verywellmind.com/what-is-a-likert-scale-2795333> [Accessed 13 May 2025].

Verywell Mind. (2022). *The Halo Effect in Psychology*. Available at: <https://www.verywellmind.com/what-is-the-halo-effect-2795906> [Accessed 12 May 2025].

Wellington, J. (2015) *Educational Research (second edition)*. London: Bloomsbury Academic.

Welsh Government (2015). *Foundation Phase Framework Curriculum for Wales*. [online] Available at: <https://www.gov.wales/sites/default/files/publications/2018-02/foundation-phase-framework-revised-2015.pdf> [Accessed 13 May 2025].

White, J. (2014). *Playing and learning outdoors : making provision for high quality experiences in the outdoor environment with children 3-7* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203105429>

Wood, E. (2009) 'Developing a pedagogy of play', in Anning, A., Cullen, J. and Fleer, M. (eds) *Early Childhood Education: Society and Culture*. London: Sage.

Woolley, Helen, and Alison Lowe. (2012). "Exploring the Relationship Between Design Approach and Play Value of Outdoor Play Spaces." *Landscape Research* 38 (1): 53–74. <https://doi.org/10.1080/01426397.2011.640432>

YourArticleLibrary. (n.d). *The Interview Method: Advantages and Limitations | Social Research*. [online] Available at: <https://www.yourarticlelibrary.com/social-research/the-interview-method-advantages-and-limitations-social-research/92801> [Accessed 13 May 2025].

