

College of Education

Department of Education & Childhood

Huthwaite Play Project

FINAL REPORT: June 2016

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Acknowledgements

The authors would like to thank Ashfield District Council for providing an opportunity that has enabled our students to take part in a real life research project with young children; this provided them with valuable learning experiences. We would also like to thank Rob Allen and Michael Lockton, directors of Brierley Forest Park Trust for their support with this project in relation to site evaluations. We would particularly like to thank Melanie Wheelwright and Donna Mellor from Ashfield District Council for their support and encouragement from the beginning to the end of this project.

Most importantly we would like to thank all the participants and those who provided us with permission to undertake the primary research. This includes the Executive Head Teacher and Head Teacher at All Saints Nursery & Infants School and the Head Teacher at John Davies Primary School in the village and their wonderful children who welcomed us into their settings, provided space for us during busy times and worked with us on this project. It also includes the youth club volunteer who supported the project and allowed us to visit the centre on a Friday evening and the All Saints Sure Start Centre, its staff and the mothers who spoke to us about younger children's needs.

Finally, the authors would like to express their thanks to the undergraduate students in Early Childhood Studies for their enthusiasm and engagement with this project. We believe the value of student and staff partnerships in research is a highly valuable opportunity and learning experience and we are very proud of our students' achievement here.

Dedication

Staff and students would like to dedicate this report to the children of Huthwaite.

1. Introduction

Huthwaite Play Project is a joint venture between Ashfield District Council (ADC), the University of Derby's Childhood Studies students and staff and involves representatives of local community in the north Nottinghamshire village of Huthwaite. A key aim of the project is to provide feedback to the Council to support the improvement of two local parks known as Brierley Forest Park and Huthwaite Welfare Park as identified in the Council's Locality Plan. Huthwaite Play Project incorporated two phases: phase one took place in the autumn of 2015 whereby site evaluations and children's views about park provision were gathered. Phase two took place in February 2016 and included meeting parents of very young children at the local Sure Start Centre as well as talking with older children and young people who attended a local youth club in the village on a Friday evening.

Phase one involved thirteen Early Childhood Studies undergraduate students from the University of Derby taking part in the evaluation of two outdoor play spaces in both Huthwaite Welfare Park and Brierley Forest Park; both former colliery sites which have been converted into open play areas and leisure services for the local community. The students were in their final year of the degree and were studying an option module entitled Creative Opportunities and Possibilities, which required them to evaluate an outdoor space as part of their assessed work.

The students attended an initial project meeting in September 2015 chaired by a representative of Ashfield District Council's (ADC) Sutton Locality Team and included representatives from a number of community groups including Brierley Forest Park Trust, the Executive Head Teacher and Head Teacher at All Saints C of E Infants School and the Head Teacher of John Davies Primary School, local councillors, the Sure Start and All Saints Centre, the Peaceful Trust and local community and youth action groups.

The students visited both play spaces in late September 2015 taking photographs and notes, following which they produced an evaluation of the creative play opportunities within these spaces. The students with their tutors also consulted with local children from an infant school and a primary school to elicit their views about play provision during this period.

Phase two of the project was undertaken by two tutors, the authors of this report, with the support of the Community Action Officer from ADC who provided valuable moderation for data collection purposes. This phase involved the tutors meeting parents of young children at the local Sure Start Centre in the village to elicit their views about local park provision for families and young children. One tutor and an ADC Development Worker attended a Friday night youth group session at the Undercroft; a room situated in the back of the village library, to elicit views of older children about park provision.

Both phases of the project went through an ethical approval processes via the University of Derby's College of Education Research Ethics Committee before any permission was requested from participants and any data collection collected.

2. Literature informing the project

This section brings together key factors identified from current literature to inform this project.

2.1 Inclusive play: what makes an inclusive play space for children?

Goodridge & Douch, (2008) identify six principles established by the Disability Rights Commission, which form the foundation of inclusive design:

- Ease of use
- Freedom of choice and access to mainstream activities
- Diversity and difference
- Legibility and predictability
- Quality
- Safety

Casey (2007) identifies features of an inclusive play space to incorporate flexibility, shelter, and centres of interest, natural features, atmosphere and sensory elements. She also stresses the need for spaces to be accessible for all children and notes the need for risk and challenge. Play space should also provide opportunities for movement such as running, rolling, jumping and climbing, as well as quiet, intimate spaces for calm and reflection; this is particularly important for children with special educational needs and disabilities. Casey (2007) further identifies the need for provision to be flexible and to accommodate short term, semi –permanent and fixed 'long term' provision. Canning (2011:120) supports the need for flexibility in play environments and cites Nicolson's (1971) 'loose parts' theory which relates to the possibility of inventiveness being in proportion to the amount and variability of resources available. Each of these ideas has been taken into consideration in the students' evaluations and could be included in any new provision on the sites.

2.2 Resources: the role of loose materials and nature in the park

Andrews (2012) supports Canning's (2011) ideas on 'loose parts' which provide play opportunities that are open ended, allow children to use their own ideas and make decisions about how they will use the materials available in their play. Loose parts can be found naturally in the outdoor environment for example, plants, trees, stones and rocks, flowers, leaves, twigs, pine cones, and seeds; these resources offer multiple possibilities for children. Fixed provision such as traditional play equipment,

on the other hand, provides limited possibilities due its lack of transferability and prescribed use (Wilson, 2012). Literature also suggests that sensory experiences are important for all children but provide added interest for children with complex learning disabilities or visual impairments (Casey, 2007). Planting involving herbs, flowers and plants with different colours, shapes and textures is a good way to provide more variety and interest for all users of the spaces.

2.3 Flexible provision: short term, semi -permanent and fixed provision

Casey (2007) identifies the need for provision to be flexible and to accommodate short term, semi –permanent and fixed ‘long term’ provision. She suggests that flexibility and variety can easily be provided by natural features in the environment, such as trees, plants, boulders and water. The long term provision, such as fixed play structures needs to be robust and easily maintained and may also include seating, shelter, pathways, signage, divisions of space, hills, walls, fences, large boulders and planting. Semi -permanent features may include seasonal planting, swings, perishable equipment (wooden rockers), mobiles, wind socks and equipment with ropes. These features may need to be replaced over months or a few years, depending on use. Short term provision may include equipment that can be used to support exploration of the environment, such as fishing nets or magnifying glasses for bug hunts; seasonal activities, such as Easter egg hunts or Halloween activities; and mark making activities including pens, pencils, paints and chalk. Arguably these short term features may be more challenging to provide in a public play space.

2.4 How health and safety informs park provision

Health and safety is paramount for children in any play space in order for them to feel secure and confident to explore, experiment and use their imaginations. Equipment provided needs to be clean, well maintained, in good working order and inclusive so all children can engage in play safely. Chipped paint poses the risk of injury and broken or unimaginative equipment may encourage children to try to use the equipment in ways that are not safe. (Wilson, 2012) Equipment needs to be age –appropriate, however, parents and children themselves are ultimately responsible for assessing their own abilities and individual capabilities cannot be fixed by age, signs should be provided to indicate this responsibility. The play spaces need to provide adequate supervision opportunities so consideration needs to be given to how the adults in the space will use it, this may include the layout of the space to maximise supervision or provision of seating and picnic tables to increase use by adults. Public play spaces need to include areas for disposal of litter, and dog faeces as well as provide clear signage for dog owners indicating where dogs are allowed and where leads should be used. Also the provision of hand washing facilities is important, especially in areas where children have opportunities to

engage with natural elements, for example, sand pits. Flooring and pathways need to be level, easily navigated by wheelchairs and pushchairs and of a suitable material to minimise accidents if children fall from equipment. Legal requirements for health and safety and the assessment of risk are fundamental in any public provision.

2.5 The role of risk and challenge in children's play

Risk is socially constructed and varies according to context and culture (Tovey, 2007) however, it is agreed by most authors that risk and challenge is important in children's outdoor play spaces (Gill, 2008; Tovey, 2007; Casey, 2007; Wilson, 2012). As identified by Wilson (2012) play spaces that do not provide choice and opportunities for creative play may result in children adding elements of risk into their play to provide challenge. A 'risk benefit assessment' approach is recommended (Shackell et al, 2008; Ball et al, 2012) which,

...allows providers to satisfy their legal obligations, while promoting a balanced approach that considers industry standards and other guidance in the light of local circumstances, and of children's need for more exciting and challenging play. (Shackell et al, 2008:44)

In order to learn to assess risk, children need opportunities to encounter it in their play and according to Tovey (2007) risky play supports children's emotional wellbeing, resilience and mental health.

3. Findings from phase one

3:1 Huthwaite Welfare Park – site evaluation



Huthwaite Welfare Park is a large open space comprising of a small fenced off play area for younger children surrounded by open grassland, and a larger area near the entrance which is aimed at older children comprising of a tennis court, and a skate park. Both areas were found to be in need of upgrading with equipment broken or missing and both are in need of updating. The smaller children's play area is aimed at younger children and consists of fixed play provision such as two swing sets, two age adapted roundabouts, balancing apparatus, painted footprints and climbing equipment and slide. Some of this equipment is poorly maintained with chipped paint and one of the swing sets is broken at the time of the observations with no swings attached and it is therefore unusable. The play area is surrounded by a metal fence, which makes for a cramped space which is not accessible for wheelchair users; there is no inclusive play equipment.

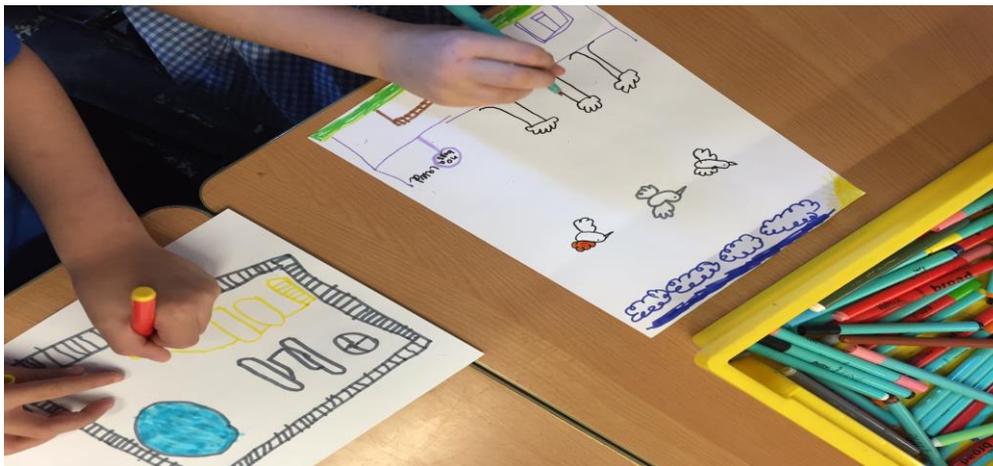
3:2 Brierley Forest Park: site evaluation



The play area at Brierley Forest Park consists of a fenced off space near to the car park and entrance. The area provides climbing frames, two age adapted swing sets, a roundabout, a slide and one wooden bench for adults next to an open wooden litter bin. All of the equipment in this space is covered chipped paint and graffiti and one of the swing sets is unusable, due to a missing swing. The rubberised tiles on the floor are lifting with weeds growing in between making them a potential trip hazard. This play area is set away from the Visitors Centre which is situated a little way into the park through woodland. Near to the Visitor Centre and café there is a fenced off sand pit with a snake structure which appears to be well maintained and well used and a fenced off pond area, which is full of tall reeds. There are also a number of wooden play structures and picnic benches for adults to occupy for supervision of their children. Opposite the visitor centre there is an area of open woodland with a few other structures for children, such as a small play house and a wooden chair. A short distance away from the visitor centre along a pathway there is an open fishing pond which has wheelchair accessible 'landings' for fishing.

3:3 Children's views and emerging themes related to fixed provision and resources

The research conducted in the two local schools with year two pupils formed part of a nature project. Two students each had a small group of children and involved them in a range of interactive and creative activities which enabled them to draw and talk about their views about park provision.



Findings clearly identified that traditional playground equipment such as climbing frames, slides and swings were important to children as well as 'risky' play features such as 'monkey bars', 'zip wires' and 'climbing walls'. Most of the children's drawings included these elements but this could be due to their own experiences and expectations of what a park should include. Children also requested that play equipment be provided for different ages on the same site, so they could play alongside older and younger siblings. For example, one response was '*the big kids can play on the monkey bars and the babies can play in the flower part*'. This was also recognised as being important for adults supervising children of different ages.

In the research, children expressed a preference for equipment made of wood or stone over metal and plastic, which could be considered in any new provision, for example, wooden fences were preferred over metal ones. They also expressed a preference for colour with a number of children making reference to 'rainbow' themed play provision. Swings and climbing frames were the most popular pieces of fixed equipment mentioned so these need to be provided as key features and in the case of swings, in plentiful numbers.

3:4 Children's views and emerging themes related to flexible provision & loose materials

Many of the children's suggestions included short term or semi-permanent provision. For example, reference was made to drawing and display of children's art work alongside opportunities for 'dress up'. These shorter term features may be more difficult to provide in a public play space, but they were highly valued by the children in the research. Most of the children's drawings featured flowers and many of the children identified flowers or places to grow things as being important in their designs. The children expressed interest in nature generally, but specific reference was made to the inclusion of water, in the form of a paddling pool (in one case under the zip wire) and a 'mud kitchen'. Also mentioned were a toy shop, a sweet shop and a soft play area.

3:5 Children's views and emerging themes related to health & safety

The children's knowledge and awareness of health and safety was clear, and they were already very risk-averse; the children indicated their preference for fenced off areas to keep out animals, and the need for safety signs in the park. Conversely, the children's interest in animals and wildlife was also clear, with one response stating '*animals live outdoors; they should be in the park too*'. The equipment within both sites was in need of repair mainly due to chipped paint, broken equipment or missing elements. It was noted that bins were uncovered, which could be a health and safety hazard and it is recommended that these are enclosed. Children expressed a preference for equipment made of wood or stone over metal and plastic, which could be considered in any new provision.

4. Findings from Phase Two

4.1. Visit to the Sure Start Children's Centre 'Stay and Play' session

The visit to the centre took place on 26 February 2016, and the tutors/researchers and the development worker had an opportunity to speak to the parents in the Stay

and Play session held that morning. All parents present were mothers and there was no father in attendance at this particular session. In total, 10 mothers were informally interviewed by the tutors using prompt questions during the session.

Summary of key findings in relation to Brierley Forest Park and mothers' views:

- Brierley Forest Park was the favoured park of all the participants; one participant described it as *'picturesque, free and clean'*. Another mentioned avoiding the park as *'he always seems to get covered in dog poo'*.
- Brierley Forest Park viewed positively in relation to dog walking, exercise, the café, the sand pit and the play trail. One participant said, *'I use Brierley, love the sand pit and the fishing dipping pond.'*
- The Brierley Forest Park fenced off play area is seen by participants as requiring updating, poor quality and unsafe equipment. The fixed provision is identified as being not size or age appropriate.
- Three participants said there was little in the fenced play area to keep children engaged for long. Responses included, *'He is bored after 10 minutes'* and, *'...gets bored after 15 mins or so'*.
- Two participants mentioned the need for lots of adult supervision on the fenced play area because of the poor equipment and potential danger from it. One response was, *'too much supervision needed for safety- would prefer less supervision, to increase independence, to let him go and explore by himself'*.
- Brierley Forest Park Fun Days specifically mentioned by two participants, stating they are *'brilliant, we love them'*.

Summary of key findings in relation to Huthwaite Welfare Park and mothers' views:

- Huthwaite Welfare park - participants said they chose not to use this park because of its limited provision for younger children and the broken and poor state of the equipment on the site. One participant said, *'I won't let my children go on there, it is vandalised, it has rude writing and there are older children on the skate park.'*
- Huthwaite Welfare is viewed as being for older children and particularly for boys. One participant identified the lack of equipment for younger ages stating, *'It contains bigger stuff, too big for a two year old – nothing in-between. There is good green space for running and a skate park for older children, he may use it when he is older.'* One participant mentioned the park contained the *'Odd characters, it puts me off'*.

What would they like to see in the parks?

- The participants had many ideas about the parks, with Sutton Lawn in Sutton in Ashfield, Alfreton Park, Markeaton Park in Derby and Chatsworth Park (at Chatsworth House) cited as excellent examples of what Brierley Forest Park could be like. Sutton Lawn was described as including,

'Big trees, a big park, a big sandpit with bridge and tipping things for sand and people bring their own buckets and spades. There are sound pipes, so they can talk to each other, big swings, disabled swings, smaller and bigger climbing frames that older children can also access'.

- Participants expressed ideas about park provision which included more variation alongside traditional play equipment. Ideas included: appropriate and safe flooring, age appropriate resources for all children, wooden resources, dens and dug outs, sand pits, options to build things, a paddling pool, picnic tables, willow tunnels, appropriate large spaces for running and walking, zip wires, large wooden climbing structures, very high climbing structures, bouncy structures, noisy structures, big slides, bikes & scooters, trampolines, tunnels, mirrors, mirror maze and opportunities for more imaginative play. One participant mentioned the need for a *'...parents sitting area, so you can watch them'*.
- One participant with older children said Huthwaite Welfare was a hub for older children and young people but, *'Most of the time they just end up sitting on the street'*. She suggested provision such as the Westfield Folk House with a minimum entry cost of say £1 per person. Another participant mentioned the need for *'shelter for the older ones'*.
- One participant mentioned the need for community development in the area generally, stating, *'Huthwaite has a bad reputation, it would be good for people to want to be here, community development is important'*. Regular maintenance and the need for plenty of bins were also mentioned.
- Three participants said they would like to see an outdoor tap near the sand-pit in Brierley Forest Park so that hands, feet and buggies could be hosed down after using the pit and before using the café.

4.2 Visit to the youth centre

The visit took place on Friday evening on the 26 February 2016 and 16 children and young people took part in discussions with the researchers. One group contained 10

girls and boys aged 11 years and younger. Two girls aged 13 and 12 years were also spoken to together; two boys aged 14 and 15 years were spoken to together; one male who was nearly 16 years of age and a one female of 14 year of age were spoken with together. While the tutor led the discussion, the development worker took notes for moderation purposes and prompted further discussion as appropriate.

Here is a summary of the findings from each group:

- The group of ten children aged 11 years and younger provided many ideas about how they would like to see the Welfare Park and youth provision improved, these included an improved skate park, the addition on the park of swings/slides/ropes/zip wires/den building/high climbing frames/spinners/tyres/football pitches where the tennis courts are including Astro-turfing and '*something adventurous*'. They said that dogs can sometimes be a nuisance on this park.
- One participant in this group said, '*There are loads of trees on the park but we can't do anything with them, such as creating wood sculptures*'.
- This group also suggested that the youth centre be open from 5 p.m. and they would like to see more games to play in there and '*creative things*' and dressing up clothes, a trampoline, and painting.
- The two males aged 15 and 14 years old said they were concerned about the state of the Welfare Park and things like glass on the floor, they said they visit the park every day and play 'footie' and 'catch'. They would like to see a 4G pitch with flood lights and have access to drinks '*like Sutton Lawn*'. They would like a BMX track and they said the skate park was not good. They said '*Sutton Lawn is amazing*'. They would also like to see shelter/seating and lighting on the park for young people to gather together.
- The one male, nearly 16 years old and female aged 14 years, said they would like a space on the park to '*...keep warm, just chat*'. He too was concerned about dog mess on the park. He said he used the youth bus that came to the village. He said he thought the '*little kids play area was not good*' and he would like to see an improved skate park with more ramps. He had many ideas about how improvements could be made suggesting Fun Days for older kids with music especially in the summer. He suggested fund raising activities by young people themselves for the youth club which he described as '*in an awful condition*'. Like others, both participants cited Sutton Lawn as an example of how things could be. He said his concerns about the youth club were the lack of opening times, that the pool table was broken, that there were no decent chairs to sit on, the place was *scruffy* and the decoration was poor, he said, '*In the summer I stay out all day but there is nowhere to go.*'

- The two females, aged 12 and 13 years, said they would like to see improvements on the Welfare and suggested shelter, seating with benches, lighting and a place to meet others. They said they did not feel safe on the park. They said they come to the Welfare after school and then usually return later because '*there is nothing to do*'. They both visited the youth bus. They said the youth centre needed to be colourful, attractive and have seating.
- Many children and young people expressed enthusiasm about being involved in supporting the provision with offers of funding raising and doing work themselves. They were also very excited about the fact that a graffiti artist was visiting and would be working with them, this was the main topic of discussion during the evening with the volunteer worker receiving many question about when this would be happening.

5. Project Recommendations

5:1 Huthwaite Welfare Park

Fixed equipment on this park needs to be well maintained and clean and to include ramps, even, safe pathways and adapted provision for wheelchair access. The inclusion of climbing equipment and traditional fixed provision such as slides, swings, and roundabouts was seen as important for the children in the research so this needs to be taken in to consideration; swings were very popular, so should be in plentiful supply for all ages. The children also identified 'risky' provision such as climbing walls, zip wires, and climbing frames, the inclusion of an extended climbing frame or climbing wall would be a way to incorporate these ideas within new proposals.

If possible, fences should be removed to provide opportunities for engagement with natural resources, or natural elements should be included in the play space itself: planting to include flowers, trees and sensory elements to encourage wildlife and water play would be beneficial. Alternatively, the relocation or extension of the whole play space for younger children into a more natural and shaded space could be a solution and would provide access to a wider range of natural resources and shelter. Provision for parental supervision such as benches or a picnic area would provide enhanced supervision and could encourage more public use. Rubbish bins should be covered and regularly cleaned and emptied, ideally provision should be made for recycling to encourage children and adults to take more care of the environment. Hand washing facilities could be provided especially in areas where children have access to natural elements. Children specifically requested areas for drawing and the display of art work, the provision of blackboard areas for chalk may be a short term solution to this. Another solution would be to include children's work in the design of the play space. Involving children in the design and production of

pathways, stepping stones, tiles, mosaics to construct the play space would provide long term ownership and pride in the space. Children requested that age specific equipment be placed alongside each other, so that they could play with older and younger siblings, this may need consideration in any future designs.

Both play areas in the research had access to wide open spaces and plenty of rich, natural resources, such as water, trees, plants, twigs, flowers and animals, but these were not being utilised as effectively as they could have been. In both sites the play provision was fenced off from the natural spaces creating a division between children and the natural environment. Whilst it is recognised that this is important for health and safety, this aspect needs to be reviewed. Within the research many children referred to animals and plants as being important and it may be helpful to consider how the parks can make the birds, animals and insects that currently reside in the park more accessible for children. For example, the provision of nature centres, bird tables or planting to encourage other wildlife such as butterflies and bees would enhance both spaces. Most of the younger children identified flowers as being important in their preferred designs and Casey (2007) suggests that flexibility and variety can be provided by natural features in the environment, such as flowers, trees, plants, boulders and water. This would not only attract wildlife but would also incorporate texture, shelter and variety.

5:2 Brierley Forest Park

Opening up play spaces and situating fixed provision within natural areas or woodland arguably provides more creative and imaginative opportunities and more flexibility. (Wilson, 2012; Hodgman, 2011) The relocation of the play equipment on Brierley Forest Park to nearer the visitor centre would ensure better adult supervision as this area provides benches and a picnic area for families. Children are more visible in this area and arguably safer, due to the café and visitor centre which appears well used and populated. Both sites included signs excluding animals and warnings regarding supervision and expected age appropriateness, this needs to be continued in any future revisions of the sites and this was also recognised by children as being important. The unique and individual nature of children's capabilities also needs to be considered here as this is not fixed by age, so equipment that provides challenge and can be used in different ways is important. Any new provision needs to consider children's interest in traditional play equipment as identified previously to include swings, climbing equipment, slides and roundabouts. The inclusion of a climbing frame or climbing wall of varying difficulty would be a way to incorporate these ideas within new proposals. Within the woodland a zip wire could also be provided to provide challenge and excitement, or other equipment between the trees, such as a climbing net or tree house. Natural features such as trees and large boulders can also provide challenge for children providing climbing opportunities and large body movements.

Removal of some of the woodland will open up the space and provide opportunities for new equipment, while providing natural shelter and spaces to explore. The provision of a nature trail through the woodland could provide more opportunities for engagement with natural resources; this would need to include accessible pathways and ramps for push chair and wheelchair users. Alongside these elements quiet, intimate spaces need to be provided, particularly for children with special educational needs and disabilities. A meeting space using a ring of logs or areas for possible den making could also be considered. Planting also needs to be considered carefully to include flowers to encourage natural habitats for animals as well as centres of interest and sensory opportunities for all children. The planting of herbs, flowers and elements that makes noise (different types of trees and plants) would also enhance sensory opportunities. The small pond needs reviewing as in its present state it provides limited opportunities for any engagement with nature or water. A small bridge could be provided or lower fencing with viewing spaces or 'fishing windows', so children could safely view the water and the animals that live in the pond area.

Short term features were highly valued by the children in the research, especially mark making equipment. The provision of areas for use of chalks could be a way forward here for younger children, or for older children a 'graffiti wall' could be provided. The children in the research also identified 'dressing up' as something they would like to do. A possible solution would be for the visitor centre to provide collections of semi-permanent equipment which could be 'borrowed' for a small fee, these could be 'themed' such as bug hunts, or 'seasonal' activities such as Halloween or Easter trails.

5.3 Needs of older children and young people

The findings from the small scale study undertaken at the youth club demonstrate that older children and young people are very aware of the paucity of provision on the park and there was a shrewd awareness demonstrated in their articulations about how the club and the Welfare Park do not meet their needs. Many children talked about how Huthwaite was seen as the poor neighbour of Sutton, the comparison with Sutton Lawn often mentioned in quite envious terms. This was also reflected in comments from the mothers at the Sure Start Centre.

The Welfare Park appears to be a very popular meeting point for older children directly after school and later in the evening. One of the most common requests was for a meeting space that had shelter and lighting. Again, Sutton Lawn was mentioned by a number of participants as being the sort of space they would welcome in the park. When the researcher visited the youth club it was on a very cold evening but this did not stop many children and young people attending in spite of the fact that the actual space provides few resources for them and is in a general

state of disrepair. This suggests that this type of provision is popular and well used and therefore providing a valuable space for older children and young people to meet.

6. Summary and Conclusion

The research indicates that both play areas are in need of renovation in order to provide inclusive play environments to adequately meet the needs of children and families in the area. At present, the equipment on both sites is in need of repair and there is a lack of challenging, imaginative, age appropriate provision in general. The older children identified a lack of appropriate meeting spaces and shelter within the parks while general provision in the village for older children and young people is seen as lacking by many of the participants in the study.

It is suggested that the natural features within both parks are not being utilised to their full benefit and capacity; there is an opportunity to explore this further in order to meet the diverse needs of children and young people. A number of other play areas have been identified by participants as providing more appropriate solutions with many references to a number of public parks – Sutton Lawn and Markeaton Park the most cited by children and adults, as ideal examples of what a park should be like.

It is recommended that the Council, alongside the suggestions within this report, make reference to these ‘ideal’ play spaces to identify how they provide for children and families in relation to the future design and provision on the two parks. Involving children in the process of renovation from the planning stage to the construction stage may be a way to encourage children’s ownership and pride in their local environment; this may contribute to the maintenance of these spaces on a long term basis. One thing that was apparent to staff and students when undertaking the research with children and young people in schools and in the youth centre, was their overwhelming enthusiasm and desire to tell us about their ideas and views about how they would like to see local park provision, for us this reinforced the value of outdoor play spaces and their importance in children and young people’s lives and well-being.

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June 2016