

Tools for evaluating local play provision: A technical guide to Play England local play indicators

Appendix 2a: Quality Assessment Tool - Guidelines and definitions

Classification of playable spaces

Type A: 'Door-step' spaces and facilities for play and informal recreation

A small space, within sight of home, where children, especially young children can play within view of known adults.

For example, this could be a grassed area, open space, residential street in a home zone or small designed play area, where young children to play within sight of known adults. The space could incorporate some interesting and attractive landscape features and/or a small number of items of play equipment and create an environment which will stimulate young children's play, providing opportunities for a variety of play experiences, bearing in mind that older children and young people may also use the space from time to time. A doorstep space would be sufficiently close to home for the children who use it to feel safe and be able to interact with individuals and groups of other children. It should also be capable of catering for the needs of children with a range of impairments. Seating may be available for carers to be able to sit, watch and meet other people.

Type B: 'Local' spaces and facilities for play and informal recreation

A larger space which can be reached safely by children beginning to travel independently and with friends, without accompanying adults and for adults with young children to walk to with ease.

For example, this could be a grassed area, small park, local open space, designed space for play or informal recreation or school playground open out of school hours, which is attractive to children as they begin to move around their neighbourhoods without being accompanied by adults. These spaces and facilities provide varied and interesting physical environments including, for example, natural features, sand and water, and incorporate landscape features with varying levels and contours, which test children's capabilities. There might also be features designed for specific activities such as ball games, wheeled sports or meeting places and/or several of items of play equipment offering a variety of play experiences. Play facilities might also include local staffed play provision such as play centres, play-schemes, play ranger projects and adventure play grounds. These spaces and facilities should also be capable of catering for the needs of children with a range of impairments. The children who use these spaces and facilities ought to feel safe and be able to interact with individuals and groups of other children of different ages.

Type C: 'Neighbourhood' spaces and facilities for play and informal recreation

A larger space or facility for informal recreation which children and young people, used to travelling longer distances independently, can get to safely and spend time in play and informal recreation with their peers and have a wider range of play experiences.

For example, this might be a park, playing field, recreation ground or natural open space such as woodland, moorland or a beach, accessible and attractive to older children and young people. The space or facility provides for a variety of age appropriate play and informal recreational experiences. It might provide a varied and interesting physical environment incorporating some interesting and attractive landscape features with varying levels and contours. There are likely to be more challenging items of equipment and features that meet the needs of older children and young people. Larger facilities specifically designed for informal recreation could be present, such as a ball court, multi-use games area or skateboard area, which can provide the opportunity for a variety of experiences to young people with differing skills levels. These spaces and facilities should also be capable of catering for the needs of children and young people with a range of impairments. There is likely to be sufficient space to play large group ball games and seating/shelter to enable young people to socialise with their friends

Assessment guidelines and definitions

Score between one and five.

One as the lowest score, and five as the highest score, 0 if absent.

TYPE A: Door-step spaces and facilities: A small space, within sight of home, where children, especially young children can play within view of known adults.					
	Score: 1= low score 5 = high score				
	1	2	3	4	5
INVOLVEMENT OF CHILDREN					
Were children involved in the development of the site? (This score is for your own use only. It will not be counted in the final score).	Children were not consulted on any aspect of the development of the site.		Children were consulted about the development of the site once.		A representative sample of local children were consulted continuously and participated actively in the design and development process throughout.
LOCATION					
Informal oversight by passers-by or nearby properties such as houses or community centres.	Site has obstructed lines of sight, few passers-by at any time.		Site has some informal oversight by adults but passers-by are few, or only at certain times.		Site has a good level of informal oversight by adults, for example views are unobstructed, site is in an area with people frequently passing by or through it or in full view of local housing.
Well used by children (evidenced by site visits, replacement of worn parts using desk research and local knowledge).	Site is used by few or no children at whom it is aimed. There is no evidence of wear and tear such as well-worn grass or replacement of worn parts infrequent.		Site has a reasonable level of use by those children at whom it is aimed, moderate replacement of worn parts.		Site is well used by children. There is evidence of wear and tear such as well-worn grass, local knowledge and observations of children using the space or frequently replaced worn parts on equipment.
Getting there.	Site is on opposite side of a major access barrier for the majority of children who would hope to use it		Site is close to home but need to take a circuitous route or cross a busy road to get there.		Young children and accompanying adults can get to the site easily, safely and independently from their homes. No significant hazards to accessing the play space safely.

TYPE A: Door-step spaces and facilities: A small space, within sight of home, where children, especially young children can play within view of known adults.					
	Score: 1= low score 5 = high score				
	1	2	3	4	5
Personal safety, security and lighting.	Site and access routes feel unsafe even in day light or site is located by a busy road.		Site and access routes feel safe in daylight but not after dark. Site is near a busy road.		Site and access routes feel safe at all times and have good exit routes. Both are well lit after dark if open. Site is located away from busy roads.
Getting there for those with impairments or with buggies and pushchairs.	Some children are excluded by poor access; site is not readily accessible to buggies. There are no alternatives to poor pathways and ground is uneven. Sudden changes to surfacing are not easily identified.		Site can be accessed by some e.g. those pushing buggies and children with some mobility, but presents difficulties for others e.g. those with severe impairments, so that they cannot take full advantage of the facility.		Space is accessible for all children, including those who are disabled, have sensory impairments or other specific requirements. Site is accessible to buggies and pushchairs. Good pathways to the site offer an alternative to uneven ground and steps. Entrances and sudden changes in surfaces are easily identifiable. Accessible parking nearby to play space..
Meeting other children.	Site located where no other children likely to pass by e.g. away from homes, hidden away.		Site located where there may some opportunity for other children to pass by e.g. a quieter road.		Site located where there is a very high likelihood of other children passing by and joining in play e.g. on the way to and from school or local shops
Designed for the site.	The play space stands out and does not look attractive. No attempt has been made to design the space to complement the settings.		Some attempt has been made to integrate the play equipment and features.		The play space is an attractive place in its own right, with a distinctive and welcoming character, and located with regard to its setting.
PLAY VALUE					
Enticing to children to play.	Signs or other deterrents including adults prohibit children from playing e.g. no ball games, no children signs; unappealing, tired looking.		Children have restricted access, or are limited in what they can do by regulation, design or attitudes. Site locked when children may wish to play.		Visible signs welcoming children to play using signage and other playful messages, space is child-friendly and appealing. Children and adults feel relaxed (if observed) and at ease. Site open when children may wish to play.

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	1	2	3	4	5
Play opportunities for disabled children.	Site offers little or nothing for children with sensory or physical impairments.		Limited play offer to children with physical or sensory impairments. Disabled children and non-disabled children unlikely to be able to play together.		Play features are designed for a range of abilities and impairments including sensory and physical impairments and behaviours. Disabled and non-disabled children are able to play together.
Movement.	Site offers no or limited opportunity for movement.		Site offers few opportunities for running, tumbling, wheeled activity, rolling, rocking, swinging, balance, climbing or moving around.		Children can run, roll, run, tumble, wheeled activity, rock, swing, balance, climb or moving around freely using their whole bodies or on wheels.
Ball games.	No space for ball games or ball games prohibited.		Small space or too close to equipment allowing only limited space to play with balls.		Ball games area sufficient to kick a ball around, not too close to other play features
Opportunities to change the environment/space (loose parts).	The site offers no opportunities for children to change their environment (e.g. only limited fixed equipment is available).		The site offers some opportunities to change the environment e.g. through some natural features that might encourage children to change the way they use the space.		The site encourages children to alter the play space in different ways to enhance their play e.g. den building, obstacle courses, bridges over streams and creating shade using the natural environment.
Access to natural environment.	Landscaping and planting either actively discourages play or no opportunities are available to engage with the natural environment.		Landscaping and planting is minimal and offers limited provision for encounters with natural environment.		Site provides some natural features such as trees, bushes, plants, shrubs, wild flowers and long grass, sand, water, rocks, and a variety of levels; and a range of visual and sensory stimuli.
Places for children to sit.	No places for children to sit.		Limited places for children to sit, not suitable for playing or talking together.		Children can sit and play or talk together, places for children to sit are incorporated into the play space, and near to tables or other seated play surfaces.
Added play value: the site offers more than just a	Features (including equipment, natural features and		Features (including equipment, natural features and		Features (including equipment, natural features and landscaping) are advanced in

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basic experience of sensation. It offers possibilities for children to take risks without hazards, to intensify the experience or broaden it.	landscaping) are at basic level only and add little to play value.		landscaping) are more than basic and adds to play value, but does not do so significantly.		nature and add significantly to play value e.g. loose parts, places to hide/for reverie, good integration and use of natural environment, a range of textures, planting, use of contours, opportunities for challenge and risk-taking, areas where cooperation is needed, and attention paid to all the senses.
CARE AND MAINTENANCE					
Well maintained.	Extensive litter or hazardous debris, planting in poor condition, unacceptable graffiti present.		Partly meets criteria for excellence but fails on two or more items.		No evidence of litter or hazardous items, well drained where appropriate, planting is regularly cared for, maintained with play value in mind, no unacceptable graffiti.
Health and safety (May require desk research).	No programme of regular maintenance, safety checks and risk benefit assessment.		Risk assessments take little or no account of potential benefits, appropriate adherence to health and safety standards but maintenance and safety checks on an ad hoc basis.		Regular inspection for unexpected hazards; regular cleaning and general maintenance programmes; dog-free areas; traffic calming; meet agreed safety standards, regular risk /benefit assessment, regular inspection regimes, regular maintenance programmes, as appropriate.
Seating for adults.	No seating for adults.		Limited seating or seating is not well sited for observing play.		Adults can sit and observe children playing.
Litter bins.	No litter bins/ bins in poor condition, or bins are full.		One bin, not full and in adequate condition.		One or more bins in good condition and not full.
Dog free zones.	Dogs have unrestricted access to the whole site/ evidence of dog fouling.		Measures taken to exclude dogs but evidence that dogs are entering site.		Management of dog fouling in place through bins, clarification of dog free areas, signs discouraging owners from bringing dogs to site, no evidence of fouling.

TYPE B: Local spaces and facilities: A larger space which can be reached safely by children beginning to travel independently and with friends, without accompanying adults and for adults with young children to walk to with ease.					
	Score: 1 = low score 5 = high score				
	1	2	3	4	5
INVOLVEMENT OF CHILDREN					
Were children involved in the development of the site? (This score is for your own use only. It will not be counted in the final score).	Children were not consulted on any aspect of the development of the site.		Children were consulted about the development of the site once.		A representative sample of local children were consulted continuously and participated actively in the design and development process throughout.
LOCATION					
Informal oversight by passers-by or nearby properties such as houses or community centres.	Site has obstructed lines of sight, few passers-by at any time.		Site has some informal oversight by adults but passers-by are few, or only at certain times.		Site has a good level of informal oversight by adults, for example views are unobstructed, site is in an area with people frequently passing by or through, or in view of local housing or community buildings.
Well used by children (evidenced by site visits, replacement of worn parts using desk search and local knowledge).	Site is used by few or no children at whom it is aimed. There is no evidence of wear and tear such as well-worn grass or replacement of worn parts infrequent.		Site has a reasonable level of use by those children at whom it is aimed, moderate replacement of worn parts.		Site is well used by children. There is evidence of wear and tear such as well-worn grass, local knowledge and observations of children using the space or frequently replaced worn parts on equipment.
Getting there.	Site is on opposite side of a major access barrier for the majority of children who would hope to use it.		Children can get to the site independently but need to take a circuitous route or cross a busy road to get there and the site has limited access by footpath or cycle route.		Children can get to the site easily, safely and independently without facing significant hazards. There is safe access to the site using footpaths and cycle routes.
Personal safety, security and lighting.	Site and access routes feel unsafe even in day light or site is located by busy road.		Site and access routes feel safe in daylight but not after dark, Site is near a busy road.		Site and access routes feel safe at all times and have good exit routes. Both are well lit after dark if open. Site is located away from busy roads.

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	Score: 1 = low score 5 = high score				
	1	2	3	4	5
Getting there for those with impairments or with buggies and pushchairs.	Some children are excluded by poor access; site is not readily accessible to buggies or pushchairs. There are no alternatives to poor pathways to the site, uneven ground, steps. Sudden changes to surfacing are not easily identified.		Site can be accessed by some e.g. those pushing buggies and children with some mobility, but presents difficulties for others e.g. those with severe impairments, so that they cannot take full advantage of the facility.		Space is accessible for all children, including those who are disabled, have sensory impairments or other specific requirements. Site is accessible to buggies and pushchairs. Good pathways to the site offer an alternative to uneven ground and steps. Entrances and sudden changes in surfaces are easily identifiable. Accessible parking nearby to play space.
Meeting other children.	Site located where no other children likely to pass by e.g. away from homes, hidden away.		Site located where there may some opportunity for other children to pass by eg a quieter road.		Site located where there is a very high likelihood of other children passing by and joining in play eg on the way to and from school or local shops.
Designed for the site.	The play space stands out and does not look attractive. No attempt has been made to design the space to complement the settings.		Some attempt has been made to integrate the play equipment and features.		The play space is an attractive place in its own right, with a distinctive and welcoming character, and located with regard to its setting.
PLAY VALUE					
Enticing to children to play.	Signs or other deterrents including adults prohibit children from playing e.g. no ball games, no children; unappealing, tired and unattractive.		Children have restricted access, or are limited in what they can do by regulation design or attitudes. Site locked at times when children may wish to play.		Visible signs welcoming children to play using signage and other playful messages. Space is child-friendly and appealing. Children and adults feel relaxed (if observed) and at ease. Site open at times when children may wish to play.
Play opportunities for disabled children.	Site offers little or nothing for children with sensory or		Limited play offer to children with physical or sensory		Play features are designed for children with a range of abilities and impairments,

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	1	2	3	4	5
	physical impairments.		impairments. Disabled children and non-disabled children are unlikely to be able to play together.		including sensory and physical impairments and behaviours. Disabled and non-disabled children are able to play together.
Meets play needs of different ages.	Play features meet the play needs of only one age group.		Play features suitable for two different age groups – eg young children and those of junior school age.		Play features meet the play needs of all age groups up to and including teenagers.
Movement.	Site offers a limited opportunity for movement.		Site offers some features that enable running, tumbling, wheeled activity, rolling, rocking, swinging, balance, climbing or moving around.		Children can run, roll, run, tumble, do wheeled activity, rock, swing, balance, climb or move around freely using their whole bodies or on wheels.
Imaginative play.	The site has no design features to provoke the children's imagination, fantasy or role play.		The site has limited design features to provoke the child's imagination, fantasy or role play.		The site is deliberately designed to provoke and engage children's imagination, encourage fantasy and role play e.g. through changes in level and texture, loose parts, sculptures, natural features and imaginative signage.
Ball games.	No space for ball games or ball games prohibited.		Ball games area but no markings, limited equipment, or too small a space for more than one group of children to play ball games.		Sufficient space for team ball games, football etc; ball games area marked out and equipped for a range of ball games, for more than one group of children at one time, not too close to other play equipment or features.
Opportunities to change the environment/space (loose parts).	The site offers no opportunities for children to change their environment (e.g. only limited		The site offers some opportunities to change the environment e.g. through some		The site encourages children to alter the play space in different ways to enhance their play eg den building, obstacle

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Score: 1 = low score 5 = high score					
	1	2	3	4	5
	fixed equipment is available).		natural features that might encourage to change the way they use the space.		courses, bridges over streams and creating shade using the natural environment.
Access to natural environment.	Landscaping and planting either actively discourages play or no opportunities are available to engage with the natural environment.		Landscaping and planting is minimal and offers limited provision for encounters with natural environment.		Site provides a range of natural features such as trees, bushes, plants, shrubs, wild flowers and long grass, sand, water, rocks, and a variety of levels; and a range of visual and sensory stimuli. There is opportunity to use the natural environment in play.
Places for children to sit.	No places for children to sit.		Limited places for children to sit, not suitable for playing or talking together.		Children can sit and play and talk together, places for children to sit are incorporated into the play space, and near to tables or other seated play surfaces.
Added play value: the site offers more than just a basic experience of sensation. It offers possibilities for children to take risks without hazards, to intensify the experience or broaden it.	Features (including equipment, natural features and landscaping) are at basic level only and add little to play value.		Features (including equipment, natural features and landscaping) are more than basic and add to play value, but does not do so significantly.		Features (including equipment, natural features and landscaping) are advanced in nature and add significantly to play value e.g. loose parts, places to hide/for reverie, good integration and use of natural environment, a range of textures, planting, use of contours, opportunities for challenge and risk-taking, areas where cooperation is needed, and attention paid to all the senses.
CARE AND MAINTENANCE					
Well maintained.	Extensive litter or hazardous debris, planting in poor condition, unacceptable graffiti present.		Partly meets criteria for excellence but fails on two or more items.		No evidence of litter or hazardous items, well drained where appropriate, planting is regularly maintained with play value in

TYPE B: Local spaces and facilities: A larger space which can be reached safely by children beginning to travel independently and with friends, without accompanying adults and for adults with young children to walk to with ease.					
	Score: 1 = low score 5 = high score				
	1	2	3	4	5
					mind, no unacceptable graffiti
Health and safety (May require desk research).	No programme of regular maintenance, safety checks or risk benefit assessment.		Risk assessments take little or no account of potential benefits. Adherence to health and safety standards but maintenance and safety checks on an ad hoc basis.		Regular inspection for unexpected hazards; regular cleaning and general maintenance programmes; dog-free areas; traffic calming; meet agreed safety standards, regular risk/benefit assessment, regular inspection regimes, regular maintenance programmes, as appropriate.
Seating for adults.	No seating for adults.		Limited seating or seating is not well sited for observing play.		Adults can sit and observe children playing.
Litter bins.	No litter bins/ bins in poor condition, or bins are full.		One bin, not full and in adequate condition.		Two or more bins in good condition and not full.
Dog free zones.	Dogs have unrestricted access to the whole site/ evidence of dog fouling.		Measures taken to exclude dogs but evidence that dogs are entering site.		Management of dog fouling in place through bins, clarification of dog free areas, signs discouraging owners from bringing dogs to the site, no evidence of fouling.
Presence of supervisory adults (e.g. park keepers, street wardens, play rangers, community support officers).	No supervisory adults in the vicinity when children likely to be playing.		Supervisory adults in the vicinity at some times children might want to be playing.		Supervisory adults always likely to be in the vicinity at times children might want to be playing.
Toilets/Changing facilities.	Restricted use of toilets. Toilet poorly maintained. No accessible toilets.		Toilets available and adequately maintained, but not easily accessible, e.g. too far away or locked when children wish to use them.		Fully accessible, well maintained toilets available for children and adults whilst at the site. Changing facilities for children of different ages including disabled children.

TYPE C: Neighbourhood spaces and facilities: A larger space or facility for informal recreation which children and young people, used to travelling longer distances independently, can get to safely and spend time in play and informal recreation with their peers and have a wider range of play experiences.					
	Score: 1 low score 5 high score				
	1	2	3	4	5
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE					
Were children and young people involved in the development of the site? (This score is for your own use only. It will not be counted in the final score).	Children and young people were not consulted on any aspect of the development of the site.		Children and young people were consulted about the development of the site once.		A representative sample of local children and young people were consulted continuously and participated actively in the design and development process throughout.
LOCATION					
Informal oversight by passers-by or nearby properties such as houses or community centres.	Site has obstructed lines of sight, few passers-by at any time.		Site has some informal oversight by adults but passers-by are few, or only at certain times.		Site has a good level of informal oversight by adults, for example views are unobstructed, site is in an area with people frequently passing by or through it or in view of local housing or community buildings.
Well used by children and young people (evidenced by site visits, replacement of worn parts using desk search and local knowledge).	Site is used by few or no children and young people at whom it is aimed. There is no evidence of wear and tear such as well-worn grass or replacement of worn parts infrequent.		Site has a reasonable level of use by those children and young people at whom it is aimed, moderate replacement of worn parts.		Site is well used by children and young people. There is evidence of wear and tear such as well-worn grass, local knowledge observations of children and young people using the space or frequently replaced worn parts on equipment.
Getting there	Site is on opposite side of a major access barrier for the majority of children and young people who would hope to use		Children and young people can get to the site independently but need to take a circuitous route or cross a busy road to get there		Children and young people can get to the site easily, safely and independently without facing significant hazards. There is safe access to the site using footpaths or

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Score: 1 low score 5 high score					
	1	2	3	4	5
	it.		and the site has limited access by footpath or cycle route.		cycle routes.
Personal safety, security and lighting.	Site and access routes feel unsafe even in day light or is located by a busy road.		Site and access routes feel safe in daylight but not after dark. Site is near a busy road.		Site and access routes feel safe at all times and have good exit routes. Both are well lit after dark if open. Site is located away from busy roads.
Getting there those with impairments or with buggies and pushchairs.	Some children and young people are excluded by poor access; site is not readily accessible to buggies. There are no alternatives to poor pathways to the site, uneven ground, steps. Sudden changes to surfacing are not easily identified.		Site can be accessed by some e.g. those pushing buggies and children and young people with some mobility, but presents difficulties for others e.g. those with severe impairments, so that they cannot take full advantage of the facility.		Space is accessible for all children and young people, including those who are disabled, have sensory impairments or other specific requirements. Site is accessible to buggies and pushchairs. Good pathways to the site offer an alternative to uneven ground and steps. Entrances and sudden changes in surfaces are easily identifiable. Accessible parking nearby to play space.
Meeting other children and young people	Site located where no other children and young people likely to pass by e.g. away from homes, hidden away.		Site located where there may some opportunity for other children and young people to pass by e.g. a quieter road.		Site located where there is a very high likelihood of other children and young people passing by and joining in play eg on the way to and from school or local shops.
Designed for the site	The play space stands out and does not look attractive. No attempt has been made to design the space to complement the setting.		Some attempt has been made to integrate the play equipment and features.		The play space is an attractive place in its own right, with a distinctive and welcoming character, and located with regard to its setting.

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	Score: 1 low score 5 high score				
	1	2	3	4	5
PLAY VALUE					
Enticing to children and young people to play.	Signs or other deterrents including adults prohibit children and young people from playing e.g. no ball games, no children and young people; unappealing, tired, run down.		Children and young people have restricted access, or are limited in what they can do by regulation, design or attitudes. Site locked at times when children and young people may wish to use it.		Visible signs welcoming children and young people to use the space, signage and other messages, space is child-friendly and appealing. Children and adults feel relaxed (if observed) and at ease. Site open at times when children and young people may wish to use it.
Opportunities for disabled children and young people.	Site offers little or nothing for children and young people with sensory or physical impairments.		Limited offer to children and young people with physical or sensory impairments. Disabled children and young people and non-Disabled children and young people are unlikely to use the space together.		Features are designed for a range of abilities and impairments including sensory and physical impairments and behaviours. Disabled and non-Disabled children and young people are able to use the space together.
Meets needs of different age groups.	Features meet the play needs of only one age group		Play features suitable for two different age groups.		Play features meet the play needs of all ages including teenagers.
Movement.	Site offers a limited opportunity for movement.		Site offers some features that enable running, tumbling, wheeled activity, rolling, rocking, swinging, balance, climbing or moving around.		Children and young people can move freely in different ways including, for example, running, tumbling, wheeled activity, rock, swing, balance, climb or moving around freely using their whole bodies or on wheels.

TYPE C: Neighbourhood spaces and facilities: A larger space or facility for informal recreation which children and young people, used to travelling longer distances independently, can get to safely and spend time in play and informal recreation with their peers and have a wider range of play experiences.					
Score: 1 low score 5 high score					
	1	2	3	4	5
Stretching the imagination.	The site has no design features to provoke the children and young people's imagination, fantasy or role play.		The site has limited design features to provoke the child's imagination, fantasy or role play.		The site is deliberately designed to provoke and engage children and young people's imagination, encourage fantasy and role play e.g. through changes in level and texture, loose parts, sculptures, natural features and imaginative signage.
Ball games.	No space for ball games or ball games prohibited.		Ball games area but no markings, limited equipment, or too small a space for more than one group of children and young people to play ball games.		Sufficient space for team ball games, football etc, Ball games area marked out and equipped for a range of ball games, for more than one group of children and young people at one time, not too close to other play equipment or features.
Opportunities to change the environment/space (loose parts).	The site offers no opportunities for children and young people to change their environment (e.g. only limited fixed equipment is available).		The site offers some opportunities to change the environment e.g. through some natural features that might encourage them to change the way they use the space.		The site encourages children and young people to alter the space in different ways to enhance their enjoyment e.g. den building, obstacle courses, bridges over streams and creating shade using the natural environment.
Access to natural environment.	Landscaping and planting either actively discourages play or no opportunities are available to engage with the natural environment.		Landscaping and planting is minimal and offers limited provision for encounters with natural environment.		Site provides a range of natural features such as trees, bushes, plants, shrubs, wild flowers and long grass, sand, water, rocks, and a variety of levels; and a range of visual and sensory stimuli. There is opportunity to use the natural environment in play.

TYPE C: Neighbourhood spaces and facilities: A larger space or facility for informal recreation which children and young people, used to travelling longer distances independently, can get to safely and spend time in play and informal recreation with their peers and have a wider range of play experiences.					
Score: 1 low score 5 high score					
	1	2	3	4	5
Places for children and young people to sit.	No places for children and young people to sit.		Limited places for children and young people to sit, not suitable for playing or talking together.		Children and young people can sit and play or talk together, places for children and young people to sit are incorporated into the play space, and near to tables or other seated play surfaces.
Added play value: the site offers more than just a basic experience of sensation. It offers possibilities for children and young people to take risks without hazards, to intensify the experience or broaden it.	Features (including equipment, natural features and landscaping) are at basic level only and adds little to play value.		Features (including equipment, natural features and landscaping) are more than basic and adds to play value, but does not do so significantly.		Features (including equipment, natural features and landscaping) are advanced in nature and add significantly to play value e.g. loose parts, places to hide/for reverie, good integration and use of natural environment, a range of textures, planting, use of contours, opportunities for challenge and risk-taking, areas where cooperation is needed, and attention paid to all the senses.
CARE AND MAINTENANCE					
Well maintained.	Extensive litter or hazardous debris, planting in poor condition, unacceptable graffiti present.		Partly meets criteria for excellence but fails on two or more items.		No evidence of litter or hazardous items, well drained where appropriate, planting is regularly maintained with play value in mind, no unacceptable graffiti.
Health and safety (May require desk research)	No programme of regular maintenance, safety checks or risk benefit assessment.		Risk assessments take little or no account of potential benefits. Adherence to health and safety standards but maintenance and		Regular inspection for unexpected hazards; regular cleaning and general maintenance programmes; dog-free areas; traffic calming; meet agreed safety standards, regular risk-

TYPE C: Neighbourhood spaces and facilities: A larger space or facility for informal recreation which children and young people, used to travelling longer distances independently, can get to safely and spend time in play and informal recreation with their peers and have a wider range of play experiences.					
	Score: 1 low score 5 high score				
	1	2	3	4	5
			safety checks on an ad hoc basis.		benefit assessment, regular inspection regimes, regular maintenance programmes, as appropriate.
Seating for adults.	No seating for adults.		Limited seating or seating is not well sited for observing play.		Adults can sit and observe children and young people if appropriate.
Litter bins.	No litter bins/ bins in poor condition, or bins are full		One bin, not full and in adequate condition.		Two or more bins in good condition and not full.
Dog free zones.	Dogs have unrestricted access to the whole site/ evidence of dog fouling		Measures taken to exclude dogs but evidence that dogs are entering site.		Management of dog fouling in place through bins, clarification of dog free areas, signs discouraging owners from bringing dogs to the site, no evidence of fouling.
Presence of supervisory adults (e.g. park keepers, street wardens, play rangers, community support officers etc).	No supervisory adults in the vicinity when children and young people likely to be using the space		Supervisory adults in the vicinity at some times children and young people might want to be using the space.		Supervisory adults always likely to be in the vicinity at times children and young people might want to be using the space.
Toilets/Changing facilities.	Restricted use of toilets. Toilet poorly maintained. No accessible toilets.		Toilets available and adequately maintained, but not easily accessible, e.g. too far away or locked when children and young people wish to use them.		Fully accessible, well maintained toilets available for children and young people and adults whilst at the site. Changing facilities for children and young people of different ages including Disabled children and young people.

