



Community  
Adventure Play

RBKC



# Community Adventure Play

A fundamental principle of **adventure** playgrounds is that they are a 'neighborhood drop-in' provision for children in the local **community**.

The **playground** should aim to be a gateway to other children's, families and **community** services, so that children and families can find out what is available in the area.

Play England



# Why deliver C.A.P

There are fewer and fewer children playing out in our parks and streets. One of the reasons for this is a lack of confidence in their safety. Another is an increasing intolerance towards their play behaviour, but also children are reluctant to go out and play if there is no-one to join up and play with. Children growing up today tend to have fewer opportunities to meet up and play independently – staffed play provision provides such an opportunity.

Staffed play provision within a local community, shows to the people in that community that playing is important – it also has an important advocacy and outreach role.

Lester, S. and Russell, W. (2008) *Play for a Change: Play, Policy and Practice: A review of contemporary perspectives.*

# CAP

📍 5 Sites:



Flashpoint



Little Wormwood Scrubs



Hornimans



Wiltshire Close



NottingHill Venture





# Current Provision

After School

Holiday's

Free Play

Activity Offer

Trips

Supervised Play



# Where we are - Engagement

- Best Practice Research – Play England
- Benchmarking -Dudley, Islington, Camden, & Hackney
- Engagement Programme – January – June 2019.
- Who - Children, young people and their families
- What - site visits, 1-1, workshops and questionnaires.





## Relationships

Playing with other children helps individuals to develop strong peer friendships and networks which contribute to children's social, mental and health resilience – particularly for those living in poverty.

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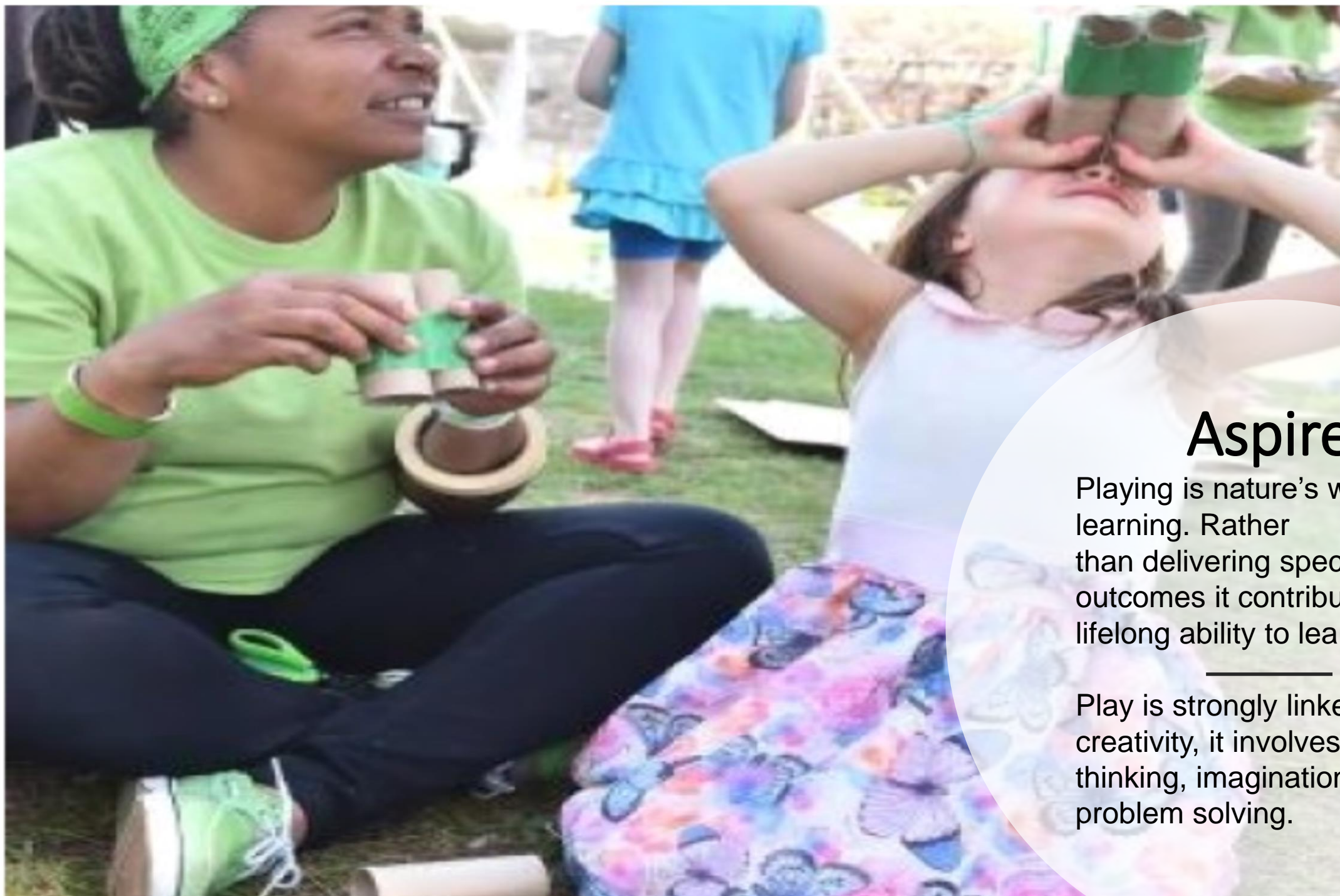
A photograph of three children playing outdoors in a grassy area. In the foreground, a boy and a girl are sitting on the ground, focused on manipulating sticks. The boy is on the left, wearing a grey long-sleeved shirt with a cartoon character, and the girl is in the center, wearing a white t-shirt. They appear to be building a structure or playing with a fire pit, as smoke is visible rising from the ground. To the right, another girl is partially visible, looking down. In the background, another child is standing near a yellow bucket. The scene is brightly lit, suggesting a sunny day.

# Risk Taking

The unpredictable and spontaneous nature of playing supports the development of an ability to respond flexibly to situations.

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# Aspire

Playing is nature's way of learning. Rather than delivering specific learning outcomes it contributes to a lifelong ability to learn.

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Play is strongly linked to creativity, it involves lateral thinking, imagination and problem solving.



# Resilience

Play can help build resilience; the capacity for children to thrive despite adversity and stress in their lives

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## Safe Communities

Children's friendships, gained through playing together, are socially beneficial and valuable catalysts to adults' social relationships within communities



A group of children are running and playing in a park. In the foreground, a girl in a white shirt and light pants is running towards the camera, smiling. Behind her, a boy in a blue shirt and light pants is also running. Other children are visible in the background, some sitting on a bench and others standing. The ground is covered with dry leaves, and there are trees and a building in the background.

# Healthy Hearts, Healthy Minds

Physical and mental health are interlinked and both are supported by playing. Unlike sport and organised activities, playing is child-driven and child-friendly. It appeals to all children.





# Inclusive

Communities are diverse. Playgrounds should be too. Active, independent play is critical for the development, health, well-being, and social opportunities of all children.

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# So what we know so far - Improving outcomes

- Deliver an offer that supports the early identification of children in need, promotes early intervention and embeds a robust model for safeguarding model .
- Deliver positive, measurable programmes of intervention for C&YP that reflect health and wellbeing outcomes.
- Strengthen an inclusive offer that is accessible to children and young people with special education needs or disability.
- Develop strong pathways with youth services.
- Develop a sustainable business model.



## Opportunities for alignment

- How does your service align with C.A.P
- How can you help to support the delivery of the identified priorities for the future