Design

DEPARTMENT FOR VICTORIAN COMMUNITIES (2007)

The good play space guide. "I can play too". Melbourne: Department for Victorian Communities. 78pp. (Aimed at providers of public play spaces in Victoria, Australia, this guide provides guidance on how to develop accessible public play spaces. It outlines the benefits of play for all children, and looks at the characteristics of good quality play spaces. Focusing on access, inclusion and participation in play for children with disabilities, it aims to demonstrate what makes a play space accessible and what improvements may be achievable).  

QUINN, B. (2008)

Regeneration and anti-social behaviour. Green Places, no.42 (February) pp26-28. (Looks at reducing crime and anti-social behaviour as one of the challenges faced by urban designers and landscape architects when designing new neighbourhoods and open spaces).

WAKE, S.J. (2007)

Children's gardens: answering 'the call of the child'? Built Environment, vol.33, no.4, pp441-453. (This paper looks at children's gardens in the United States and argues that that there is a general lack of opportunities for children to participate, beyond consultation, in their design. It suggests reasons for this and presents examples of processes followed in some children's gardens).

Inclusive play

LAWRENCE, P. (2007)

A special gathering, a delightful place: A report on developing inclusive play from a racial equality perspective in Essex. London: National Children's Bureau. 54pp. (This report forms part of a partnership project between the Children's Fund Essex, National Children's Bureau and Mapalim to contribute towards a programme of work supporting inclusive play in Essex. The report presents a snapshot view of the experiences of black and other minority ethnic children and young people in play, and the capacity of statutory, mainstream and voluntary sector to provide inclusive play).

Outdoor play

CLARK, A. (2007)

environments and outdoor spaces in particular. The studies selected were carried out in England with children under 6 years using the Mosaic approach, and were compared with findings from a similar study from Iceland. The findings reinforce the importance of private spaces, personal space, social spaces and imaginary spaces in outdoor environments for young children).

HOPE, R. and others (2007)

Wild woods or urban jungle: playing it safe or freedom to roam. *Education 3-13*, vol.35, no.4, pp321-332. (Examines issues surrounding childhood freedom and levels of physical activity, and argues that beneath the real concerns parents have for their children’s safety are societal concerns and perceptions concerning the nature of childhood within contemporary society.

MACKETT, R. and others (2007)

Setting children free: children’s independent movement in the local environment. London: UCL Centre for Advanced Spatial Analysis. p12p. (Working papers series, no.118) (Reports the findings from the project CAPABLE (Children's Activities, Perceptions And Behaviour). Drawing on fieldwork carried out with children aged 8-11 years in Hertfordshire, it considers the effects of factors such as the number of adults at home, having an older sibling, and living near to a park on the propensity to be allowed out alone. Findings revealed that children who were allowed to play out unsupervised were more physically active than those who were not).  
http://www.casa.ucl.ac.uk/working_papers/paper118.pdf


‘The Trampoline Tree and the Swamp Monster with 18 heads’: outdoor play in the foundation stage and foundation phase. *Education 3-13*, vol.35, no.4, pp393-407. (Discusses pedagogy and outdoor play in the early years in relation to findings constructed in an ongoing research project in two settings (in England and Wales). In the project, children aged three to seven years are given regular opportunity to play and learn in natural wild environments).

Physical activity


Building health: creating and enhancing places for healthy, active lives. London: National Heart Forum. 68pp. (Commissioned by the National Heart Forum, Living Streets and CABE, this report examines some of the key issues concerning the relationship between the environment and physical activity. Covers strategic planning and urban planning, streets and the public realm, walking and cycling, urban green space, outdoor playing space and building design).  
GRAVES, L. and others (2007)

Energy expenditure in adolescents playing new generation computer games. British Medical Journal, vol.335, no.7633 (22 Dec) pp1282-1284. (Concludes that playing new generation active computer games uses significantly more energy than playing sedentary computer games but not as much energy as playing the sport itself. The energy used when playing active Wii Sports games was not of high enough intensity to contribute towards the recommended daily amount of exercise in children).

Play – general


The hidden life of girls: games of stance, status and exclusion. Oxford: Blackwell. 329pp. (Goodwin conducted a three-year study of girls’ language and behaviour in a school playground setting in order to explore how girls construct their local social order. The study focuses on girls’ friendship groups and covers topics such as social hierarchy, diversity, same-sex interaction, cross-sex interaction, bullying, and social power. The girls’ behaviour, use of language, and play reveals how they operate as social cognitive and moral actors).


Playing with their minds. TES Magazine, (1 Feb) pp36-37. (Harvey explains that natural, unstructured play is vital to the development of young minds. He suggests the disturbing possibility that children diagnosed with ADHD may simply be suffering from play starvation).


Childhood services and provision for children. London: Pearson. 304pp. (Provides a multidisciplinary perspective of services and provision for children. Part one presents a critical framework, which establishes the debates and discussions across children's provision and services, focusing on children's rights, and the politics and social divisions of childhood. Part two covers specific areas of provision and service, including education, youth services, child health, children who offend, safeguarding children, day care, services for children's play, and community regeneration. Part three presents five case studies, including one on an adventure playground. The final part looks at researching childhood and making use of libraries).


‘A treasure chest of services’: the role of toy libraries within play policy in Wales. Slough: NFER. 64pp. (Reports on a study which examined the work of toy libraries in Wales, and their contribution to the policy goals in the Welsh Play Policy and Play Policy Implementation Plan).

http://www.nfer.ac.uk/publications/pdfs/downloadable/WTZ(English).pdf

SUTTON, A. (2007)

Starting up a new adventure playground. London: London Play. (London Play briefing) (Gives advice on how to set up a new adventure playground, focusing on siting, planning permission, the local community, and buildings).


‘They don’t like girls hanging around there’: conflicts over recreational space in rural Northamptonshire. AREA, vol.33, no.2 pp161-168. (Provides an insight into girls’ use of recreational space in rural areas. Drawing on data from in-depth discussions with 10-14 year old girls, the paper examines the conflict that arises between various user groups over the social ownership of play and recreational spaces).

VOCE, A. (2008)

A national plan for play. Playtoday, no.61 (Feb) pp8-9. (The director of Play England discusses the government’s new ten-year Children’s Plan and its implications for the play sector. Includes a timeline showing the ten-year path to a national play strategy).

WOOD, E. (2007)

New directions in play: consensus or collision? Education 3-13, vol.35, no.4, pp309-320. (Considers the challenges to developing play in early childhood settings, and attempts to identify areas of consensus and collision in policy and practice. Suggests that although early childhood specialists recognise the importance of play-based approaches, play continues to pose a number of challenges to teachers and practitioners).

Play therapy

CATTANACH, A. (2008)

Narrative approaches in play with children. London: JKP Books. 207pp. (Narrative play is a way of communicating with children using stories and narratives to share and make sense of life events. This book provides practical ideas for play therapists and other professionals working with children who are experiencing social or learning difficulties).

Public space


Using GIS to make young people’s voices heard in urban planning. Built Environment, vol.33, no.4 pp469-481. (Considers the effectiveness of geographical information systems (GIS) in engaging children, and accumulating and processing children’s knowledge about their environment. Through tests carried out in schools in Stockholm and in a village in central Sweden, the authors developed a GIS application with an in-built questionnaire concerning routes and places used by children). [30-G]


Green space and regeneration: is the honeymoon over? Green Places, no.42 (February) pp12-16. (Discusses various green space funding and policy initiatives over the last decade, including the Children’s Plan, and looks at what the future holds).
HOLLAND, C., and others (2007)

Social interactions in urban public places. York: Joseph Rowntree Foundation. 72pp. (Public space series) (Drawing on a study of nine public spaces within one English town, this report describes the use of green, commercial and civic spaces, and local neighbourhoods. It looks at the interactivity within and between people of different age groups, including children and young people, and considers the reasons for some groups feeling marginalised or excluded from public spaces). [30] Document Link: http://www.jrf.org.uk/bookshop/eBooks/2017-interactions-public-places.pdf


Children, young people and built environments. Built Environment, vol.33, no.4 pp399-404. (Introduces the special issue on children, young people and built environments. Briefly traces the development of research into children's geographies, including children's play).

Safety, risk and challenge


Safety, health and play. Time for a rethink? Play for Wales, no.23 (Winter) pp10-11. (Discusses the implications of existing health and safety legislation for children and young people's play and use of public space).


Compensation culture - an alternative approach. Play for Wales, no.23 (Winter) pp8. (An insurance and risk manager for a local authority explains how their approach to risk has reduced cases of litigation and enabled them to continue with activities that other authorities have outlawed).


Supporting the development of risk-taking behaviours in the early years: an exploratory study. Education 3-13, vol.35, no.4, pp365-377. (Research shows that children's opportunities for independent play in natural outdoor spaces, and the opportunities to experience risk, are being eroded. This article reports the findings of an exploratory study that documented the risk-taking behaviours displayed by children aged four years in a Forest School and within their school outdoor play space. Findings indicate that the Forest School environment was better able to support the development of positive risk-taking behaviours).
Travel

ROSS, N.J. (2007)

`My journey to school...`: foregrounding the meaning of school journeys and children's engagements and interactions in their everyday localities. Children's Geographies, vol.5, no.4 (Nov) pp373-391. (Focuses on the meaning of school journeys to children and looks at what might be lost when children are not able to readily engage in their local environment as part of their everyday routine. The paper draws on research of the everyday experiences of children aged 10-12 years in rural and urban settings in Fife, Scotland).

The Children’s Play Information Service (CPIS) is a specialist information resource on play based at the National Children's Bureau and funded by the DCMS and the Big Lottery Fund through Play England.

CPIS provides the following services:
- telephone, letter and e-mail enquiry service
- specific subject searches on request
- details of organisations working in the field of play
- free factsheets and reading lists on play-related topics.

CPIS is open for enquiries and visitors on Mondays to Fridays 10.00am-5.00pm. Visits are by appointment only and free of charge.

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