### Greenspace Audit



When commenting, you may wish to rank each consideration from 1(dire) to 10 (brilliant). Remember that many things are not permanent; think about how easily changes could be made to improve an aspect for safety or learning.

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| **i** | SITE APPRAISAL - ACCESS  Its suitability for use by your setting. | |
| **Consideration** | **Comment** |
|  | Is there a safe assembly point within or just out with the greenspace? Are there any locked gates, etc? |  |
|  | Is there a network of paths? If not, how easy is it to walk across the area, especially for young children? |  |
|  | Think about the ground cover – is it very boggy, or are there too many “inhibitor” plants such as brambles and nettles? Remember, this will change with the seasons. |  |
|  | Think about the terrain – you want safe but with options for challenge. If the space is sloped, when will the sun reach it or will it be in shade during your session? |  |
|  | Are there natural or fixed boundary features, e.g. a line of trees, a hedge, path, fence etc? |  |

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| **ii** | SITE CHARACTER & LEARNING POTENTIAL  Ideally your site should have a feeling of “wildness” about it – but do remember that even small places can feel wild and isolated for a young child. Remember too that variety is the spice of life - varied vegetation and terrain will bring varied opportunities for learning. | |
| **Consideration** | **Comment** |
|  | Mix of trees: young, mature, fallen, stumps, different species. |  |
|  | Mix of shrubs, plants, mosses, fungi. |  |
|  | Mix of terrain: dips and hollows, stones, rocky outcrops etc. |  |
|  | Evidence of wildlife. Opportunities to watch wildlife. |  |
|  | Presence of water, e.g. stream, river, loch, bog/wetland, ditches - and safe access to it. |  |
|  | Availability of loose materials on the ground: sticks, stones etc. |  |
|  | Traffic noise. |  |
|  | Historical evidence, e.g. old walls, buildings, ditches, tracks. |  |
|  | Multi-sensory variety: sights, sounds, smells, shapes, colours. |  |
|  | A variety of places: enclosed; open; to hide, roll, sit; to have physical challenge; to be quiet; to have a good view, etc. |  |

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| **iii** | POTENTIAL HAZARDS  Think about whether the hazards are manageable and the level of risk posed. What can be done to enable visits to go ahead? Bear in mind the risks may also be seasonal. Think about ‘heads, shoulders, knees and toes’ when looking for hazards at different levels. | |
| **Consideration** | **Comment** |
|  | Litter, including drug paraphernalia and sharp objects. |  |
|  | Standing dead trees or dead wood in trees. |  |
|  | Water. |  |
|  | Steep drops. |  |
|  | Animals, e.g. excessive midges, livestock, dogs & dog mess, nesting birds. |  |
|  | Quantity and type of potentially harmful plants – ask owner or environmental professional for advice, if needed. |  |
|  | Security of the area – think about whether structures and children’s creations are likely to remain or be removed/ destroyed. How important is this? |  |
|  | The amount and type of passers-by/other users and degree of seclusion needed. |  |
|  | Informal toileting options – seclusion, ability of the site to cope with waste. |  |
|  | Power lines and electricity substations. |  |
|  | Site work by landowner eg tree felling, footpath improvement. |  |
|  | Is there wifi and mobile phone coverage? Do you notice any blackspots? |  |

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| **iv** | Any other thoughts and comments |
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|  | Based on a resource developed by Creative STAR Learning Company and Forestry Commission Scotland, 2014 |