Please make sure that you read this BEFORE your project starts as your Final Project Report should include answers to all the following questions. E.g. you will need to make sure that you keep accurate records of the numbers of people involved in the project.

The Project Report is due no later than 6 months from the date on which you receive the cheque from the OLW Grant Scheme.

Please include a detailed financial breakdown including a statement of the final income and expenditure. These accounts will be subject to sample audit.

If the project has not been completed within these six months a brief interim report will be required with a full project report on completion.

If for any reason the project does not take place, please note that the OLW Grant Scheme reserves the right to request the return the grant (or part of it, if the project has been only partially completed).

Once stored on the website the information you provide will enable other network groups to duplicate all or part of your project, locate the resources you have produced or contact your network group to share ideas and best practice. Please include photos of the project & confirm that OLW has permission to use photos / images of the project on the OLW website, social media or in future publicity material.

<table>
<thead>
<tr>
<th>PROJECT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Title</td>
</tr>
<tr>
<td>Project Reference Number</td>
</tr>
<tr>
<td>Name of network group</td>
</tr>
<tr>
<td>Project start and completion date.</td>
</tr>
<tr>
<td>Where did the project take place? Who owned the land? Contact details if applicable.</td>
</tr>
<tr>
<td>Lead organisation for project and contact details</td>
</tr>
</tbody>
</table>
List any other partners or organisations involved

Dyfi OLW Member Jane Rigby (Independent Forest School): a paid role providing outdoor cooking sessions for children and adults including wild foraging on the day.

Dyfi OLW Member Anthea Cox (Independent Play Worker & Cae Poeth Nature Reserve): a paid role providing outdoor play days

Dyfi OLW Member Adam Thorogood (Coetirroedd Dyfi Woodlands): a paid role guiding community volunteers through building our woodland steps and also building our all weather path.

Dyfi OLW Member Heather Lewis (Heulfryn Playing Field Association): a volunteer role as joint leader on our Nature Days, providing technical ecological knowledge and nature activities.

Dyfi OLW Member David Anning (Heulfryn Playing Field Association): a volunteer role as joint leader on our Nature Days, providing technical ecological knowledge and nature activities.

Leigh Munton (Independent Gardener and member of Machynlleth Community Garden): a volunteer role leading our Wild Food project, including advising on plant choices and leading planting days.

Dyfi OLW Member Jenny Dingle (Independent Play Worker): a paid role leading our den building session.

Jan Baylis (Consultant Ecologist): a voluntary role guiding children round the site on the mammals day.

PROJECT SUMMARY

Where did the idea for your project come from? A group of families from the village had formed a committee and were in detailed discussion with NRW creating a management plan for a play area in the village at an old green space on NRW land. The aims of the play area committee, to provide a natural space for children and grown-ups to get together and play in, and those of OLW, to increase the understanding, appreciation and sustainable use of Wales natural environment, are very much in alignment. When discussions as members of the network group hit upon the following successful project outline for a community led, dynamic, natural orchard, woodland and play area, the bid was put together.
**Give a description of the project.**

**Give details of how the project met the specified learning curriculums or programmes**

As a community group made up of families with young children in Ceinws, we wanted to make best use of an old disused playing field and an adjacent mixed woodland we have under a Management Agreement from Natural Resources Wales. Our main aim was to provide a safe but natural play space for our children. We are also all supporters of natural child-led outdoor play that provides children with the opportunity to connect with nature in an informal everyday way. For the project we chose these aims to help us kickstart the play area (which we took on in June 2013):

1. create a safe and family friendly site
2. provide a series of varied organised activities that help families discover how to use a woodland site for play and leisure
3. encourage children – independently or with their families or community groups – to discover, learn about and use the woodland
4. give children the knowledge and enthusiasm to take an active part in caring for the woodland and its wildlife
5. build a stronger, more united village and build links between communities

We also wanted to add some basic infrastructure to the site to maximise its use. The project details were developed by our group Committee, made up of local parents, with advice from Dyfodol Powys (a play organisation) and the DYFI OLW cluster group (particularly those who took part in the project as activity leaders).

The project has delivered the following infrastructure:

1. native hedging has been planted along the boundary fence where appropriate, to increase plant coverage and improve shelter for wildlife. This was carried out by the Heulfryn Playing Field Association.
2. a defined hard surface path has been laid from the main entrance gate to the benches, to improve accessibility. This has been carried out by Adam Thorogood, using locally sourced wood edging.
3. 3 oak benches were installed by Dyfodol Powys under their Big Lottery Project to create the seating and fire pit area. The planned permanent fire pit was not provided on advice from the Fire Service. Instead we use portable fire woks.
4. Willow to supply materials from structure and den building has come from local gardens (free). We also have bought a willow tunnel that will provide both a play structure and a source of willow for den building. This has been planted by the Heulfryn Playing Field Association.
5. Steps up the steep bank into the woodland have been created to improve movement around the site. These were started on a community day with Adam Thorogood demonstrating and helping volunteers work the wood to build the steps, and Adam finished the work.
6. One large earth play mound was provided by Dyfodol Powys’ Big Lottery Fund and Heulfryn Playing Field Association have secured some donated soil from a local Machynlleth resident to build three smaller mounds.
7. we have a canvas bell tent that is available to groups using the site to extend use of the site throughout the year, and we have used this on some of our activity days.
8. the site now is entirely stock fenced and has three new gates, all provided by Natural Resources Wales.
9. a small shed (not in the original project plan) to keep our various equipment in

The project has delivered the following activities and resources:

1. 2 nature days with habitat improvement works
<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>1 planting day, 1 seed sowing day and 1 foraging and cooking day (part of the Play Day For All day), with an ongoing resource of fruit bushes, fruit trees, herbs and a strawberry tyre.</td>
</tr>
<tr>
<td>3.</td>
<td>2 guided play days and a den building session (this last as part of the Play Day For All day).</td>
</tr>
<tr>
<td>4.</td>
<td>Volunteer days to plant hedging and build woodland steps (this last as part of the Play Day For All day).</td>
</tr>
<tr>
<td>5.</td>
<td>There is also now a selection of play and gardening equipment including wheelbarrows, pull carts, camouflage nets, hammocks, tubs and buckets.</td>
</tr>
<tr>
<td>6.</td>
<td>Raised beds with fruit bushes, strawberry plant and herb tyres and fruit trees across the site.</td>
</tr>
</tbody>
</table>
**Nature Survey Days**

The original intention was to evaluate the biodiversity of our site and to do this by involving local children from the 7-14 age group. The idea was to carry out surveys and evaluate results giving children the opportunity not just to learn about nature but to get the opportunity to try out different survey techniques and to get hands on experience of using the survey equipment.

**What we did:**
We ran two focused morning sessions providing an introduction to invertebrates and mammals aimed at children of all age groups, both from the village and beyond. These sessions allowed the demonstration of different survey techniques and the opportunity to use different equipment. However, there was no emphasis on recording results, and we weren’t able to involve children in the setting up all of the survey equipment.

The reason why this aspect of the project was organised differently from the stated aims on the grant application are as follows:

- A number of play days run prior to the wildlife events which were aimed at a range of age groups attracted mainly children from a younger age group and from a wider catchment than just the village. There was a possibility that if we advertised an event for a set age group that no one would turn up.
- Individual surveys spread over a longer period of time would have been too time consuming for the volunteers.

**Bug Safari**
The bug safari was held on the 14th July 2014. The event included moth trapping, pit fall trapping, sweep netting and canopy beating. A total number of 20 children and 10 adults attended this event.

**Equipment & materials**
- The moth trap and identification books belonging to the event leaders.
- Sweep nets, trays and bug pots were borrowed from the RSPB Ynys-hir.
- Pit fall traps were made with plastic cups.
- Canopy beating simply required a white sheet and a stick to hit the branches.
- Four fencing steaks for the ‘bug hotel’ along with an assortment of logs, stones and a variety of other materials from our gardens and gathered by the children from the play area.

**Moth trapping.**
Both children and adults were enthralled. We were lucky to have caught over 100 moths some with spectacular colouration, impressive camouflage and weird wing shapes. The children got the opportunity to remove the moths from the trap themselves and had excellent up-close encounters.

**Constructing the Bug Hotel**
All of the children joined in with collecting the materials for the ‘bug hotel’ then taking part in the construction. This was very enjoyable and even the very youngest children were able to take part.

**Sweep Netting**
Sweep netting is something the children independently with little supervision bringing the ‘bugs’ back to be identified if they wished. This worked exceptionally well, with the children netting good range of creatures including grasshoppers, spiders, shield bugs and even a frog!
Mammal Detectives
The Mammal Detectives event was held on the 14th of September 2014. The event included a learning game, looking for mammal tracks and signs which included investigating a variety of different types of foot print ‘traps’ and owl pellet dissection. We planned to put up some bat boxes but we ran out of time. A total number of 25 children and 15 adults attended this event.

Equipment and Materials:
- Home made footprint traps made from everyday materials such as cardboard, bubble wrap, flour, clay, seed trays, sponges, saturated with watered down food colouring!
- Bait including sunflower seeds, cat food and peanut butter.
- Owl pellets, kindly donated by a barn owl from RSPB at Ynys-hir.

What worked well?

Mammal Tracks and Signs
This activity demonstrated to the children simple but interesting signs of mammal activity which enthused the children to look for this type of evidence them selves, both during the event and on future excursions. Children loved finding opened hazel nuts and mammal runs for themselves and enjoyed revealing the footprints found in the traps.

Mammal Game
This worked unexpectedly well. The idea was that the children got the chance to identify mammal footprints for themselves then to find out what type of food owner of the foot print eats. Individuals or groups of children had to match footprints to pictures of the animals then find the matching box of ‘food’ that was hidden around the site. We used pictures to identify the mammals, their prints and food boxes as well as their written names to enable children who have difficulty reading to fully participate.

We were worried that the game would be over complicated but the children seemed to have no trouble. There was spontaneous co-operation between groups of children with older children helping out younger children. The food boxes which included things such as live worms and insects, seeds berries and grass and in some instances plastic toys or pictures were a real hit.

Owl pellet dissection
The range of small mammal sculls and tiny bones in each pellet was astonishing if rather grizzly. Children from 5 years were able to participate with adult supervision but the older children (10 and over) were really enthused by this activity.

Habitat improvement.
Following on from our nature days we have erected bird and bat boxes in the woodland areas. We have also built an insect ‘hotel’, though how much of an improvement on habitat this is rather than just an exercise in demonstrating to the children the different types of insect habitat is a matter for debate!

Woodland Games
We held two guided play sessions at the Camp and one den building session (the den building was part of our Play Day for All on 7th September and we had the first play day on 18th August and the second on the 20th September). The play sessions were led by Anthea Cox, an independent play worker who has previously provided play sessions at the play area in 2012 with Dyfodol Powys.
The play days varied in their shape and size, the individual play days were smaller with 10 and 15 children attending and the joint Play Day for All day had 30 children (and 21 adults) attending. The smaller attendance on the play days turned out not to be an issue as the calmer atmosphere enabled good group play and encouraged the younger children (under 4s) to get involved. Typically more than half of the group was under 7 years of age, with the others are aged between 7 and 12. The age range on each day had a big influence on the type of games and play that took place.

Each play session included a variety of activities, some were organised games and others were activities that the children could dip in and out of. These were designed and provided by the play leader and there were also a range of play equipment which belongs to the site (including a tug of war rope, wheelbarrows, sand trugs, buckets, camouflage nets, hammocks).

The activities provided included:

**Messy wet play**

Muddy kitchen was simply bowls of wet mud and a selection of kitchen equipment and sticks. This was a big hit with the under fours. We also had a big flat dish of cornflour mixed with water. This fascinating mixture is great to experiment with as it is soft when you touch it gently but hard when you slap it. Good for children and adults alike. A universally liked activity was blowing bubbles with string and wood nets and plastic bats (with lots of holes in them). The children found they could blow enormous bubbles with the nets and there was much running around to chase the escaping bubbles.

**Camouflage costumes**

This hilarious activity saw lots of children dressed up in wookie-like hairy camouflage costumes, hiding around the Camp to evade being found. A great way for children to discover different parts of the woodland and undergrowth and most amusing to watch.

**Hunt the soft animal toys**

Here, the children were given a variety of soft animal toys and asked to hide them around the Camp. They were then given little bits of wool to leave a broken trail to their toy, which the other children would then hunt for. A popular game, which led the children all over the site. It also led to one of the most whimsical photos from the whole project, a newly planted horse chestnut sapling decorated with soft animal toys: nature and childhood favourites combined.

**Cooking**

At both play days, the play leader provided snacks from the fire wok. There were things like popcorn cooked in a makeshift popper (two sieves tied together), herby bread and hot chocolate.

**Play Tent**

This pop up tent was full of crafty items such as balls of wool, sticks, clay, paint, paper, pens, etc. for messy art and crafts. We also had a large bag of dressing up clothes, scraps of material and some musical instruments.

The tent was popular with younger children who preferred to stay close to the adults, and the artistic older children.

**Den Building**

Part of our Play Day for All was a den building session, led by Jenny Dingle. Jenny decided to make use of the large doughnut shaped earth and grass mound we have in the middle of the field and make a pirate themed den. The post we have to raise in a ground socket in the centre became the mast, and the children spent lots of time foraging for materials and then
weaving wooden sides to the ship. They made a compass, a steering wheel, sails that the children painted on the day and even a plank to walk.

This activity was particularly popular with the over 5s during the creation phase, though the younger ones very much enjoyed playing pirates once it was constructed. The den was played with extensively in the weeks following the event.

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**Edible Woodland Project**

The aim of the Edible Woodland Project was to plant food plants around the play area that could then be used as both a teaching resource and freely available healthy snacks, that would compliment the existing edible food selection on the site (such as blackberries and hazelnuts).

The leader, Leigh Munton, identified site suitable fruit bushes and trees, all locally grown with many varieties from around Wales). She also recommended a selection of herbs that could be easily used in outdoor cooking. The final list was apples (cooking and eaters), damson, plum, pear, gooseberry, chuckleberry, redcurrant, blackcurrant, and strawberries (3 varieties). The herbs include mint, rosemary, thyme and oregano.

In terms of activities there was one planting day, one seed sowing day and one harvesting and cooking day (part of the Play Day for All joint event).

**Planting and Sowing Days**

Prior to the planting day, volunteers from the Heulfryn Playing Field Association created a large raised bed for the fruit bushes using timber from the local timber merchants, and well rotted horse manure from the next valley.

On the planting day, the bed was finished with some donated topsoil (a great under 5s activity was to fill the mini wheel barrows, wheel it across and tip it in).

The children then helped to plant up the fruit bushes and the strawberry tyre (an old tractor tyre already on site). This was enthusiastically undertaken.

On the sowing day there were the tiered tyre beds to create, some young herb plants to plant out and some seeds to sow. Some of the children at this event had not been involved in gardening before and were fascinated with the process.

Leigh also brought along carefully selected books from the library about trees and plants, and pens and paper which some of the children used to draw what was happening.

Adult volunteers and parents planted the fruit trees in three different areas around the field.
How did the project meet OLW aim and objectives?

OLW aims to increase the understanding, appreciation and sustainable use of Wales’ natural environment.

- Developing environmental awareness by understanding, appreciating and using Wales’ natural resources sustainably
- Increasing first-hand outdoor learning opportunities in and about the natural environment
- Improving physical and emotional well-being through opportunities in the natural environment

The project which took place at Ceinws creating the infrastructure in the outdoor play area, conceiving and running community days of learning and play for adults and children embodies all that is at the heart of OLW. There has been a great deal of benefit felt from this project throughout the community within their local outdoor environment.

INPUTS

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<th>Amount Requested = 4769.00</th>
<th>Amount Awarded = 4769.00</th>
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<tbody>
<tr>
<td><strong>EQUIPMENT</strong></td>
<td>£1,238.76</td>
<td>£4,768.13</td>
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<tr>
<td><strong>PLANTS</strong></td>
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<td><strong>STAFFING</strong></td>
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</tr>
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<td><strong>SUNDRY</strong></td>
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<tr>
<td><strong>BUILDING</strong></td>
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</tr>
<tr>
<td><strong>TOTAL SPENT</strong></td>
<td></td>
<td>£4,769.00</td>
</tr>
</tbody>
</table>

including £483.00 including £100.95 including £245.00 including £150.00 funding awarded

| **bell tent**        | £483.00                    | £4,769.00                |
| **willow tunnel**    | £100.95                    | £4,769.00                |
| **leigh munton**     | £245.00                    | £4,769.00                |
| **jane rigby**       | £150.00                    | £4,769.00                |
| **storage shed**     | £330.00                    | £4,769.00                |
| **anthea cox**       | £300.00                    | £4,769.00                |
| **adam thorogood**   | £450.00                    | £4,769.00                |

All items listed above have been funded by the OLW grant; a full itemised breakdown is attached. A list of additional, unfunded core costs for the site (i.e. insurance, planning) is also available.

List source and amount of actual additional funding.
Was any money left over? If so, on what was it spent? NB: Significant under spends should be declared and returned.

87p from the grant total was left unclaimed.

| OUTCOMES |
|------------------|---------------------------------------------------------------------------------------------------|
| **What benefits has the project produced?** |
| Short term? |
| Long term? |
| Detail the sustainable aspects of the project if present. If not, detail the barriers to this. |
| Give details of who has benefitted from the project? |

| More people know about the play area: although many of the attendees were either involved in the setting up of the play area, the project has allowed familiarity with the site to spread to the wider village, surrounding villages, and the local town. It has also spread beyond obvious ‘friends of friends’ links. |
| Groups outside of the village are stating their interest in the play area: we are starting to get interest shown in using the sites from local groups (ie brownies, Forest School Leaders) and will be encouraging this during 2015. |
| Growing confidence in kids to use all different parts of the site: while some of the kids attending the events were familiar with nature-based play and spending time in wilder settings, many children who attended clearly did not spend much time outdoors running wild. The difference could clearly be seen after time spent around the play area during a session, and local children are now developing personal ownership of the site, including independently of their parents for the older children. |
| Parents feel confident in letting their children run wild, especially out of sight, to explore possibilities of play outdoors: this is such a blessing in and has been very much enable by fencing the site, and introducing parents and children to it together in guided sessions. It is now common to see children introducing other children to the different parts of the site, without needing the help of parents, who feel able to let go. |
| Its good to get dirty: having the play area is definitely teaching resilience to mess, minor injuries and getting your foot stuck while climbing up a rather tall tree. |
| Increased fitness, climbing skills, strength, coordination: there is very little ‘sloth’ seen in the play area, with running about, climbing, swinging, shouting and scrambling being the order of the day. Seemingly little things like toddlers learning to climb up a rooty earth bank turn into effective training exercises in coordination and strength. And even when the kids are |
hidden in a den having quiet time their brains and imaginations are whirring.

**Gaining experience in managing child-led play:** The organising group in general, as well as the non-child expert activity leaders (ie the ecological team) have gained valuable knowledge about managing child-led play sessions. For example, knowing when to intervene in independent child group play so as to create a safe environment without cramping independent exploration (the exploration being both of play and of children’s interaction with the world – getting hurt, getting stuck etc).

**Learning outcomes:**

Wildlife survey methods
Range of species (ie insects, mammals etc) their habitats and what they eat
Giving children awareness of the animal life that is all around them
everyday – the secret life of animals
How to look for evidence of animals without seeing the animals themselves

Cooperation - children working together on group games and activities such as cooking

Family learning and children learning / playing with different age groups

Outdoor cookery skills (includes fire safety)
Basic foraging (introducing the idea that there are foods available growing wild not just those we planted)
Gardening skills and plant growth knowledge (building the beds, sowing seeds, learning how plants grow, impact of different seasons, when things come to fruit)
Where food comes from (ie grown not manufactured)
Encouraging to eat fruit

The main benefit of the infrastructure additions is that we have a clearly delineated and secure site (little ones can’t open the gates), with basic facilities (ie the seating area and path). This makes the site easier to access for people less used to wild spaces, and gives our group confidence in promoting it as a suitable space to all child age groups, facilitating groups using the site for formal and informal education.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>How have the resources been shared and who with?</td>
<td>A How to Guide to setting up a Edible Woodland project with a first season evaluation, produced by Leigh Munton and the Heulfryn Playing Field Association. Copyright to the Heulfryn Playing Field Association.</td>
</tr>
<tr>
<td></td>
<td>We are happy for both resources to be freely downloadable from the OLW website.</td>
</tr>
</tbody>
</table>

| Provide details of how the project raised awareness of OLW, locally and/or nationally (e.g. was there an opportunity for a press release?) | Awareness of OLW was increased as all the participants of each of the funded learning or play days was made aware of the Network Group and OLW’s aim and contribution to the activities and site in Ceinws. The events were advertised on social media and local events listings published and by email, printed flyers and posters publicised each event with funders credited. |
Our target audience was local families, in particular from Ceinws, Corris and Pantperthog and the surrounding immediate area since these are the most likely people to benefit long term from the play area. The anticipated age range was 2-14.

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Actual numbers</th>
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<tbody>
<tr>
<td>Number of settings / schools / groups who participated in the project</td>
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</tr>
<tr>
<td>Number of pre-school groups involved</td>
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<tr>
<td>Number of pre-school children involved</td>
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</tr>
<tr>
<td>Number of primary schools involved</td>
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<tr>
<td>Number of primary school children involved</td>
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<tr>
<td>Number of secondary schools involved</td>
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</tr>
<tr>
<td>Number of secondary school children involved</td>
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</tr>
<tr>
<td>Number of Tertiary settings involved</td>
<td></td>
</tr>
<tr>
<td>Number of tertiary students involved</td>
<td>8</td>
</tr>
<tr>
<td>Number of community groups and organisations involved</td>
<td>5</td>
</tr>
<tr>
<td>Number and age range of community groups and organisations participants involved</td>
<td></td>
</tr>
<tr>
<td>Number of teachers involved</td>
<td></td>
</tr>
<tr>
<td>Number of volunteers involved</td>
<td>18</td>
</tr>
<tr>
<td>How many individuals are from ethnic minority backgrounds?</td>
<td>2</td>
</tr>
<tr>
<td>How many individuals are disabled?</td>
<td>3</td>
</tr>
</tbody>
</table>
Evaluation

Give details of the success (or lack) of the project. How did you measure this?
Did the project change from the original plan?
What worked well, what would you have done differently, what elements made it successful?
Was the project good value for money?
What advice would you give to another network group trying to replicate this project?

| Play day 1 | 10 kids + adults |
| Play day 2 | 15 kids + adults |
| Play Day for All | 30 kids 21 adults |

**Evaluation**

The numbers are slightly lower than hoped for at some events, but we were pleased with the overall numbers. The area people came from was largely as expected but we also got families coming from Machynlleth.

The age range was babies up to 10 years. With most being under 8. Most participants were local families, with a few visitors who came with local families.

The ambitious regeneration and planting programme planned for the Ceinws Heulfryn Play Area as a result of the OLW partnership funding has greatly enhanced the natural environment and the first hand play and learning opportunities for all visitors to the site. Feedback from the individuals involved in all the infrastructure, play and learning days highlighted how pleased people in the locality are to have this new place to enjoy and explore. People generally think the play area is a wonderful space and resource, a place they never knew about but will come back to. They enjoyed the organised activities and appreciated them as an introduction to the site, but will also continue to use it independently. People have started to make it their own (we see new dens, swings, etc on a regular basis) and it is being used for community get togethers and parties. This has been an ambitious project for our group and has required huge numbers of hours of volunteer work coordinating and administering as well as the expert delivery of specific projects. We would recommend for other community groups to include paid time to coordinate and administer similar projects in the future to ensure their sustainability over the projects lifetime. The wealth of local expertise in delivering the infrastructure and the learning and playing sessions has been invaluable but it finding time for the administration and overall coordination was challenging.

We probably didn’t keep detailed enough written records so the evaluation is a mixture of notes made on the day, extensive photo collections, impressions from taking part and gut instinct. Talking to participants on the days and since has helped form a picture of peoples lasting impressions of the project. When evaluation forms were given out they were not returned.

The following actions were important in the success of the project:

- Advertise events to widen audience beyond the village (we used Facebook, email, local circulating news email services, posters and word of mouth).
- Having a range of events to suit different interest groups.
- Having a range of expertise amongst the people involved, and make use of the skills and resources we had (ie on the Committee but also local people). We feel we made good use of connections to deliver the project (ie through DYFI OLW Cluster Group).
- If you engage people to do an event, make full use of their expertise in designing it, not just delivering.
- Feeding people during events! It helps get them there and also keeps them for longer.
- Knowing when something can be done by volunteers and when you need a professional (ie getting a contractor to construct the path which was not the original plan).

Advice to others embarking on similar projects would also include:

- Do not get put off by downfalls, or things like bad weather or administrative problems.
Projects like this are slow growing, gaining momentum in an organic way rather than as steady progress. Don’t expect quick results or get put off by small progress rather than big leaps. It’s not just about the numbers, it’s about the kind of experience people have.

Below are more detailed evaluations of the funded community days on the site.

Nature Survey Days

Evaluation
Despite the overall success of the events, in hindsight, some improvement could be made. There were problems keeping groups of children together and engaged on both the ‘bug safari’ and ‘mammal detectives’ events with activities that involved any kind of led walk around the play area with stopping points to look at things e.g. the pitfall traps or mammal signs. This was unforeseen because the distances involved were so short.

Although many children did get a lot out of these activities it was those who were most engaged from the onset or those with closer parental supervision who benefited most. Many children would peel on the way off to play on swings or climb trees or were simply too young to keep up.

The mixed age groups and larger numbers was a factor in the difficulty of keeping the groups together. It must also be stated that leaders had ecological knowledge rather than training in managing groups of children! These more mobile activities may have benefited from more adult helpers or a request during the introduction to parents to help keep the groups together and provide encouragement to their children. However, it should be recognised that there is a careful line to tread here so as not to become too restrictive to the children in line with the general ethos of this green play space.

Woodland Games Sessions

Evaluation
The play sessions did not proceed as originally envisioned. There were more organised activities using props brought onto the site, than specifically woodland orientated games and this was probably a result of mixed messages from a community group in the early stages of learning how to commission events.

However, there is no doubt these sessions were a very positive part of the project and despite not being overtly woodland themed, led the children to explore the site, use all the different parts and make positive associations with being there. However, there is no doubt these sessions were a very positive part of the project and despite not being overtly woodland themed, led the children to explore the site, use all the different parts and make positive associations with being there.

The play days provide a good opportunity for the varying aged children to feel sustained and supported in using both the permanent and temporary play stuff provided, exploring the possibilities for play and adventure within the site, with the warm knowledge that an adult and refreshments are at hand. Having a play leader and play stuff present has helped to launch the community into a social outdoors, of fire, wind, earth, mud, rain, trees, climbing, grazed knees, etc. where with each visit, whether through a play day or not, a ‘culture’ is being developed specific to our ‘Camp’. Children and adults alike are gaining confidence to carry on from where they left off into the outdoors.

Edible Woodland Project

Evaluation
The project leader was recruited a little later than ideal in the project drafting and so when the detailed planning took place prior to ordering plants, some changes to the project were required. We decided, on the leader’s advice, that planting in the woodland area was not practical and we should focus on the more open field area next to the woodland. This was mainly due to soil and light conditions, and maximising the play space in the woodland. We also moved away from mixed planting types and focused on fruit, due to them needing less ongoing maintenance. This was not a problem, just a change in what was originally envisioned.
The originally planned two harvesting days also did not come to pass, as we had not taken into account that fruiting stock takes a while to settle in and so true first harvesting would be after the end of this project. There were plenty of strawberries though!

The planting days, though less well attended by people outside of the Heulfryn Playing Field Association, were lovely sessions. The children involved interacted well with the leader as she guided them through what plants need.

Please return this form to your National OLW Co-ordinator by email – outdoorlearningwales@naturalresourceswales.gov.uk

Please also send a copy to the OLW Grant Scheme Manager rachel.lucas@field-studies-council.org

Where possible information provided will be made available on the website. If there is any part of the report you wish to keep confidential please make this clear.