For the average child in the three to six age group, considerable time is spent in a group or institutional setting, such as day care centers, nursery schools, or kindergartens. The physical facilities of a day care or school setting are very basic to the program -- providing opportunities for the program implementations. Various principles and methods for selecting and organizing space and equipment are implicit in the operation of good preschools. This bibliography was selected and designed to meet these needs. (Author/MLF)
INDOOR AND OUTDOOR SPACE FOR CHILDREN IN NURSERY-KINDERGARTEN PROGRAMS

Robert Bartholomew
Department of Design and Environmental Analysis
Cornell University
INDOOR AND OUTDOOR SPACE FOR CHILDREN
IN NURSERY - KINDERGARTEN PROGRAMS

by

Robert Bartholomew
Department of Design and Environmental Analysis
Cornell University

INTRODUCTION

For the average child in the 3-6 age group, considerable time is spent in a group or institutional setting, such as day care centers, nursery schools, or kindergarten. Considerable publication has occurred in the past decade, spurred in part by the focus on Head Start and other child development programs, related to equipment, space and materials for child environments.

Increased emphasis has been placed on the importance of the early years in a child's life. Mothers are becoming dependent on day care as they enter the labor market, to the point that day care programs and school environments with satisfactory physical provisions are being recognized as an important social need.

The physical facilities of a day care or school setting are very basic to the program - providing opportunities for the program implementations. Implicit in the operation of good pre-schools are various principles and methods for selecting and organizing space and equipment for its operation.

Basic to the planning of a day care setting is the fact that it provides child supervision and instruction for a considerable length of time to groups of children. The curriculums, neighborhood settings, and resources vary considerably and have a direct bearing on the physical environment. State and federal regulations such as licensing requirements, fire and building codes have a strong influence as well on facilities design.

This physical space requirement includes outside space, such as playgrounds, whether or not it is connected with a school or day care center. There is a distinct movement away from conventional playgrounds with swings and slides to more varied activities that allow more child involvement and creative participation. Because of budget restrictions there has been an emphasis on the use of low cost "found" materials in constructing equipment that more closely accommodates the children's needs of jumping, digging, group play and so forth.

The important factor is defining the children's and staff needs and designing accordingly.
INDOOR SPACE


4. CPL Exchange Bibliography #502


Herlitz, Manfred, et. al. Thermal Environment of Educational Facilities, (a guide for planners and administrators), Syracuse, New York: Syracuse University Research Institute.


KIPCO. From the Ground Up (Ideas for playground and indoor equipment to build for Community Head Start Program), Jackson, Mississippi, 1969.


Murray, Russell. Research on Chronic Effects of Over-Crowding on Children, Scotland: Department of Psychology, University of Dundee, n.d.


Play Schools Association, Inc. Equipment List, New York: Play Schools Association, Inc., 120 West 57th Street, FL-78600.
CPL Exchange Bibliography #502


Tonigan, Richard, et. al. Child Care and Development Centers, Model Neighborhoods, Albuquerque, New Mexico, or Mr. Architect! This is How We Want our Centers to Perform, Albuquerque, New Mexico: Institute for Social Research and Development, University of New Mexico, 1970, 59p.
11. CPL Exchange Bibliography


Tonigan, Richard, et. al. Planning and Development of Facilities for Pre-Primary Education, Athens, Georgia: Bureau of Education Studies and Field Services, University of Georgia, May 1969.


CPL Exchange Bibliography #502

OUTDOOR SPACES AND PHYSICAL ENVIRONMENTS


Blair, Brent and Mark Francis. "Kids as Designers," *Landmark*, University of California, p. 35.


KIPCO. *From the Ground Up,* (Ideas for playground and indoor equipment to build for community Head Start Program), Jackson, Mississippi: KIPCO, 1969.


London Adventure Playground Association. **Notting Hill Adventure Playground, London.**


State Department of Education. *Indoor and Outdoor Spaces for Three and Four Year Old Children*, Albany.


