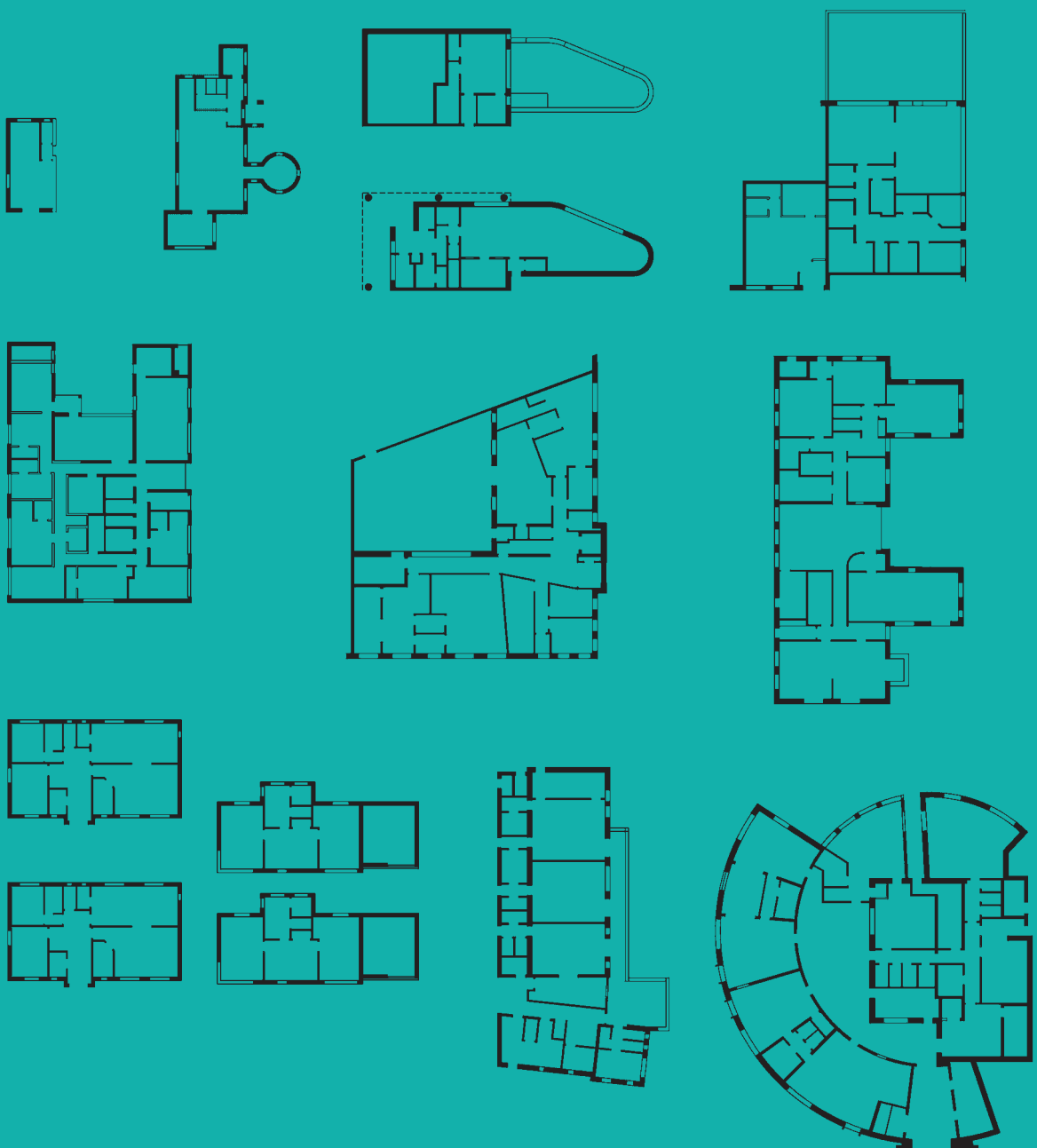


# Appendices, Case Studies and Design Brief

A



## Appendix 1

### Ten Case Studies: Early Learning and Care Settings in Ireland

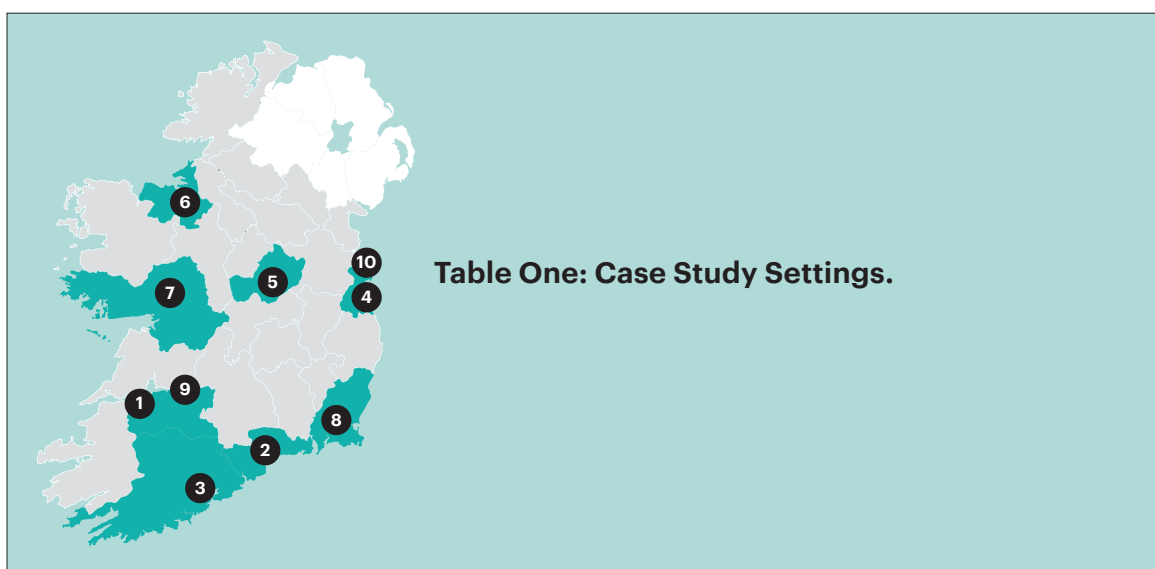
The floor plans and images included in this section are from the ten settings that took part in the case study element of the development of the Universal Design Guidelines for Early Learning and Care settings. In selecting the ten settings for the case studies it was imperative that those chosen were as representative as possible.

To enable us to select settings we drew up a typology. The headings included:

- **Geographical location:** in terms of achieving a spread of settings countrywide.
- **Urban/rural location:** in terms of urban, sub-urban and rural.
- **Setting type:** in terms of full day care, sessional or part-time.
- **Ownership:** in terms of community based or private.
- **Building type:** in terms of purpose built or converted; single storey or multistorey.
- **Setting size:** small (under 22 children) medium (22-60 children) large (60 children +).
- **Outdoor space:** all settings to have some form of outdoor space.
- **Diversity of children:** diversity in terms of race, ethnicity and family background, gender and ability.
- **AIM:** Settings that were availing of AIM supports.
- **Varied settings:** A representation of varied setting types, for example, settings that are part of a chain, workplace setting, home based, a Naíonra.

The Pobal Early Years Sector Profile 2017 was consulted to ensure that the settings were representative of the sector nationwide. For example, the Pobal data shows that 60% of settings are in urban locations and 40% in rural areas; 73% of settings are privately owned and 27% community based. This is reflected in the selected case study settings. See **Table 1** for details.

The team of Early Childhood Specialists in Early Childhood Ireland identified suitable settings (using the typology above) with whom they had worked. This involvement took a variety of forms: engagement in quality initiatives such as **Síolta Quality Assurance Programme, Aistear in Action, the National Aistear Síolta Initiative** or winners of one of the **Early Childhood Ireland Annual Awards**. These were narrowed down to ensure a good geographic spread and to avoid duplication. All ten settings were sent comprehensive pre-visit material (briefing documents for all stakeholders and information for children) and associated consent forms. All consent forms comply fully with requirements of the General Data Protection Regulation 2018. Visits took place in May-June 2018. On each visit, parents and practitioners were invited to complete a survey and a representative sample were interviewed. We gave the children a camera and asked if they would take photos of their favourite part of the setting, as a way of capturing the views of children. Each setting is profiled in the next section, with a description, floor plans and images.



**Table One: Case Study Settings.**

Name	Location	Type	Number of children	Building type	Setting size (m <sup>2</sup> )
<b>1</b> Bernie's Preschool	Limerick County Rural	Private Sessional	14	Converted Single-storey	30m <sup>2</sup>
<b>2</b> Naíonra Choill Mhic Thomasín	Waterford Rural	Community Sessional	22	Purpose built Single-storey	95m <sup>2</sup>
<b>3</b> Cheeky Cherubs Early Years School (workplace creche)	Cork Urban	Private Full day-care	39	Purpose built and converted 2-storey	135m <sup>2</sup>
<b>4</b> Island Key Cooperative Housing	Dublin City Urban	Community Part-time	28	Purpose built Single-storey	180m <sup>2</sup>
<b>5</b> Lux Children's Club	Westmeath Urban	Private, Sessional	18	Converted Single-storey	200m <sup>2</sup> (excluding residential area)
<b>6</b> Benbulbin Creche	Sligo Urban	Full day-care	42	Purpose built Single-storey	315m <sup>2</sup>
<b>7</b> Ballindereen Community Creche	Galway Rural	Community Full day-care	82	Purpose built Single-storey	350m <sup>2</sup>
<b>8</b> Carraig Briste	Wexford Rural	Private Full Day Care	61	Purpose built 2 separate buildings, each 2-storey	410 m <sup>2</sup> (over 2 buildings)
<b>9</b> Northside Family Resource Centre	Limerick City Urban	Community Full day-care	75	Purpose built Single-storey	675 m <sup>2</sup> (excluding Family Resource space)
<b>10</b> Tigers Childcare, (chain)	Dublin County Suburban	Private Full day-care	105	Purpose built Two-storey	715 m <sup>2</sup>

## 01 Bernie's Pre-school

**Geographical Location:** Knockainey, County Limerick

**Urban/Rural location:** Rural

**Setting type:** Sessional

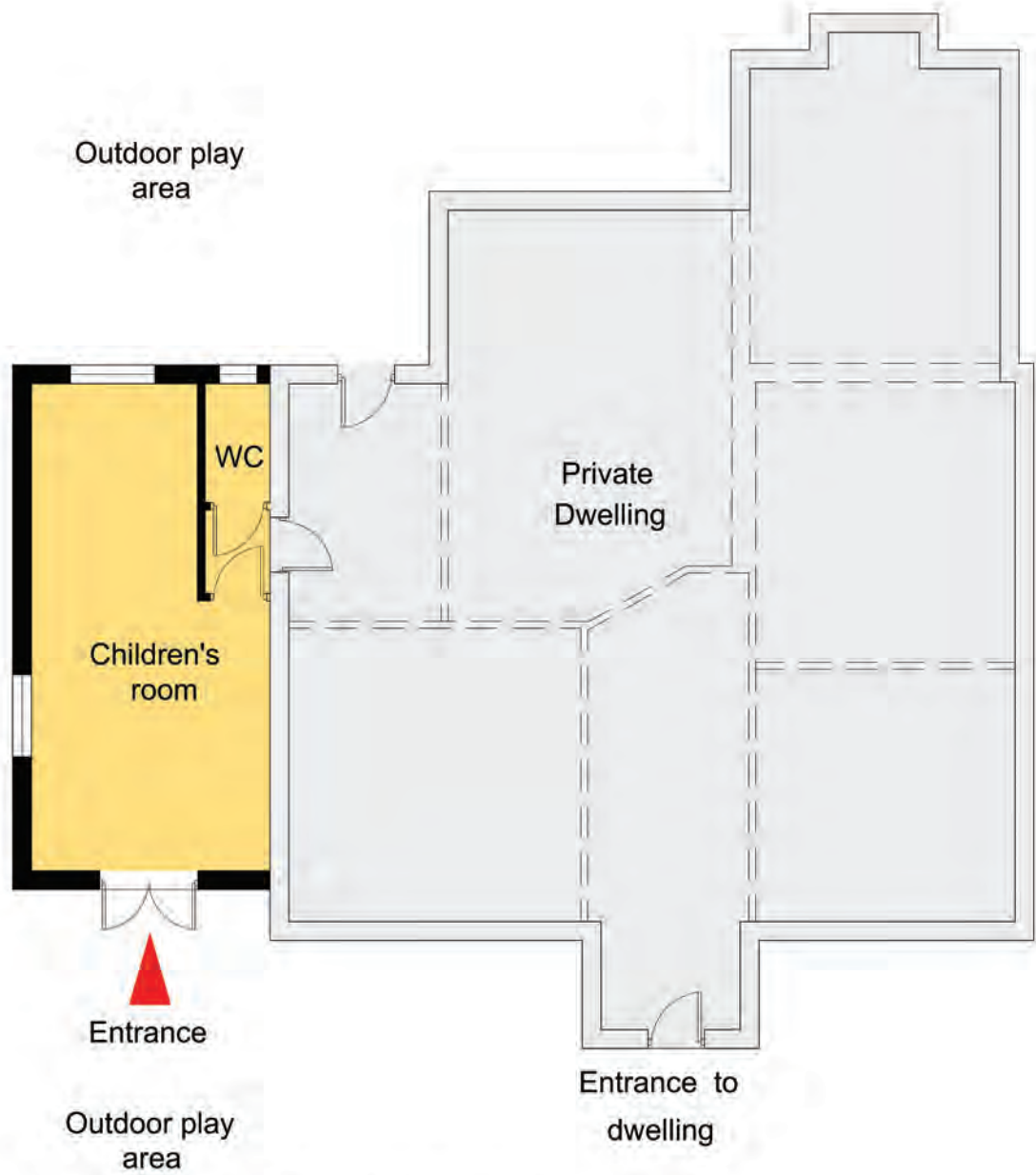
**Ownership:** Private

**Building type:** Single-storey extension to a private dwelling house

**Setting size:** 14 children



Bernie's Preschool is located on a farm in rural County Limerick. It is a privately-owned sessional setting. It caters for up to 14 children, from 2-years 8 months to 5-years. There are 2 staff employed. The setting is attached to the owners' home, in a converted extension that was originally a garage, then a playroom, study. Having operated in another location for 16 years, the setting opened in the current location in 2014. It is single storey. The variety of outdoor space including the garden and the playground gives children hands on experiences, challenges, freedom and opportunities to experience the world with all their senses. Being home-based, the setting has a homely atmosphere.



**Ground floor plan (Single storey building)**



## 02 Naíonra Choill Mhic Thomasín

**Geographical Location:** Kilmacthomas, County Waterford

**Urban/Rural location:** Rural

**Setting type:** Sessional, operating through the medium of the Irish language

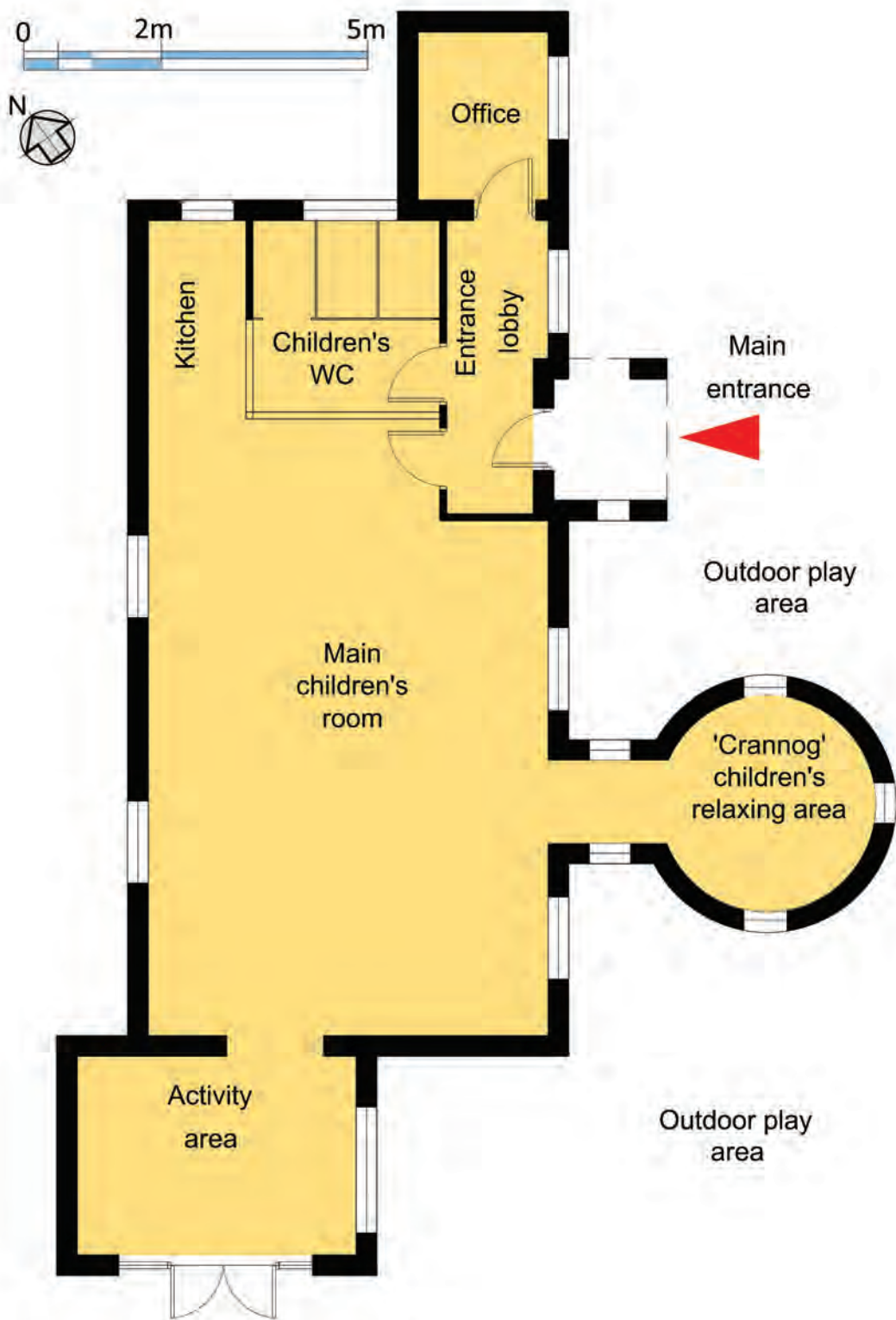
**Ownership:** Community

**Building type:** Single-storey purpose built building

**Setting size:** 22 children



Naíonra Choill Mhic Thomasín is located in a rural area, on the edge of the village of Kilmacthomas, Co Waterford. It is a community based sessional setting, where children play and explore through the medium of Irish. It caters for 22 children at any one time, with 2 sessions 5 days per week. The children are aged 2-years 10 months to 5 years. 3 staff are employed. The setting is purpose-built, designed to look like a residential bungalow. It originally opened in 1982 in another location and moved to the current building in 1998. There is one large room with two satellite rooms opening off this space, one called the seomra spraoi (fun room) where children can engage in energetic play, and the other is a crannóg (a small circular room, with a low ceiling), which provides a quiet space. The gairdín (garden), while small, provides a variety of natural surfaces and materials. A smaller adjacent room provides a space for managerial functions and for meeting parents.



Ground floor plan (Single storey building)

## 03 Cheeky Cherubs Early Years School

**Geographical Location:** Cork City Hall, Cork City

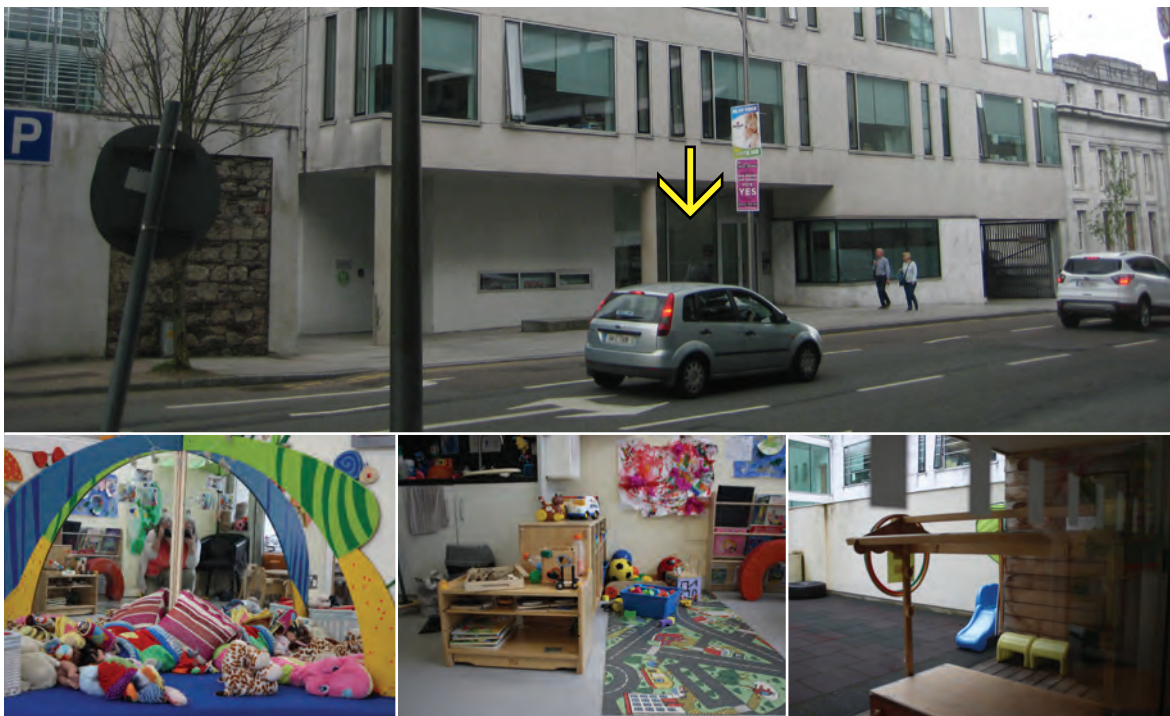
**Urban/rural location:** Urban

**Setting type:** Full day-care

**Ownership:** Private company, operating under licence to Cork City Hall Workplace creche.

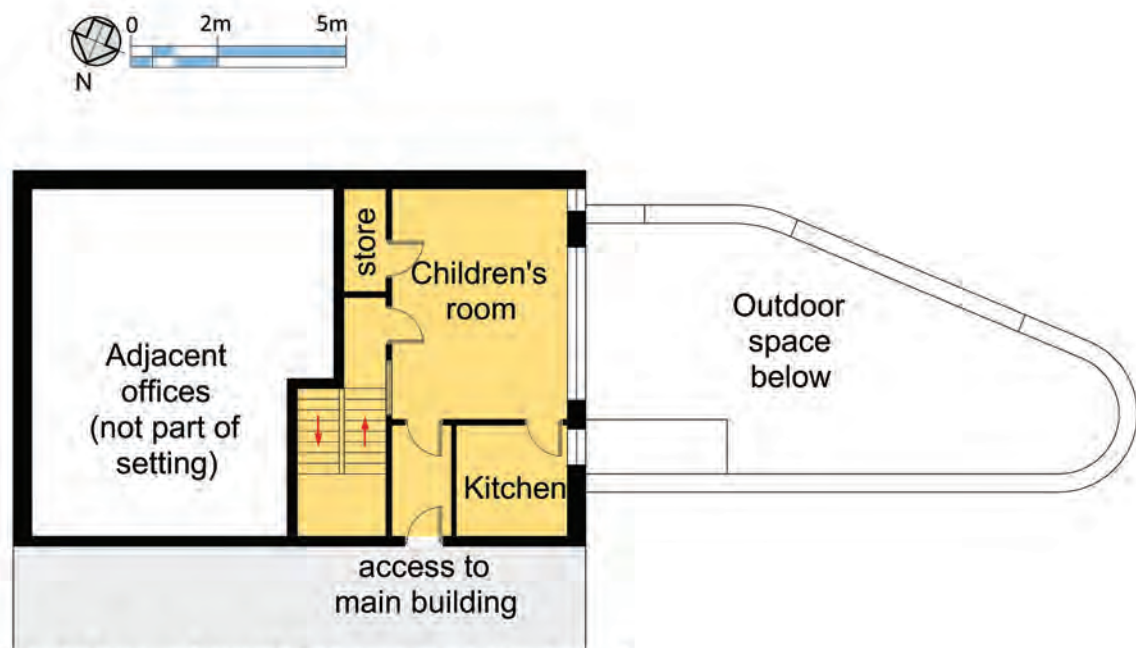
**Building type:** Two-storey purpose built setting with the toddler room located in the adjacent City Hall

**Setting size:** 39 children

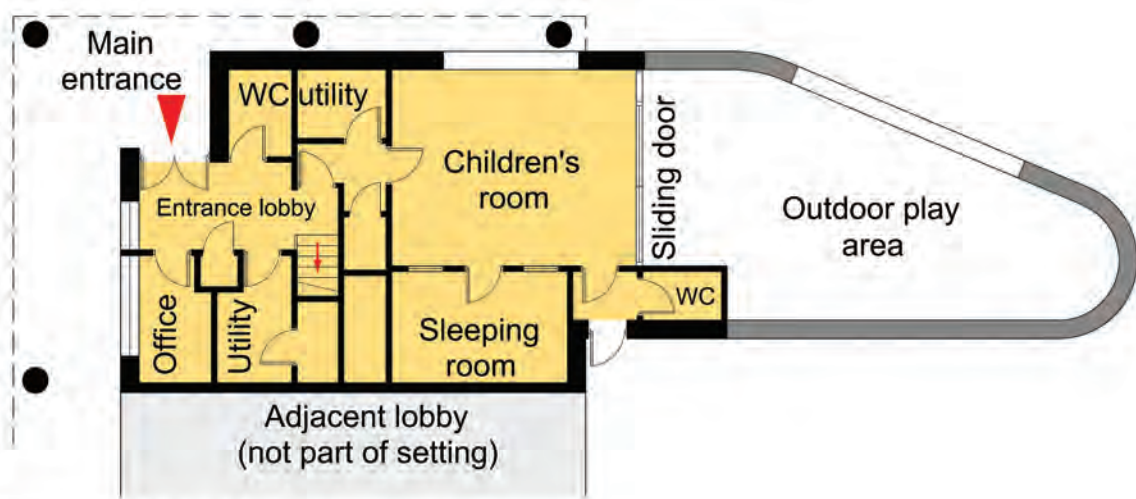


Cheeky Cherubs Early Years Schools is a private company operating under licence in Cork City Hall providing creche facilities to children of parents(s) employed by Cork City Council. It is located on the Cork City Hall campus and caters for 39 children, aged from under 1-year to 5-years. 8/9 staff are employed. The settings was built in 2007 and was originally set up with two rooms. As demand grew, a third room, for toddlers, was opened in a space in the City Hall, beside the purpose-built building. The design includes large glazing elements that allow lots of light. The children have developed a sense of community as they visit nearby city amenities such as Bishop Lucey Park, Crawford Art Gallery and the Fire Station, and events within the City Hall. The outdoor space is accessed through the Baby Room. Cheeky Cherubs have 2 other creches in Cork.





First floor plan (Offices on floors above)



Ground floor plan

## 04 Island Key Co-operative Housing Childcare Facility

**Geographical Location:** Island Key, East Wall, Dublin 3

**Urban/rural location:** Urban

**Setting type:** Part-time and school-age childcare

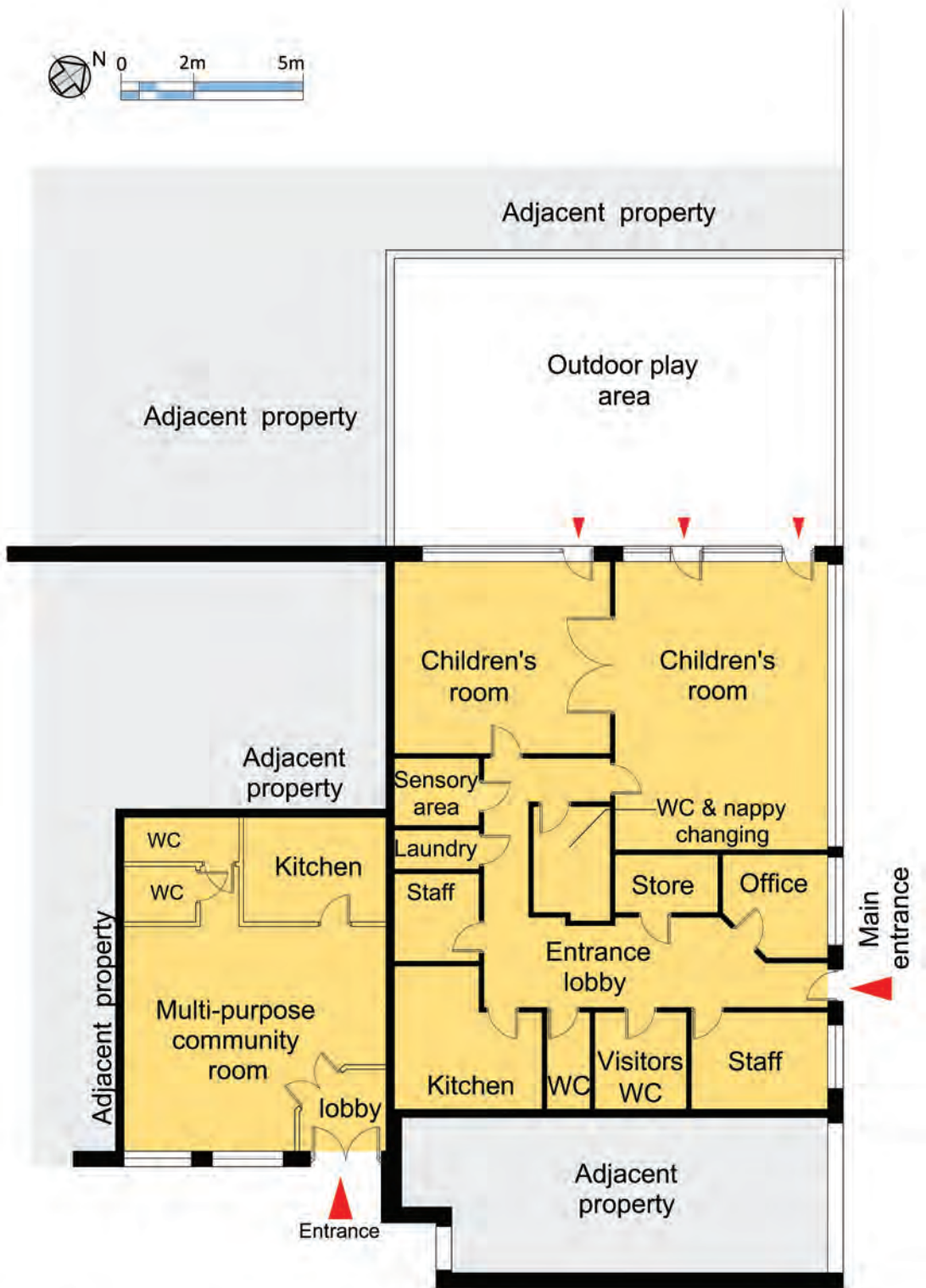
**Ownership:** Community

**Building type:** Single-storey situated in a multi-floor building

**Setting size:** 28 children



Island Key Childcare is located in an urban area, near the 3 Arena in Dublin city. It is a community based part-time and school age childcare setting. It caters for 28 children at any one time and the children are aged 12 months to 10 years. 6 staff are employed in the setting. It is a purpose-built facility in a cooperative housing development, which opened in 2009. There are 2 rooms for younger children, while the older children, who come in the afternoon, have access to a community room in the building next door. The setting is single storey but located in a multi storey block. The setting welcomes everyone from the community. The two rooms connect internally, with a moveable partition between them. This can be useful for parent events. The community room in the adjacent building provides extra space for older children, but the fact that it does not have internal access to the early years setting limits its usefulness somewhat. The setting has an outdoor area with direct access from each room.



Ground floor plan (Apartments on floors above)



## 05 Lux Children's Club

**Geographical Location:** Moate, County Westmeath

**Urban/rural location:** Urban

**Setting type:** Sessional and school-age childcare

**Ownership:** Private

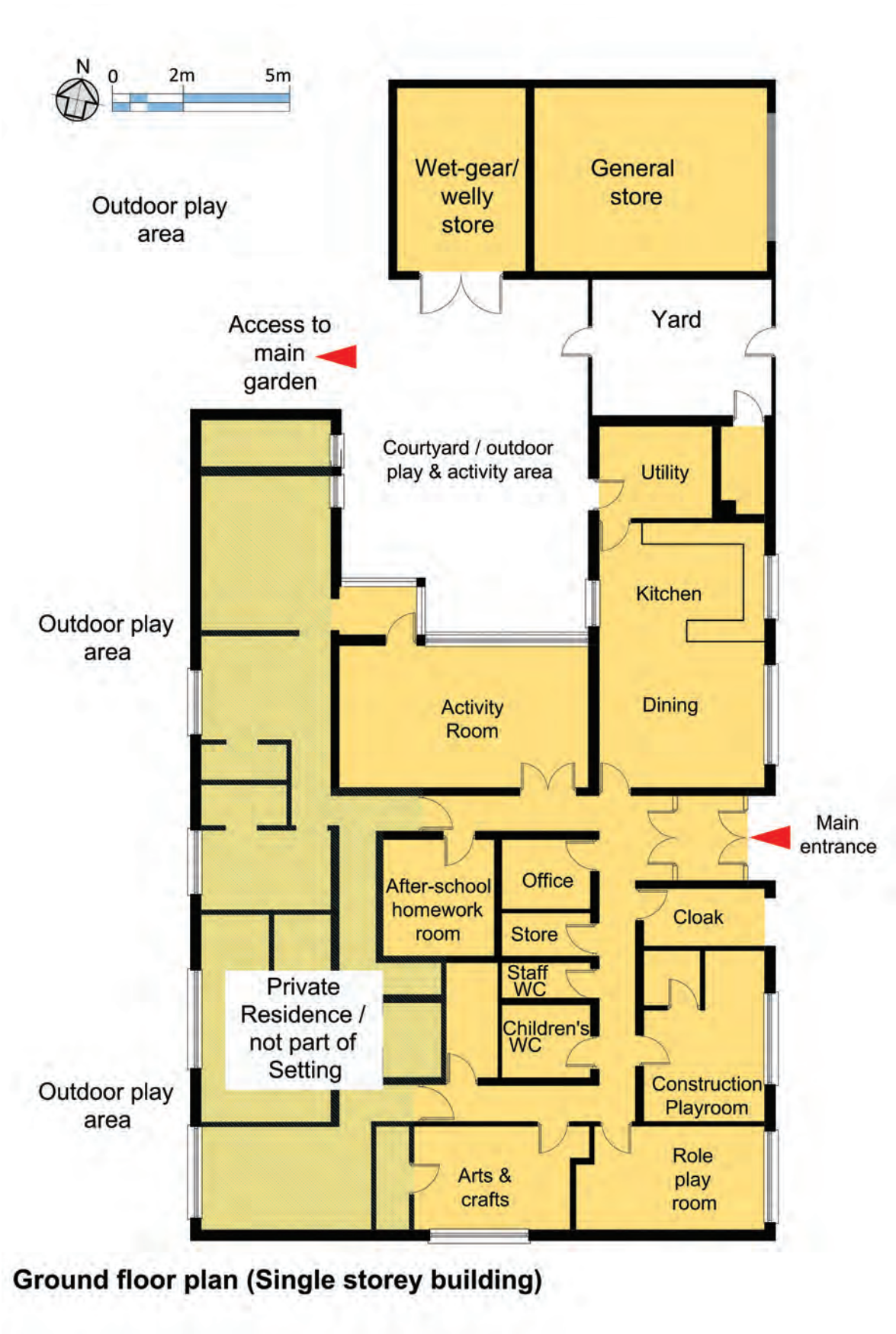
**Building type:** Single-storey building converted to ELC setting

**Setting size:** 28 children



Lux Children's Club is situated beside a primary school in the town of Moate. It is a privately-owned sessional setting, catering for 18 children aged 3-5 in the morning and 25 school aged children in the afternoon. 3 staff are employed. This is a single storey building converted from its former use as a children's residential centre, which operated as a convent for some years before that. There are six rooms available for the children. There is an art room, a gym, a role play room, construction room, a homework room, dining room and a large cloakroom. There is a large garden which affords many opportunities to children: art, climbing, playhouse, construction site, a Montessori house, along with a large shed where outdoor clothes are stored. There is a large covered outside area. Being located beside the school is very convenient for parents but can lead to traffic congestion. The front gate is controlled from inside the building for safety and security. There is an extensive cloakroom for coats, snow suits and wellies, both in the building and outside. This means coats and wellies can dry out which is an important consideration when children spend lots of time outside. Part of the building is the owner's personal residence.





## 06 Benbulbin Creche

**Geographical Location:** Public Services Offices, Sligo Town

**Urban/rural location:** Urban

**Setting type:** Full day-care

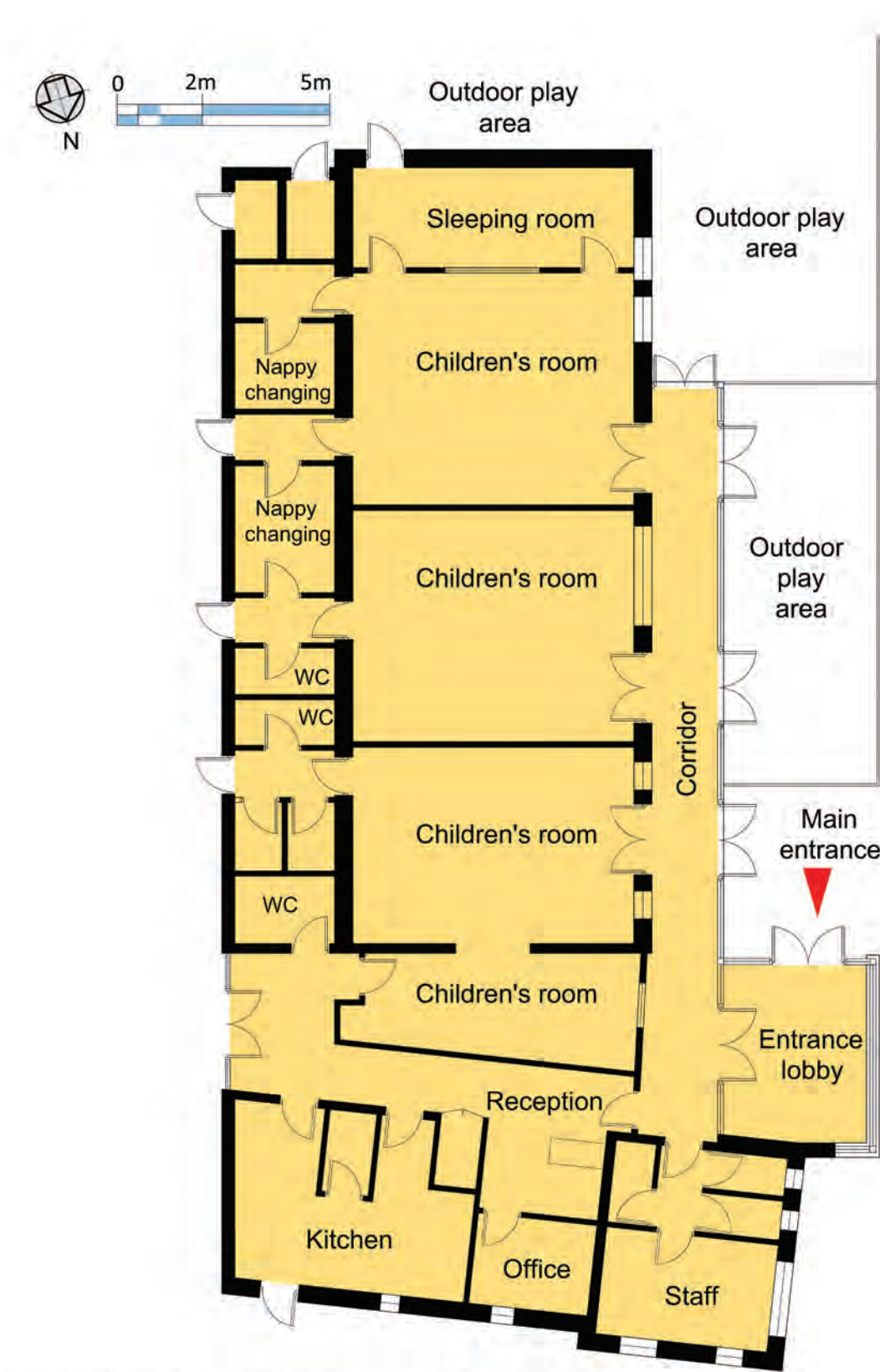
**Ownership:** Private

**Building type:** Single-storey, purpose built creche

**Setting size:** 42 children



Benbulbin Creche is located in Sligo Town. It is a privately-owned full day care setting and caters for up to 42 children aged from under 1 year to 5 years. There are 9 staff employed in the setting. This purpose built, single storey creche was established in 2004, originally operating as a Civil Service Creche. While it is now fully private and open to all families in the local community, it is situated in the grounds of the Public Services Offices. It has 3 rooms, which interconnect, with a large welcome area and an outdoor space. The front of the building is bright and airy but there is limited natural light in the rooms as windows are high up. The porch area provides space for children and their parents to play together and relax. The goldfish tank there is very popular. The sand shed in the outdoor area gives children an opportunity to play in sand. There is no direct access from the playrooms to the outdoor play area.





## 07 Ballinderreen Community Childcare and Education Centre

**Geographical Location:** Ballinderreen, County Galway

**Urban/rural location:** Rural

**Setting type:** Full day-care

**Ownership:** Community

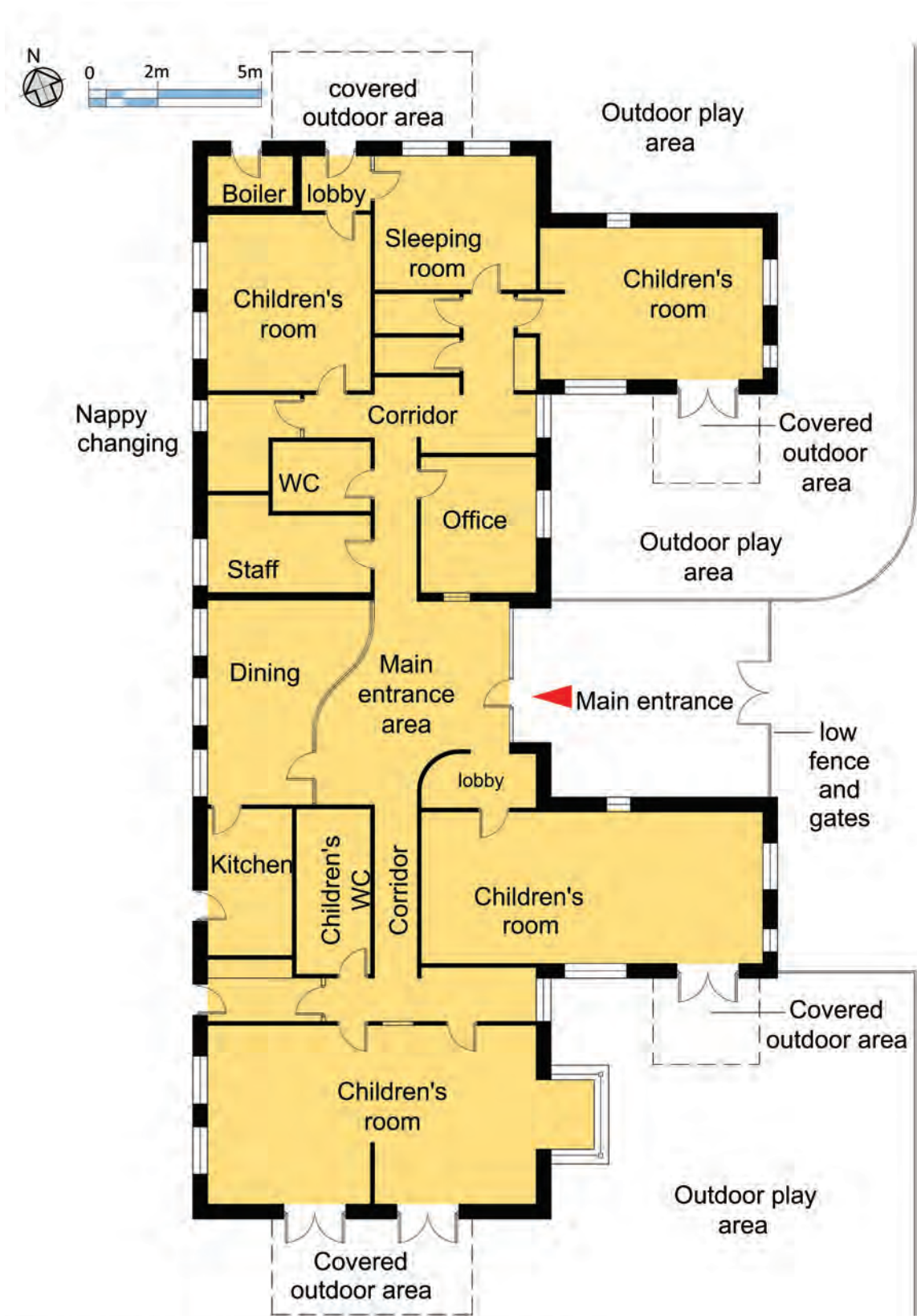
**Building type:** Single-storey purpose built setting

**Setting size:** 82 children



Ballinderreen Community Childcare and Education Centre is located in rural County Galway. It is a community based full day care centre and caters for up to 82 children aged from under 1 year to 5 years. There are 12 staff employed in the setting. This purpose-built creche was opened in 2005, having evolved from a playschool set up locally in the early 1990's. It is a bright, airy, single storey building with, with four rooms, each with direct access to outdoor play areas. The reception area and dining room are located near the front door and the children's rooms are located to the right and left of this central space. There is a good variety of opportunities outdoors, from an all-weather surface to a natural space with trees and grass. Not all rooms have direct access to the toilets.





Ground floor plan (Single storey building)

## 08 Carraig Briste

**Geographical Location:** Enniscorthy, County Wexford

**Urban/rural location:** Rural

**Setting type:** Full day-care and school-age childcare

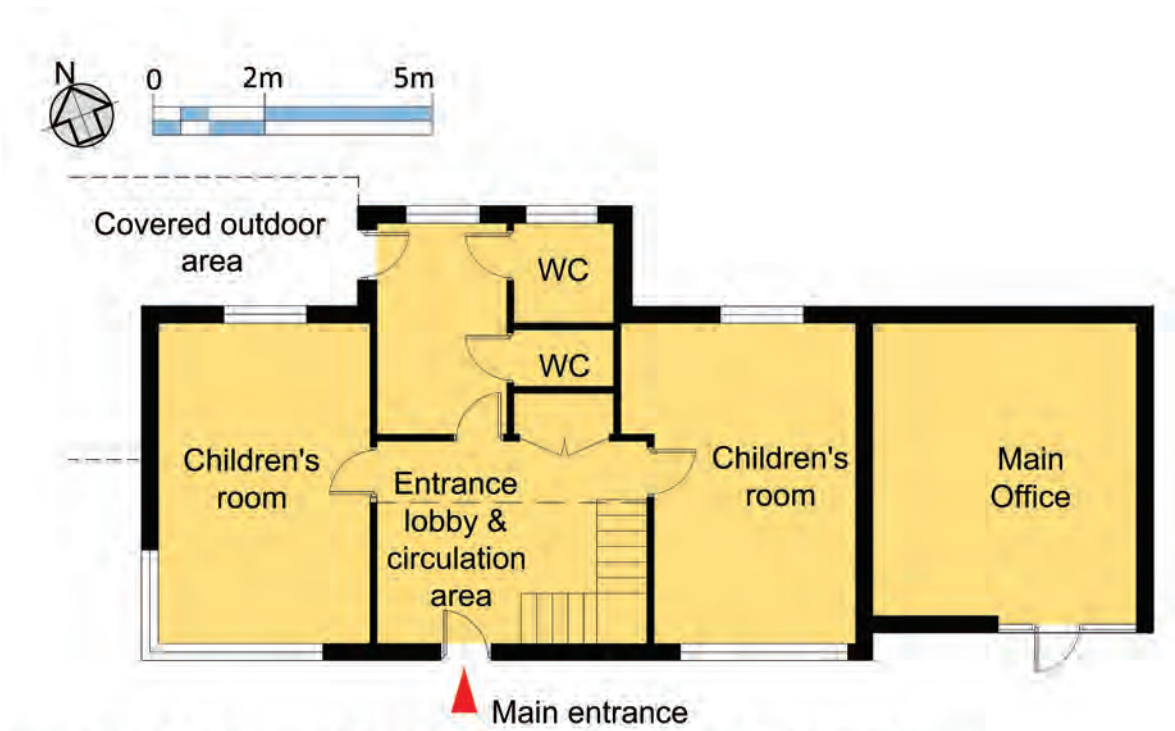
**Ownership:** Private

**Building type:** 2 single-storey buildings

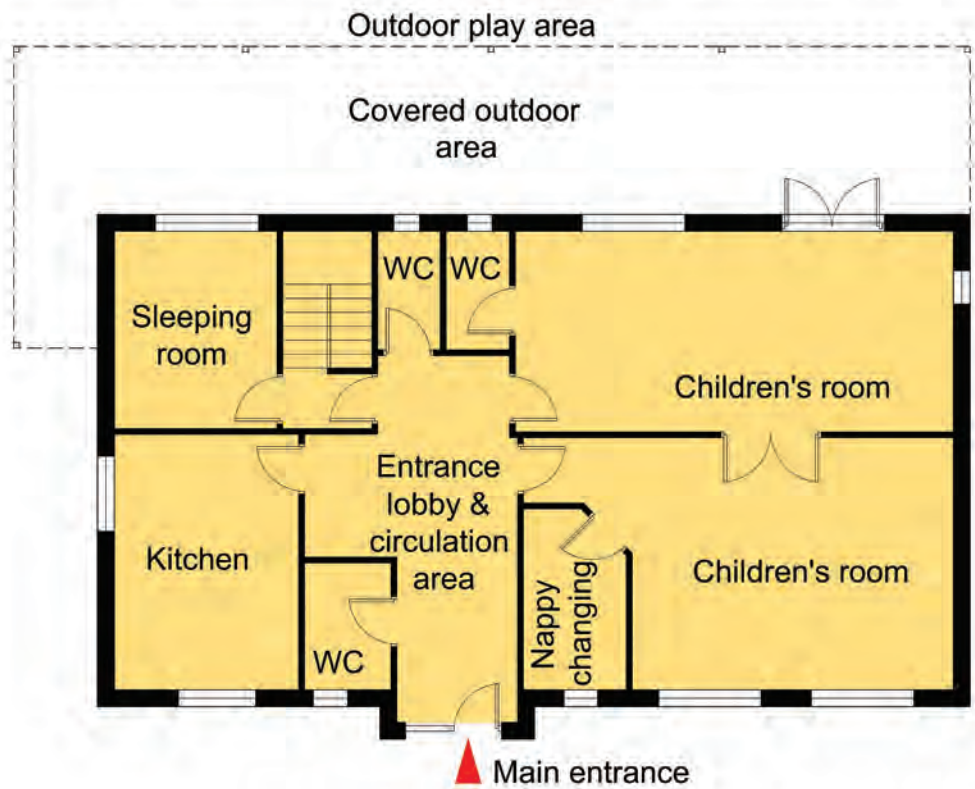
**Setting size:** 61 children



Carraig Briste is located in a rural area, near Enniscorthy town. It is a privately owned, full day-care setting (including a school age childcare facility), catering for 61 children aged 6 months to 10 years. 18 staff are employed. The setting operates from 2 purpose built single-storey buildings, each designed to look like a residential house. The setting opened in 2004, and has grown organically in the years since, having originated as a childminding setting. There are six children's rooms. There is a huge emphasis on the value of outdoor play and the setting philosophy is heavily influenced by the **Reggio Emilia** approach. A log cabin is provided to give staff a dedicated space for breaks. While there are first floor children's rooms in both buildings there is no lift or stair lift.



**Building 2 - Ground floor plan (similar layout on first floor)**



**Building 1 - Ground floor plan (Similar layout on first floor)**





## 09 Northside Family Resource Centre

**Geographical Location:** Ballynanty, Limerick City

**Urban/rural location:** Urban

**Setting type:** Full day-care

**Ownership:** Community

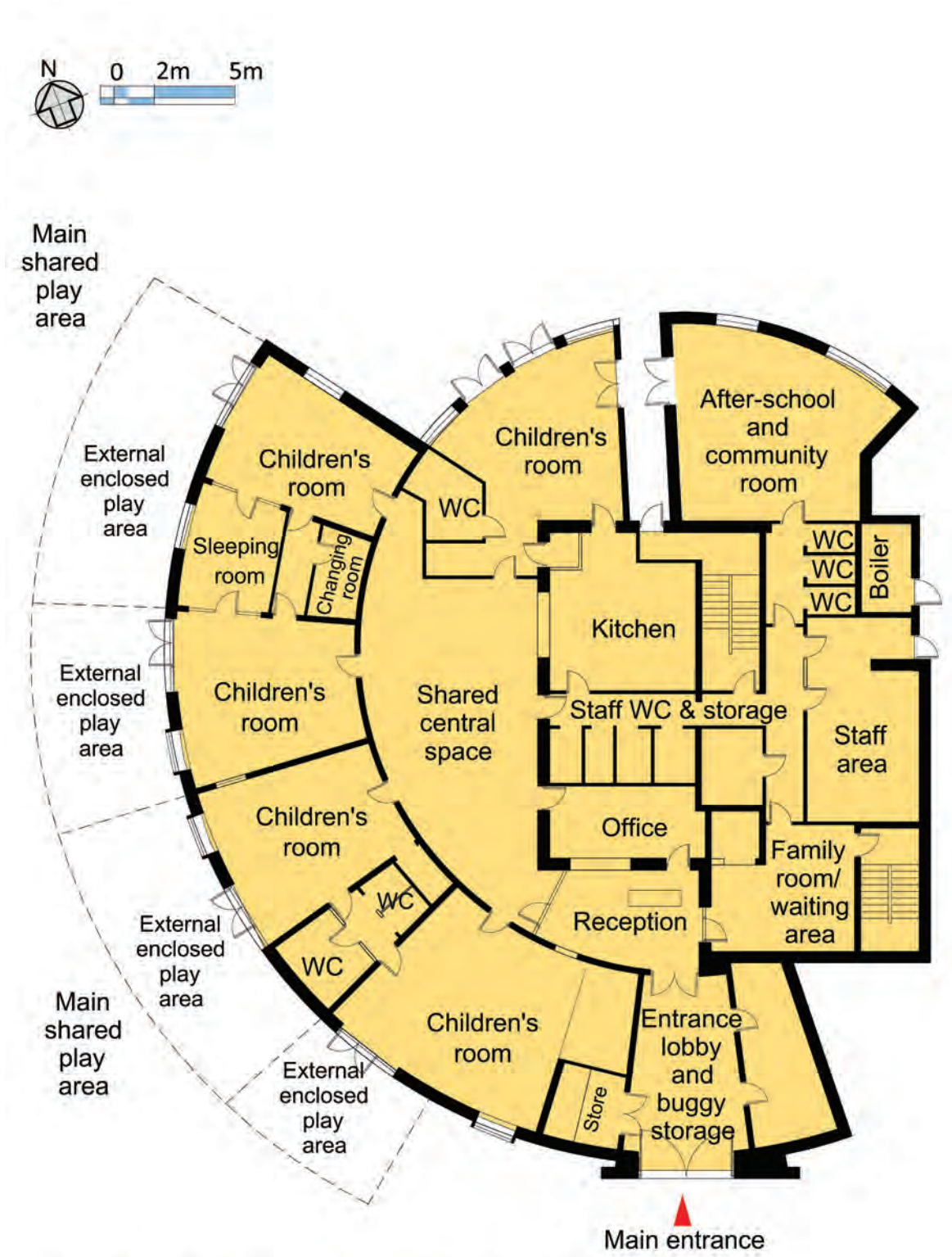
**Building type:** Single-storey purpose built setting within a two-storey family resource centre

**Setting size:** 75 children



Northside Family Resource Centre, Sunshine Childcare Centre is located in the urban area of Ballynanty, Limerick city. It is a community based full day-care setting. It caters for 75 children, aged from under 1 year to 5 years at any one time. There are 22 staff employed. The setting is a purpose built facility. While the centre is in existence for 30 years it was completely rebuilt around 10 years ago. As a Family Resource Centre, the services provided extend beyond the early childhood remit, so it is a very busy place in the community. There are five children's rooms and an outdoor classroom. The areas evolve all the time and the children spend a lot of time in the outdoor area.





Ground floor plan (Offices only on first floor)

## 10 Tigers Childcare

**Geographical Location:** Balgriffin, Dublin 13

**Urban/rural location:** Suburban

**Setting type:** Full day-care

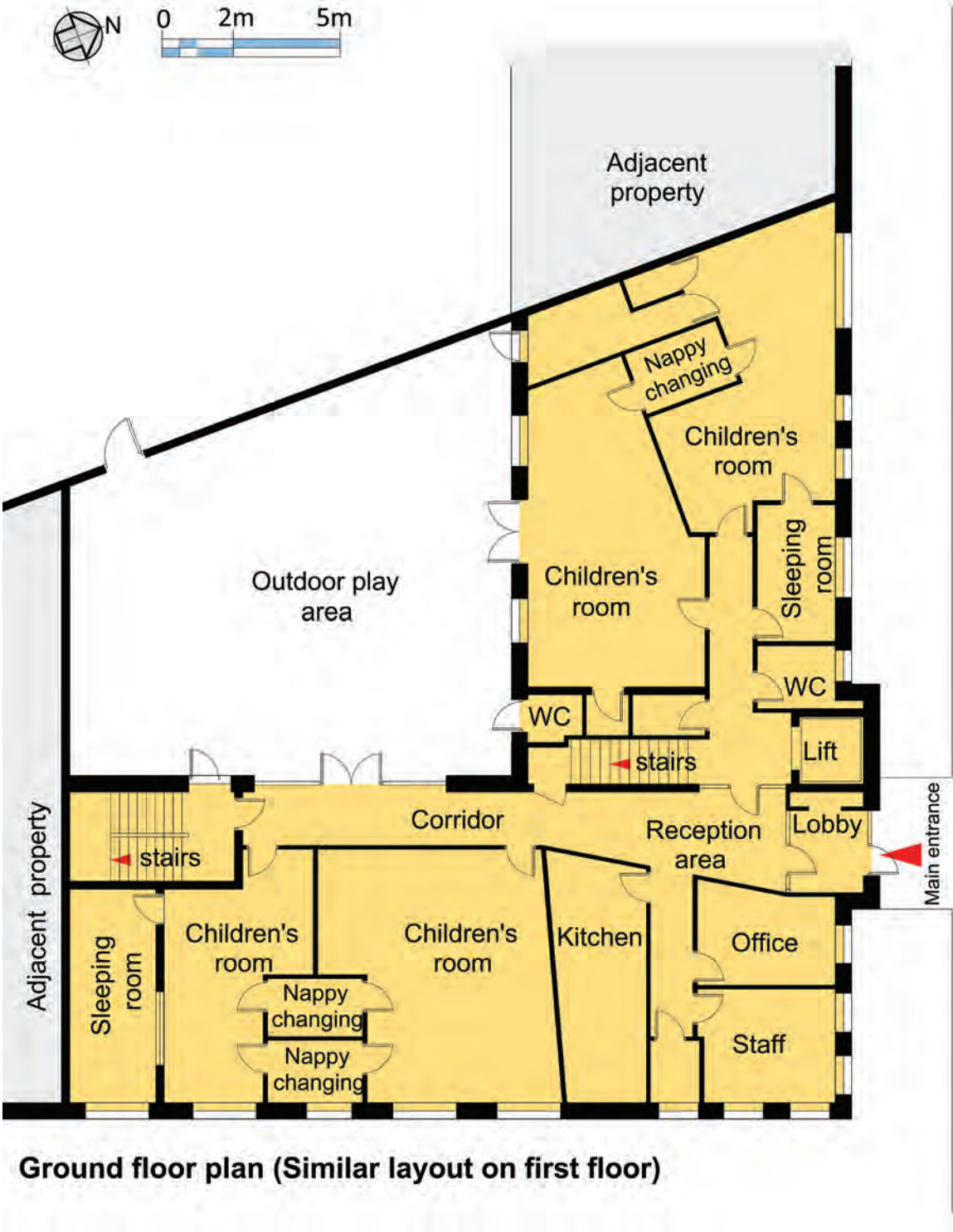
**Ownership:** Private

**Building type:** Two-storey, purpose built building

**Setting size:** 105 children



Tigers Childcare, Balgriffin is located in an urban development in North County Dublin. It is a privately-owned full day care setting, catering for 105 children aged 6 months to 5 years. It opened in 2007 and 21 staff are employed. The setting operates as part of the Tigers chain, which has 13 settings in Ireland. This is a two-storey purpose built building with eight rooms available for the children. There is a staff room and a family room. Food is prepared on site in the kitchen. A lift and stairs connect the two levels. There is a walled outdoor area and the children have access to an enclosed courtyard within the development. There is a park nearby that older children can go to. The Managers and staff place a strong value on parent, practitioner partnership and their collaboration with the local community. While the building is large, it feels cosy and quite homely.





## Details of settings used for photos in addition to case studies.

	Name	Numbers of children	Sessional/ FDC	Community/ Private
1	Stepping Stones Pre-school	24	Sessional	Private
2	Totally Kids Pre-school	22	Sessional	Private
3	Beginnings Creche	29	FDC	Community
4	TVG Goras,	20	Part-time	Community
5	Lotamore Family Centre	13	Sessional	Community
6	Crawford Childcare	55	FDC	Private
7	Aghada Community Preschool	36	Sessional	Community
8	Rainbow Childcare	8	Part-time	Community
9	Puddleducks Preschool	21	Sessional	Private
10	Wallaroo Playschool,	42	Sessional	Community
11	Mallow Community Childcare	54	FDC	Community
12	Realt Beag	26	FDC	Community
13	Happy Days Community Creche	72	FDC	Community
14	Family Tree Creche	50	FDC	Community
15	Le Cheile Family Resource Centre	85	FDC	Community
16	Tigers Childcare, Blanchardstown	124	FDC	Private
17	Waterford Childcare Centre	131	FDC	Community
18	Graigucullen Parish Childcare Centre	88	FDC/ Sessional	Community
19	High Care Childcare	150	FDC	Private
20	Cahir Bears	71	FDC	Community
21	Horizons Montessori	33	Sessional	Private
22	Cheeky Cherubs Ballincollig	91	FDC	Private
23	Cheeky Cherubs Bishopstown	35	FDC	Private
24	Bessborough Centre Creche	102	FDC	Community
25	Kidz@Play Playschool & Afterschool	44	FDC	Private
26	Giggles Playschool	20	Sessional	Private



## Appendix 2

### Stakeholder Engagement Process

These Guidelines are underpinned by in-depth research and supported by an extensive engagement process with key stakeholders. Some key highlights of the stakeholder engagement process include:

- **Case studies involving 10 settings throughout the country.**
- **Fourteen settings were visited to take photographs.**
- **Four settings submitted examples of best practice.**
- **Two Stakeholder Workshops: 75 participants in total.**
- **Extensive review of international literature and best practice.**

This stakeholder engagement process is outlined in detail in the research report **Early Years Settings from a Universal Design Approach - Research Key Findings Report 2018**.

## Appendix 3

### Bibliography

Please refer to Bibliography on **Universal Design Guidelines for Early Learning and Care Settings: Literature Review**. Please visit the Department of Children and Youth Affairs Website [www.dcy.gov.ie](http://www.dcy.gov.ie) to see the Literature Review.

### Acknowledgements

A key part of the design guidance development was to embark on a process of engagement with a wide range of stakeholders and the authors would like to acknowledge and thank the many people from a wide range of organisations who welcomed us into their settings as part of the case studies and/or attended the workshops.

We greatly appreciate that everyone who participated gave their time so generously, participated so enthusiastically and were so willing to share their knowledge and expertise with us in a way that has greatly informed and enhanced this research.

We would particularly like to thank the children, families and staff for taking part and for providing us with their views and perspectives on the design of their settings - their insights are especially important.

The authors would also like to thank each of the members of the Project Steering Committee for their commitment to this work and for their valuable guidance.

## Advisory Committee

Sincere thanks to Advisory Committee who included:

- Maresa Duignan, Department of Education and Skills
- Angela Rolfe, Royal Institute of Architects of Ireland
- Aoife Conduit, Department of Education and Skills
- Delia Goodman, Better Start
- Michelle Corcoran, TUSLA
- Viola Craig, Childcare Committees Ireland
- Ann Bourke, Social Care Division, HSE
- Cathy Goss, National Council for Special Education
- Naoimh O'Dwyer, Early Years Provider Representative
- Muriel Bright, Parent Representative
- Kathryn O'Riordan, Department of Children and Youth Affairs
- William Ebbitt, Primary Care Division, HSE
- Mag Coogan, Early Years Provider Representative

## Photographs and Technical Drawings

All photographs are from Tom Grey, TrinityHaus and Early Childhood Ireland (see Appendix 1). All technical drawings are from Tom Grey, TrinityHaus.

We also thank the following settings for allowing us to use images of their premises:

- Curam Leanaí Bogha Ceatha, Sidhean, An Spideal, Co na Gaillimhe
- Happy Feet Creche, Creagan, Bearna, Co Galway
- Giraffe Childcare, Dublin
- Busy Kids, Lucan, Dublin
- Park Academy, Bray, Co Wicklow
- Safari Childcare, Kilmainham, Dublin

The San Miniato images used in this publication belong to the archive of Bottega di Geppetto International Research and Documentation Centre on Childhood Gloria Tognetti ([www.bottegadigeppetto.it](http://www.bottegadigeppetto.it)).

Fuji Montessori Kindergarten images provided by Tezuka Architects ([www.tezuka-arch.com/](http://www.tezuka-arch.com/)).

Image 41 in Section 04 was provided by JAGGO Ltd ([www.jaggo.ie](http://www.jaggo.ie)).

# Appendix 4

## Key Terminology

### Accessible

With respect to buildings, or parts of buildings, means that people, regardless of age, size, ability or disability, are able to both access and use the building and its facilities.

**Acoustics**

Characteristics relating to sound.

**School-age childcare**

A centre-based service for school going children aged 4-15 years, which operates during one or more of the following periods: before school, after school, during school holidays.

**Aistear**

The Early Childhood Curriculum Framework.

**Assistive technologies**

Technological devices (equipment or systems) that are used to increase, maintain, or improve functional capabilities of individuals.

**Building**

A permanent or temporary structure of any size that accommodates facilities to which people have access. A building accommodating sanitary facilities may include a toilet block in a public park or shower facilities at a campsite. A temporary building may include portable toilet facilities such as those provided at outdoor events.

**Campus**

A site or grounds with a collection of mostly detached buildings which share a common purpose.

**Camphered**

A carpentry term that refers to the edging on furniture.

**CAT6**

A data communication cable standard for Gigabit Ethernet cable.

**Closed Circuit TV (CCTV)**

A TV system in which signals are not publicly distributed but are monitored, primarily for surveillance and security purposes.

**Circulation**

External or internal spaces to allow a person to move from one place to another (i.e. external pathways or internal corridors).

**Clear width**

The width between handrails.

**Cognitive impairment**

A cognitive decline greater than that expected for a person's age and education level.

**Decibels**

Decibels (dBs) are the units used to measure sound intensity.

**Designated car parking**

Car parking spaces reserved for the use of car users with disabilities, whether as motorists or passengers.



### **Door ironmongery**

A collective term for components including hinges, handles, locks and self-closing devices, which are used to facilitate the correct functioning of a door. May also be termed 'architectural ironmongery' or 'door furniture'.

### **Dropped kerbs**

A lowered section of kerb between a pavement and carriageway forming a level or flush crossing point. Also referred to as dished kerbs.

### **Early Learning and Care setting (ELC)**

An ELC is a setting providing Early Learning and Care to children primarily aged from birth to six years. This may include sessional settings (where children attend for up to 3.5 hours), part-time settings (where children attend for up to 5 hours) or full-day settings (where children attend for over 5 hours). These settings may also provide afterschool facilities that may cater to primary children up to the age of 14 years.

An ELC can take many forms in various locations such as: a standalone setting within the community; part of a larger community center; co-located with a primary or post-primary school; or, attached to, or part of a private dwelling. An ELC may also consist of a childminding service undertaken by a registered childminder within their own home. Furthermore, with the introduction of early years speech and language therapy supports and similar projects that utilise the ELC as a key contact and support point for childcare and education within the community, many ELC are providing extended services to children, families, and staff.

### **Handrail**

Component of stairs, steps or ramps that provides guidance and support at hand level.

### **Heating, ventilation and air conditioning (HVAC)**

Heating, ventilation and air conditioning systems.

### **Information and Communications Technology (ICT)**

This includes a wide range of technologies such as computers, telecommunications, etc.

### **Leading edge**

The opening edge of a door adjacent to the handle.

### **Matwell**

Entrance door mattings set into a frame in the floor.

### **M<sup>2</sup>**

Metres squared.

### **Newel post**

The upright posts that support the bannister on a staircase.

### **Nosing**

An edge part of the step tread at the top of the riser beneath in a flight of stairs.

**Parietal Lobes**

The brain comprises many different lobes (frontal, temporal, occipital and parietal) each with particular functions. The parietal lobes are found in the cortex of the brain and are where information such as taste, temperature and touch are integrated or processed. The parietal lobes enable us to negotiate our way in the three dimensional world in which we live. Humans would not be able to feel sensations of touch, if the parietal lobe was damaged.

**Passenger lift**

A conventional motorised lift enclosed within a structural shaft and rising one or more storeys within a building. Lift and door movement is automatic.

**Path**

A pedestrian route that has no adjacent vehicle carriageway and includes paths in countryside locations as well as paths in urban and residential environments.

**Pavement**

A pavement is the part of a roadway used by pedestrians and is adjacent to the vehicle carriageway.

**PIR**

A Passive Infrared (PIR) sensor-activated light fitting.

**Placemaking**

Placemaking is a people-centered approach to the planning, design and management of public and publicly accessible places such as streets, squares, parks, campuses, buildings, and other similar public spaces. It identifies the importance of 'place' and a 'sense of place' for human and community health and wellbeing. Placemaking is a process that carefully examines, among other local things, the social, cultural, ecological and physical attributes of a location. These attributes inform a process of improving or creating public places that support greater access, interaction, equality and equity, and more socially, and economically viable communities.

**Positive risk-taking**

Positive risk taking refers to balancing the positive benefits gained from taking risks against the negative effects of attempting to avoid risk altogether. In early childhood education, positive risk taking involves enabling children to face challenges, whilst ensuring children are protected from potentially hazardous situations.

**Public Realm**

The public realm typically refers to public space in villages, towns and cities. It usually consists of streets, squares, parks and other open public spaces, but it also refers to public internal space such as markets, public museums, and large government buildings. For the purposes of these guidelines we refer to the external and internal connective public spaces in the early years setting, as the public realm of the early years setting.

**Ramp**

An inclined plane 1:20 or steeper from the horizontal and intermediate landings that facilitate access from one level to another.

**Retro-fit**

Carrying out building works to an existing building.

**Riser**

The vertical portion between each tread on the stair.

**Setting-down point**

A designated area close to a building entrance or other facility where passengers can alight from a car or taxi.

**Síolta**

The National Quality Framework for Early Childhood Education.

**Shower room**

A room comprising a shower, WC, washbasin, and associated accessories, such as en-suite facilities in residential accommodation.

**Soffit**

The underside of any construction element, the underside of a flight of stairs.

**Stakeholders**

Any person or organisation that can affect, or can be affected by the development of a new Early Learning and Care setting, or the extension or refurbishment of an existing early years setting.

**Step nosing**

The leading edge of a step or landing.

**Street furniture**

Items located in street and other pedestrian environments such as lamp posts, litter bins, signs, benches, and post boxes.

**Tactile paving surface**

A profiled paving or textured surface that provides guidance or warning to pedestrians with visual difficulties.

**Transom**

A horizontal crosspiece in a window frame usually dividing the window into a top and bottom section.

**Tread**

The part of the stairway that is stepped on.

**Urban Form**

The layout, shape, height and design details of the built environment, including streets, roads, public space, buildings etc. in an urban area.

**U-Value**

U-value refers to thermal transmittance and it is a measures the rate of heat that passes through a component or structure. It is expressed in units of watts per square metre per degree of air temperature difference (W/m<sup>2</sup>K).

**Ventilation Strips**

Vents integrated into a window frame that are in the shape of a bar or strip, and that can be controlled by opening or closing the aperture within the vent to different extents.



**Vision panel**

A fixed, glazed panel set into a door that enables people to see through from one side of the door to the other. May also be termed 'viewing panel.'

**Visual contrast**

Colour and/or tonal contrast between surfaces and fixtures, designed to improve visual clarity.

**Wayfinding**

A collective term describing features in a building or environment that facilitate orientation and navigation.

**Wet room**

A shower room in which the floor and walls are all waterproof. The shower area can be accessed without crossing a threshold or stepping into a shower tray.

## Appendix 5

### Key Acronyms

**AT** - Assistive Technology.

**ACH** - Air Changes per Hour.

**BMS** - Building Management System.

**CCTV** - Closed Circuit TV.

**CEUD** - Centre for Excellence in Universal Design.

**CPTED** - Crime Prevention through Environmental Design.

**F,F&F** - Furniture, Fixtures and Fittings.

**ICT** - Information and Communications Technologies.

**MHRV** - Mechanical Heat Recovery Ventilation.

**NDA** - National Disability Authority.

**UD** - Universal Design.

**UDHI** - Universal Design Homes for Ireland.

**UFH** - Under Floor Heating.

## Appendix 6

### Key Organisations

**Department of Children and Youth Affairs:** This department has a remit to ensure that children and families have access to high quality and affordable Early Learning and Care and School Age Childcare in Ireland.

**Tusla, the Child and Family Agency:** This agency has the authority to register and inspect Early Learning and Care and to register School Age Services in Ireland.

**Department of Education and Skills:** This department has a remit for education policy and the evaluation of the quality and effectiveness of educational provision in Ireland.

**Pobal:** The agency which administers Government funding programmes, including the various early years programmes.

**Better Start:** The agency which provides mentoring support for quality Early Learning and Care provision. Better Start also supports the implementation of the Access and Inclusion model (AIM).

**Early Childhood Ireland:** Is the largest organisation in the early years sector. It represents 3,800 childcare members, who support over 100,000 children and their families through preschool, afterschool, and full day-care provision nationwide.

**City and County Childcare Committees:** Locally based organisations providing a wide variety of services including; advice on setting up an early years business; early years training sessions and advice and support on applying for government funding.

## Appendix 7

### Setting out a design brief

#### Considerations when preparing the design brief from a universal design approach:

Before you meet an architect or start developing your brief, reflect on the key design considerations outlined below. These considerations are especially important when planning a large-scale retrofit or new build project. While not all aspects will be relevant it is good to consider these points for all projects. Refer to Aistear and Síolta so your project aligns with the guidance in the National Frameworks.

(see guidance on pages 18 to 32 for more information about design briefs)

#### Set out a strong vision and values for the project:

- How will our vision and mission be reflected in the setting (indoors and outdoors)?
- How have we considered children's rights in our planning?
- How will access to the outdoor area be facilitated?
- How easy is access to the toilet/nappy changing area from the outside play space?
- How will sibling relationships be facilitated?
- How will parents and families feel welcome and included?
- How can children of mixed ages play together, inside and outside?
- Are there clear lines of sight from within the building to the outside?

**How will the building relate to the public realm and some overall site design requirements:**

- How will the location of the building and proposed boundaries help to integrate the setting with the community?
- How will the site design provide a community and child-centred setting?

**Indicate the kind of layout that would support our vision:**

- Describe the kinds of spaces that will fulfil our vision.
- Think about access from room to room.
- Width of corridors and doorways.
- Flexible use of space.
- Space for children to play.
- Space for staff to be comfortable and relax.
- Space for families to feel comfortable and part of the setting.

**Describe the overall qualities of the internal spaces:**

- Will the interior of the building receive high levels of natural light?
- What kinds of materials and finishes will achieve a stimulating yet calm environment for children?
- What acoustic qualities would we like?

**Define the relationship between inside and outside:**

- Is there free flowing movement between inside and outside?
- Will the children's spaces have direct access and good views to the outside?
- Thinking about windows and doors, describe how this might work?

**Describe how you envisage the outside spaces:**

Think about sand, water, construction, climbing, running, loose parts and open-ended materials, pedalling, planting, digging, space for pets, children of mixed ages, building, assembling, space for stories and chats, spaces to sit.

**Things to consider in change of use, fit-out, or retrofit projects:**

When looking at various sites and existing buildings for projects that involve a change of use (e.g. from a dwelling or office building to an ELC setting), the fit-out of an existing building shell and core, or a major retrofit, there are many things to think about. Issues such as the location of the site, public transport access, and parking will be part of the overall site feasibility. The key things to be considered by the client when preparing the design brief, as outlined previously, will be important. However, since the project involves an existing building, the existing site and building conditions will require careful thought such as:



**Internal floor area and circulation space:**

- Will the building accommodate the floor space required as outlined in **Table 1?**
- Will the existing floor area provide comfortable and accessible entrance, circulation, and toilet areas?

**Availability of outdoor space:**

- Does the site provide sufficient uninterrupted outdoor areas for children to run, play, and explore? We Like this Place, (2002) suggests that at least 9M<sup>2</sup> of outdoor space per child be aimed for.
- Will the outdoor space be adjacent to and directly accessible to all internal children's rooms?

**Internal layout and structural walls:**

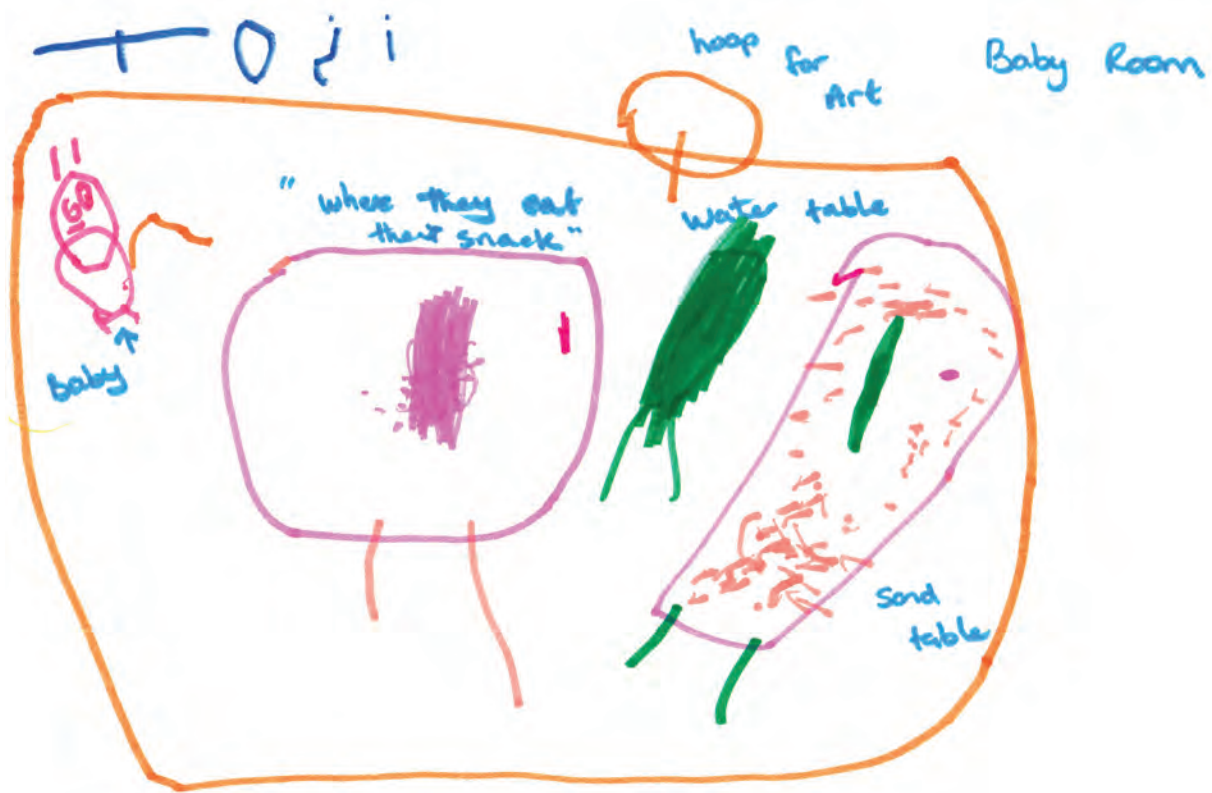
- Will the layout of the existing building allow you to achieve the kinds of internal spaces you require? If not, is it possible to remove certain non-load bearing internal walls, or are there major structural implications?

**Building services:**

- Are the existing plumbing, ventilation and electrical services in locations that will serve the proposed spaces? For instance, can the appropriate plumbing or ventilation services be supplied to areas in the building planned for toilets, milk kitchens, or nappy changing areas?

**Children's rooms on an upper floor:**

- If children's rooms are located on an existing upper floor, will the existing circulation and stairs comply with fire regulations.
- Will children on this upper floor have direct access to outdoor space in the form of a roof terrace, balcony or to ground level outdoor space via external stairs?
- If not how will daily access to outdoor space to be managed?



# Learning Stories

## Creating a design brief....my story

Kidz@Play School & Afterschool is established in Maynooth for over 34 years. The service is a mother and daughter team Evelyn and Jess, which started as a home playschool moving to a rented commercial shop unit where it offered sessional preschool and afterschool. In 2017 with an expanding waiting list the service was actively looking for a larger premises to accommodate the growing need.

A purpose built childcare facility became available for lease in a newly built housing estate in Maynooth about 1 km from the service existing rented unit. This was a requirement of planning, as the development had more than 75 houses and apartments. An expression of interest was lodged with the estate agent and a meeting with the builder/landlord took place on the site. The building was a shell, but plans had been drawn up. Looking at the plans and the proposed room lay out we knew the room sizes did not comply with the Child Care Regulations (The Child Care Act 1991 (Early Years Services) Regulations 2016 and nor would the design allow me deliver the type and quality of service we wanted. The design was for a full day care service, with a proposal of several small rooms with many of the

rooms located upstairs for the children. An office and kitchen were proposed downstairs.

The service we wished to provide included full day care for pre-school children, sessional preschool and school age childcare. Thus our business would expand to accommodate an expansion of numbers, however our business model would not include babies or toddlers as this was not within the demand for places at the time or within our expertise and experience.

The builder advised me to meet the architect to redraw the plans, warning that if there were any changes to the plans this would incur a cost to us in redesigning the internal layout.

A meeting was scheduled with the architect and the building design fire officer. A copy of the preschool regulations was sent to the architect in advance of the meeting. We had a rough drawing made of what our needs and provision would require. During the meeting we discussed how to design the building to suit our needs but in a way that did not interfere with the fire and disability certification, and comply with space and ratio requirements under the Child Care Regulations 2016.

We worked out a plan that suited my business, maximising the space in terms of the numbers of children we could accommodate. In developing this plan, we considered what we felt was important in terms of the quality experience of the children. These included direct access to outdoors and large rooms. Moving the office and kitchen upstairs afforded us some space for a sensory and family room downstairs. We were guided by our national frameworks Síolta and Aistear. We also wanted to ensure a good relaxation space for staff and planned a staff room away from the children's spaces.

That did incur a cost to us and it was important to know this early in the process. It is important that builders and most importantly architects are familiar with current preschool regulations, so have a copy to hand when meeting these professionals. We would also advise that a clear vision of the spaces the service wishes to supply for quality children's experiences within the setting.

What has worked for us is free access from the classrooms to the outdoors, toilet facilities for each room and on ground level the inclusion of a space for families and the sensory room. The larger rooms which can facilitate 22 children under the ECCE programme rather than smaller rooms of 1:11 ensure a team approach to the provision of education and care programmes. The connecting door also has enabled the children and educators to join together for occasions and enhances children's sense of identity and belonging.

In the afterschool room a consultation process with the enrolled children also identified what they value which was a 'sofa', 'dress up area' and construction area for the older children. This room was designed open plan like a sitting room and dining room home open plan area where the children gather after school to share their day.



## Appendix 8

### Door Fastenings for Doors on Escape Routes

Doors on escape routes and door fastenings must meet certain requirements depending on the size and complexity of the building. **See the requirements in Technical Guidance Document B – Fire Safety: see <https://www.housing.gov.ie/housing/building-standards/tgd-part-b-fire-safety/technical-guidance-document-b-fire-safety>**

Many settings will have panic bolts (i.e. emergency push bars) fitted to exit doors as part of an escape route that leads to outside. There is a risk that these panic bolts could be opened by a child without the knowledge of the staff. Placing the push bar higher than a child's reach may prevent this but may also prevent adults in a wheelchair or a person of lower stature from operating the door in an emergency.

Subject to advice from a fire officer or a qualified building design professional, other options may be possible such as:

- An **Emergency Push Pad** that may not be as usable by children and reduces the risk of a child accidentally opening the door
- A **'Redlam panic bolt'** or similar that requires a small ceramic tube to be broken for the latch to be released and the door to be opened.
- A **magnetic lock interfaced with the fire alarm system** that stops the door being opened unless the fire alarm is activated. This will need an emergency 'green box' release mechanism to deactivate the magnetic lock and open the door for any non-fire emergencies.
- Finally, an **exit alarm** can be fitted on an exit door to alert staff if a door is opened without their knowledge.

Depending on the size and location of the ELC setting, some of the above may be appropriate since a trained staff member who is familiar with the building and the fire escape procedure will be the person using the emergency exit.

**Each setting will be different, and the safety and well-being of the children is paramount, therefore expert advice should be sought from a qualified building design professional in all circumstances.**

# Appendix 9

## Suggested Outdoor Space Area Provision Per Child

There is currently no minimum requirement for outdoor space for Early Learning and Care (ELC) settings in the Child Care Act 1991 (Early Years Services) Regulations 2016, or in any other Irish ELC policy or guidelines. However, best practice suggestions children require a substantial area of outdoor space for play, robust physical activity, and contact with nature.

This current guideline document suggests at least 9m<sup>2</sup> per child would be appropriate. This figure follows on from the 2002 National Children’s Nurseries Association (NCNA) document ‘We like this place – Guidelines for Best Practice in the Design of Childcare Facilities’ (NCNA 2002).

“... at present there is no guideline in Ireland in relation to outdoor space. A minimum of 9m<sup>2</sup> per child is recommended based on the specific number of children for which space is intended to be used at any one time. This excludes car parking and the ‘set back building line’.” (page 14).

This figure of 9m<sup>2</sup> per child is comparable to the average level of outdoor area provision in other countries as illustrated by research conducted by Children in Europe (2005). Some examples of these countries are listed below in **Table 1** in order of highest to lowest outdoor space requirements:

**Table 1** Outdoor space requirements per child in a number of Early Learning and Care settings across Europe (as published in 2005).

Country	Outdoor space requirement per child
Italy	18m <sup>2</sup> (children age 3-6)
Italy (Emilia Romagna)	10m <sup>2</sup>
Hungary	10m <sup>2</sup> (children age 3-7)
Scotland	9.3m <sup>2</sup> (local authority school nurseries)
England	9m <sup>2</sup> (previous school nursery standard no longer a requirement)
Netherlands	3m <sup>2</sup> (children age 0-12)

## Appendix 10

### **Design Guidance Links**

**Irish Green Building Council**

[www.igbc.ie](http://www.igbc.ie)

**The Royal Institute of the Architects of Ireland (RIAI)**

[www.riai.ie](http://www.riai.ie)

**Engineers Ireland**

[www.engineersireland.ie](http://www.engineersireland.ie)

**Irish Landscape Institute**

[www.irishlandscapeinstitute.com](http://www.irishlandscapeinstitute.com)

**Sustainable Energy Authority of Ireland**

[www.seai.ie](http://www.seai.ie)

**National Disability Authority**

[www.nda.ie](http://www.nda.ie)

**Centre for Excellence in Universal Design**

[www.universaldesign.ie](http://www.universaldesign.ie)

