This chapter contains design criteria affecting several or all activity spaces. Rather than repeating the ideas and information under each space, it is collected here for ease of use (e.g., overall storage requirements for the center, little nooks and crannies for children to retreat to and watch the action from, etc.). These patterns should be used to complete and embellish the design of individual spaces.

1101 Non-Objective Stages and Props
1102 Retreat and Observation Points
1103 Time-Out and Emotional Release Areas
1104 Child Caves
1105 Textured Crawling Levels
1106 Never Too Much Child-Accessible Storage
1107 Cubbies
1108 Tote Trays
1109 Places to Observe Children
1110 Out of Reach Staff Storage
ISSUE


JUSTIFICATION

Formal dramatic play is proceeded in child development by spontaneous imaginative play, first by the child alone, and then in small groups. Child development experts (Garvey, 1977; Fein, n.d.) suggest that the type of objects in the environment can stimulate fantasy and dramatic play. In order to be most usable, many of these objects should be non-specific and admit many interpretations. For example, rather than a dollhouse with bedroom complete with wall paper, four-poster bed, and curtains, children may use hollow wooden cubes, rectangles, and blocks to create houses, stores, garages, etc., furnishing them with whatever bits and pieces suggest themselves. This imaginary environment can then be richer cognitively than a single designated-use object could be. Osmon (1971) warns that very specific props may support the status quo (including sex role stereotyping), and may only support a single set of experiences.

Alexander, Ishikawa, and Silverstein (1977) have already recognized that children love to create their own "housekeeping" areas, and often are much better at it than are adults.

Moore and Rose (1976) found in Australia that children's spontaneous fantasy games were stimulated by ambiguous spaces and props, while children engaged in formal dramatic play did seek out more specifically defined spaces. Shaw (in press) recommends non-objective objects and spaces for fantasy play.
On the other hand, a number of authorities also recommend the provision of a few objective spaces with familiar objects both for dramatic play and for playing adult roles. Deutsch, Ellis, Nimnicht, and Covert (n.d.) suggest that a "housekeeping" area may be very comforting to a child in a strange situation, may provide a link to home, can expand the child's concept of what a home can be, and can aid in learning daily family routines. Temporarily using stuffed animals and dolls as non-threatening "friends" may help a shy—or a tired—child.

A center with both types of areas is the Harold E. Jones Child Study Center at the University of California, Berkeley, by Joseph Esherick and Associates (see Travel Report, 1978). In that center, an objective, well-defined fantasy play area with concrete props was situated immediately above a more ambiguous, non-objective space. The staff have noticed different types of imaginative and dramatic play in the two settings.

OBJECTIVE AND NON-OBJECTIVE STAGES AND PROPS

PROVIDE SOME OBJECTIVE, WELL-DEFINED SPACES AND PROPS AND A NUMBER OF NON-OBJECTIVE SPACES AND PROPS FOR FANTASY AND DRAMATIC PLAY. ALLOW SPACES AND OBJECTS TO RESEMBLE A VARIETY OF THINGS SO A CHILD CAN CHOOSE TO PLAY HOUSE, FORT, SERVICE STATION, AIRPLANE, WHATEVER. SETTINGS WHICH CAN ACTUALLY BE ALTERED BY THE CHILD TO SUIT A PARTICULAR GAME OF FANTASY ARE IDEAL, E.G., PLAY FRAMES WITH SLIDING OR REMOVABLE AND REPLACABLE PANELS.

RECOMMENDATIONS

- Provide nooks away from circulation paths which can assume a "homey" character through texture, color, lighting, and a sense of enclosure.

- Provide methods for children to modify these nooks into their own ideas of home, to explore different ways of creating home, (e.g., by using modular steps, hanging textiles, pinning pictures on walls, putting up "walls" and doorways, etc.).
- Provide storage for props and play items at child height. Props should include both specific and non-specific items.

- Plan these nooks for small groups of 4-5 children. They may be very small—35-75 sq. ft. (Murphy and Leeper, 1973; Texas A & M University, 1969).

- Consider the possibility of building play frames with sliding panels (each with different cut-out shapes) and removable panels (each with different functional and fantasy possibilities, e.g., a roof on one, an opening and shelf to create a store counter on another, a window combination on another, etc.).

- Provide flexibility and novelty in the center wherever possible.

- Provide LOOSE PARTS (see Criteria Recommendations: Children's Play Areas). (See also BLOCK PLAY AREAS and A PLACE FOR BUILDING.)

RELATED ITEMS

BLOCK PLAY AREAS
A PLACE FOR BUILDING
AREAS FOR ARTS AND CRAFTS
INDOOR SAND PLAY
MUSIC NOOK
ISSUE

CHILDREN LEARN THROUGH DOING AND THROUGH OBSERVING OTHER CHILDREN DOING. SOMETIMES WHEN A CHILD IS OVERWHELMED, OR JUST TIRED, HE OR SHE MAY NEED TO RETREAT FROM DOING AND SIMPLY OBSERVE OTHER CHILDREN. OPPORTUNITIES AND PLACES FOR OBSERVATIONAL LEARNING ARE IMPORTANT FACTORS FOR OVERALL DEVELOPMENT.

JUSTIFICATION.

There are occasions when an individual or even a group need to get away from it all. The bustle of other people sometimes can crowd or frustrate a person. . . . An ideal retreat is neither too close nor too far from others and provides privacy and the opportunity for observing the behavior of peers and for imaginative or other quiet activity.

A more immediate need to escape can come from entering a too-challenging or unenjoyable activity. If the child wants to leave the activity and there is no way out other than completing the activity, panic or fear may overcome the child. A way out of ongoing activities which would maintain the child's positive self-concept is needed. (Moore, Cohen, Oertel, and van Ryzin, 1979, p. 82)

Vera Hole (1966) found on British playgrounds that the number of children observing play was equal to the number of those playing.

Bengtsson (1970) says of current playgrounds:

We are too concerned that every corner should be in full view, and this can make children go and play somewhere else. . . . Must we really know everything and control everything in a child's life? Nobody imposes anything like the same interference on the country child. They have haystacks, barns, woodlands and so on, and no one sees anything dangerous to society in that. (p. 154)
An analogy to a large, old house with many nooks, crannies, stair and balcony overlooks is appropriate here. Indoor retreat points may also be "hidden."

The provision of retreat areas is crucial to the development of self-concept and personal identity. When alone a child has to come to terms with self, how the "I" relates to a tree, space, or the self. Being alone is more conducive to imagination, adding hypothetical activity and meaning to a simpler situation. In opposition to retreat is the need for children to learn their role in society, but a child must sometimes retreat to solitude when confused or overwhelmed by society. Good breakaway points encourage greater exploration by providing face-saving exits from unfavorable situations. (Moore, Cohen, Oertel, and van Ryzin, 1977, p. 83)

**RECOMMENDATIONS**

- Provide places which are connected to larger activity areas where a child can get away from the group.

- Places should provide the occasion for a child to withdraw into his or her own sheltered world.

- All parts of the built environment should have opportunities and places to break away if the activity becomes too strenuous or demanding (e.g., the same ladder might reach three platforms of different heights allowing the child to stop at any one).
• Accept watching by children as a legitimate activity and provide watching stations in child-scale overlooking activity areas—
not adult-type benches scaled down, but rather small window-seats, platforms, cubby-holes, stairs, etc.

RELATED ITEMS
TIME-OUT AND EMOTIONAL RELEASE AREAS
CHILD CAVES
ISSUE

CHILDREN REQUIRE SETTINGS OR ACTIVITIES WHICH ALLOW THEM TO EXPRESS AND RELEASE EMOTIONAL ANXIETIES, SUCH AS ANGER, TENSION, OR FRUSTRATION WITH THEMSELVES, OTHERS, OR THE ENVIRONMENT, OR JUST TO WITHDRAW AND COOL OFF.

JUSTIFICATION

Children can become frustrated by their inability to function mentally or physically, e.g., inability to climb a ladder, to communicate successfully with others, or to cope with sensory overload.

Many elementary school psychologists and social workers actually keep punching bags, tumbling mats, etc. in their offices.

The release of tension and frustration is most crucial to emotional development. Social development follows as the child becomes mentally stronger in dealing with communication and emotional expression or in dealing with physical handicaps.

PATTERN

TIME-OUT AND EMOTIONAL RELEASE AREAS

PROVIDE PLACES FOR CHILDREN TO BE COAXED PASSIVELY WITH MUSIC OR COLOR, OR AREAS IN WHICH THEY CAN GET FRUSTRATIONS OUT OF THEIR SYSTEMS BY ACTING OUT A ROLE. ON THE MORE ACTIVE SIDE, PROVIDE THINGS TO BUILD, KNOCK DOWN, THROW, OR KICK; AND PLACES TO RUN, FALL, JUMP, AND LET OFF STEAM. ON THE MORE PASSIVE SIDE, PROVIDE TIME-OUT PLACES WHERE A CHILD CAN RETREAT TO COOL OFF.

RECOMMENDATIONS

- Provide areas where children can safely let loose.

- Provide active and passive color schemes: earthy reds and ochres are conducive to high activity; yellows are bright and cheery (Grey, 1969); light blues and grays are quieting and soothing.

- Provide secluded areas sheltered from sensory overload. (Note: some children also need to see others playing in order to let loose themselves.)
• Provide nature walks.

• Provide areas for role playing (see SPECIFIC AND AMBIGUOUS STAGES AND PROPS).

• Provide A PLACE FOR BUILDING where children can become involved in building, tearing down, and starting all over again.

• Provide soft areas where children can kick and punch away any violent agressions.

RELATED ITEMS

SPECIFIC AND AMBIGUOUS STAGES AND PROPS
A PLACE FOR BUILDING
CHILD RETREAT CORNERS
NAPPING PLACES
CHILDREN ENJOY MAKING COZY GET-AWAY SPOTS FOR THEMSELVES WHERE THEY CAN PLAY WITH FRIENDS OR BRIEFLY ESCAPE FROM ADULTS, OTHER CHILDREN, OR DEMANDING PLAY SITUATIONS.

Adults often tend to view indoor spaces in terms of their efficiency of use, thereby overlooking the play possibilities children might see in these same spaces. Shelves and closets are frequently installed in left-over space while "useless" space under sinks and stairs is walled off.

Alexander, Ishikawa, and Silverstein (1977) have observed that children are forever trying to make special, cozy places for themselves and their friends. These special places often take the form of child-sized "caves" which, because of their size, exclude them from adult use or interference. Caves can be constructed from a variety of objects--crates, boxes, and tables, with canvas, blankets, and tablecloths for cover. In addition, natural left-over space (under stairs and counters, for example) is ideal and should be preserved exclusively for children's use. Alexander, Ishikawa, and Silverstein (1977) have suggested that natural "child caves" can also be purposely created by thickening walls, thus building the caves "right into the fabric of the walls" (p. 929).

ALLOW CHILDREN TO PERSONALIZE THE SMALL, NATURAL, LEFT-OVER SPACES AROUND THE CENTER. IN THESE SPACES, CREATE CEILINGS WITH HEIGHTS OF ABOUT THREE FEET, MAKE THE ENTRANCES SMALL, AND ALLOW ENOUGH ROOM FOR ONE TO FOUR CHILDREN.

* This pattern title is from Alexander, Ishikawa, and Silverstein (1977).
RECOMMENDATIONS

- Locate hiding places in quiet areas away from major circulation routes. Keep them child-scaled and outside the domain of adults. Adults should be able to reach hiding places to intervene if necessary, but these places should be clearly within the realm of the child.

- In addition to built-in places, children should be provided with materials for creating their own "caves" from such items as crates, cardboard boxes, tables, blankets, and rugs.

- Hiding places can be located in high places, too, with steps leading up to nooks at safe heights surrounded with protective edges and places for the child to peer out.

- For estimating space required, for "child caves" Alexander, Ishikawa, and Silverstein (1977) have recommended that children need about 5 sq. ft. each. Games and circulation space might add an additional 15 sq. ft.

RELATED ITEMS

NAPPING PLACES
TIME-OUT AND EMOTIONAL RELEASE AREAS
RETREAT AND OBSERVATION POINTS
ONE OF THE MAJOR CHALLENGES OF EARLY INFANCY IS THE CHALLENGE OF MOVING, OF EXPLORING, AND OF DISCOVERING.

An exciting infant environment has been created at the Pacific Oaks College Infant Day Care Center (see Travel Report, 1978). One of its remarkable features is the graded series of challenges provided for infants—grass areas which are completely safe to the smallest infant; sand areas which can only be reached after an infant has mastered crawling over very low wood blocks sunk into the ground, which coincides roughly with when infants are no longer putting everything in their mouths; slight ramps; and finally, steeper stairs and slides. The environment is created in a way that is not only challenging but is also supportive of the systematic course of motor development through which all children pass.

In addition to challenging series of spaces, surfaces should be provided which an infant can use to pull themselves up to a standing position and to help them to stabilize their walking (Caplan, 1973; Osmon, 1971). Children should have a variety of floor levels to crawl on and explore (Church, 1973; Osmon, 1971). Soft, cushioned spaces (Caplan, 1973) and a variety of textured floor coverings are appropriate for the developing infant (Evans and Saha, 1972; Gesell, 1943; University of Michigan, 1970).

TEXTURED CRAWLING LEVELS

PROVIDE A DEVELOPMENTALLY-GRADED SERIES OF TEXTURED CRAWLING SPACES FOR INFANTS AT DIFFERENT LEVELS AND WITH DIFFERENT TEXTURES.

- Provide many floor levels and other surfaces for children to explore and crawl on, e.g., wood decks, carpets, beds, sand boxes, etc.
- 3-4 inch rises between levels are appropriate for infants learning to crawl and ultimately to walk.

* With thanks to the students of Architecture 420, University of Wisconsin-Milwaukee, Fall, 1977.
• Provide many different types of floor coverings, e.g., carpeting, indoor-outdoor surfaces, sand, sculptured surfaces, tile, wood, shag rugs, braided rugs, etc.

• Provide types of storage units which can be used by infants to pull themselves up.

• Provide railings along walls, etc. for stabilizing walking.

• Plan the challenges to lead to developmentally appropriate activities (e.g., infant must climb a small barrier in the floor before reaching higher steps. A study of the Pacific Oaks College Infant Day Care Center play area would be very useful to designers.)

• Consider the possibility of providing mirrors at the eye level of crawling infants and toddlers.

RELATED ITEMS

FLEXIBLE FURNISHINGS
INFANT-TODDLER CIRCLES OF ACTIVITY
ISSUE

STORAGE SPACE AND STORAGE CONFIGURATIONS USUALLY RECEIVE LOW PRIORITY IN PLANNING CHILD-CARE FACILITIES. THE ORDER SUGGESTED BY THE DISPLAY AND STORAGE OF PLAY ITEMS CAN ENCOURAGE OR HINDER THE DEVELOPMENT OF CHILD INDEPENDENCE.

JUSTIFICATION

Plummer (1973, as cited in Prescott, 1976) suggests that certain types of order in the child-care environment facilitate learning. Prescott and David (1976) found that programs designed to give children choice in their activity selection usually used open storage. They suggest that closed storage offers little choice and probably not enough to do, while too much open storage prevents staff regulation of how much choice is to be given.

Visual and physical accessibility of materials and toys from a familiar spot allows children to find and select an item without asking caregivers for help. As Peller (1972, as cited in Prescott and David, 1976) noted, the layout of a space "enables a child to translate into action impulses which are vague and fleeting" (p. 43).

Peller suggests that, in addition to open storage, closed storage is necessary for keeping items which children should not handle, which are easily broken, eaten, or taken home, under caregivers' control. Things from locked cabinets have special appeal to children and closed doors give children the valuable experience of learning the concept of open, closed, and locked. In addition, children build self-confidence when they are trusted with "special" items from behind the doors.

Osmom (1971) notes that once an item is selected, conveniently located surfaces of varying heights suggest "beginnings" of play experiences. Such devices as "play pits," tables, and soft rugs provide a comfortable variety of surface heights.

A major finding in a University of Wisconsin-Milwaukee study (Rabinowitz, 1975) was that there never can be too much storage—no matter how much is provided in educational institutions, after some years, staff always seem to exceed it.
PATTERN

NEVER TOO MUCH CHILD-ACCESSIBLE STORAGE

CHILD-CARE FACILITIES NEED A VARIETY OF STORAGE PLACES WHICH ARE EASILY ACCESSIBLE TO CHILDREN.

RECOMMENDATIONS

- Storage should be provided in a variety of forms, shelves, toy bins, portable and semimovable cabinets and with an array of units which provide surfaces to play on as well as storage for toys and materials.

- Texas A & M University (1969) suggests 12-24 cubic feet per child for all open and closed shelving which receives everyday usage.

- Shelf heights of 2'-11" for 2-3 year olds, 3'-1" for 3-4 year olds, and 3'-3" for 4-5 year olds are recommended in Ramsey and Sleeper's Architectural Graphic Standards (6th edition). Osmon suggests 3'-0" for a program with mixed ages, with 22" for a storage unit that will act as a stand-up work surface.

- Osmon (1971) recommends 2-3 ft. for circulation space between the storage shelves and adjacent play surfaces.

- Adjacent tables, work pits, low shelves, or other surfaces allow children to take items to play with them when they have been removed from the storage area.

- The floor surface in front of open storage should be inviting for sitting and while selecting items.

- Heavy items should be placed on low shelves to prevent tipping.

RELATED ITEMS

CUBBIES
TOTE TRAYS
BLOCK PLAY AREA
CHILD-SCALED ENVIRONMENT
READING-LISTENING AREA
MUSIC NOOK
NATURE STUDY AREA
ISSUE

CHILDREN NEED A CONVENIENT LOCATION IN WHICH TO HANG UP THEIR COATS, TAKE OFF BOOTS, AND STORE HATS AND MITTENS.

JUSTIFICATION

Because up to 30 or more children may go outdoors at one time, it is important to make coat storage areas large and easily accessible. Coat and boot storage should be located near but not in the entry to the group play space and near toilets so that children in coats can get to the toilet with less chance for accidents.

Osmon (1971) suggests that coat storage also be located near the outdoor play yard entrance to minimize disturbance of activities taking place in indoor group play. It is helpful for the coat storage area to be under caregiver surveillance so that children can receive help when they need it.

A particular requirement of this area is that it be well ventilated so that wet coats, gloves, and boots dry out between uses.

PATTERN

CUBBIES

CONVENIENT STORAGE OF COATS AND BOOTS NEAR THE ENTRY AND BATHROOMS ENABLES CHILDREN TO GET IN AND OUT OF THE CENTER WITH MINIMAL DISTURBANCE TO OTHER GROUPS OF CHILDREN.

RECOMMENDATIONS

- Coat and boot storage areas should be easily accessible to children, child scaled, and located near, but not in, the entry. Thus, the entryway will not become a locker-filled corridor.

- Walls and floors need to be waterproof, easily cleaned, and slip-proof. Floor drains can be installed which allow water and sand to be shed without damaging interior surfaces.
Osmon (1971) suggests configurations for both fixed and movable coat-storage areas. Some devices such as "trolley" lockers on movable metal frames, can be pushed against the wall when not in use. Of particular interest are those diagrams which combine cubbies and coat storage.

A bench or ledge at 6 ft. 10 inches above the floor enables children to put on their boots more easily, and to not have to sit down on the wet floor to take their boots off.

TOTE TRAYS
FRIENDLY FACE ENTRY SEQUENCE
CHILDREN OFTEN CARRY A VARIETY OF PERSONAL TREASURES TO THE CENTER IN THEIR POCKETS. HAVING CONTROL OVER THIS PERSONAL PROPERTY IS IMPORTANT TO CHILDREN.

Prescott and David (1976) note that it is considered standard operating practice in child care to provide each child with a personal storage place, or tote trays, to provide a certain amount of privacy and a piece of individual territory in settings where most things must be shared.

Cubby areas allow children to stow their pocket treasures, lunches, art work, and other personal items in an easily accessible basket or tray. Loeffler (1967 as cited in Osmom, 1971) suggests that this sense of personal property is important to young children, particularly those with few personal possessions outside the center.

According to Sanoff (1972), tote trays serve a mental function as well as a utilitarian function because children gain a feeling of self-importance when they see their name labelling a particular space.

Most centers locate tote trays near activity spaces because children enjoy manipulating their tray or basket and the objects it contains, and they make several trips a day to the cubby area.

TOTE TRAYS ENABLE CHILDREN TO HAVE CONTROL OVER THE PERSONAL PROPERTY WHICH THEY BRING TO THE CENTER.

RECOMMENDATIONS

- Diverse elements such as plastic "tote" trays, "tote stools," rubber dishpans, empty 5-gallon icecream tubs, sturdy cardboard shoe boxes can all be adapted to serve as children's cubbies. Racks for storing these portable cubbies are readily available.
- Tote trays should be conveniently located near children's spaces and near the main entry either with garment storage or as a separate space.

- Tote trays can be either fixed, partitioned shelves or portable cupboards. They should not be too tall for a child's reach.

- Osmon (1971) diagrams a number of possible solutions which combine tote trays with clothing, blanket and pillow storage for economical use of space.

- A table or other work surface nearby gives children a place to set the tray down while they sort through the contents.

**RELATED ITEMS**

- CUBBIES
- FLEXIBLE, FURNITURE
ISSUE

There may be times when adults will wish to observe the child or activity situation. These observers may be parents, staff members, administrators, base officers, staff-in-training, teacher-training students, special consultants such as psychologists, social workers, etc. For adult purposes, the observer may not wish to be obvious to the child, but a "big-brother-is-watching" feeling is antithetical to a good child development atmosphere. Many parents may feel this is an invasion of privacy and object to observation spaces at a center where their child is in attendance.

JUSTIFICATION

Since children do behave differently when they know they are being observed, particularly by parents, it is necessary to have unobtrusive observers in order to get a true picture of a child's behavior.

Gesell (1949, as quoted in Osmon, 1971) says:

The simple intervention of the diaphanous barrier of the screen creates a new perspective, a wholesome shift toward psychological detachment and objectivity. Seeing is believing. The parent begins to see in a new light. This is an efficacious form of visual education and self-guidance. It reduces the necessity of verbal explanation and exhortation. (p. 94)

Opinions vary about "unobserved observers." Osmon (1971), for example, argues that the child has a right to privacy (p. 28, p. 94). Margaret Skutch, the Director of the Stamford Early Learning Center (see Kohn, 1970; Osmon, 1971), argues in favor of observers having to at least cross a corner of the child's activity space before entering any space which has a one-way mirror. Greta Fein of the Merrill-Palmer Institute for Child Development (personal communication) recommends that observers make themselves known to the head teacher and ask permission of her or him before commencing any observation.
On the other side of the picture, however, is the need to be able to observe children without influencing their behavior. The staff may need to show parents characteristic behaviors of a child, or may need to work with parents on parenting skills, a growing area of concern in some of the most progressive child development centers in the country (e.g., Big Sister League Colleagues' Infant Care Center; see Travel Report, 1978).

Children need to be able to follow through on their endeavors. At pick-up time the parents may not wish to hurry or disturb children who may be caught up in something of importance to them. At these times, the parents may choose to get involved themselves, or they may look for a place to wait out of the child's way.

It is the mystique of the "spying" observer which must be removed rather than the observer.

Older books on child-care centers seem to be happy to recommend one-way mirror rooms without addressing the ethical issue of the possible invasion of privacy. We feel issue is more complex, and that the two viewpoints must be resolved in all child-care centers.

Recognizing the importance of the issue, Osmon (1971) recommends three possible solutions, reflecting different views of child observation. We concur with this approach and recommend furthermore that the issue be discussed by staff and parents during the programming phase of new or renovated facilities.
PLACES TO OBSERVE CHILDREN

THERE ARE THREE ALTERNATIVE WAYS OF HANDLING OBSERVATION OF CHILDREN: (1) NO SPECIAL PROVISION FOR OBSERVATION, THE PARENTS AND VISITORS BEING WELCOMED IN THE MIDST OF THE CHILDREN; (2) AN OBSERVATION AREA OBSERVABLE FROM THE CHILDREN'S ACTIVITY AREAS, I.E., AN AREA SEPARATED FROM PLAY SPACES BY DISTANCE AND/OR PARTIAL BARRIERS (TOTE TRAYS, PLANTS, PARTIAL WOODEN SCREENS, BALCONIES, QUIET PARENT'S CORNERS NEAR ACTIVITY SPACES, ETC.); AND (3) A ONE-WAY OBSERVATION AREA UNOBSERVED FROM CHILDREN'S SPACES, I.E., THE USE OF ONE-WAY MIRRORS AND SECRET ENTRANCES.

Because there is an important ethical issue involved in observing children without their permission, it is strongly recommended that the issue of the selection among Alternatives 1, 2, and 3 be discussed openly and frankly among staff and parents during the programming of new facilities or the renovation of existing facilities.

For the comfort of the child and parent, provide a place to wait off the activity area. This place may include things of interest to the parent such as children's art work, photographs, and information on child development and care. This place may double-function with either of the three observation alternatives.

For Alternative 1 (mixing with the children), the provision of a few steps for sitting will encourage parents to be on the floor with their children.

For Alternative 2 (observable observation), provide a variety of screens, e.g., made of a dense collection of plants, partial wooden screens, possibilities for leaning on the tops of CUBBIES and looking over, etc.

For Alternative 3 (one-way unobtrusive observation), the following recommendations hold:

- Observer spaces which children can enter if they wish to see "who's here today" may be less mysterious to the child.
- Observer spaces which children may use at times themselves may become matter-of-fact and therefore less threatening.

- For the situation where a parent must observe a child without the child knowing the parent has arrived (e.g., in parenting discussions with staff), observer spaces should be reachable from the entry without having to cross child-activity areas.

- A variety of heights relative to children should be provided, e.g., some space at ground level, some space lowered so adults' and children's eye levels will be on the same plane, and some raised to 1 to 2 ft. higher to permit overview observations to be easier. One-way glass is the usual method of concealing the observer.

- For study, a chair and writing surface at adult scale would be useful.

- 60-100 sq. ft. is adequate.

- All observer space access should be controlled by staff so unauthorized observers are not permitted.
OUT-OF-REACH STAFF STORAGE

ISSUE

WHILE THE MAJORITY OF EQUIPMENT STORAGE SHOULD BE ACCESSIBLE TO CHILDREN, STAFF MEMBERS REQUIRE STORAGE AREAS WHICH ARE INACCESSIBLE TO CHILDREN.

JUSTIFICATION

Every facility must have the right amount of the right types of storage in the right places. Many earlier books on child-care centers totally neglect the consideration of storage needs. But staff members in military and civilian facilities around the country asked for two basic types of staff-only storage:

- storage for personal belongings, coats, purses, etc. away from children

- storage of special equipment which would be used with children but only under staff supervision, e.g., fragile dolls or models, expensive tape recorders, a tape recorder brought from home, etc.
OUT-OF-REACH STAFF STORAGE

PROVIDE STORAGE FOR STAFF CLOTHES AND FOR SPECIAL EQUIPMENT OUT OF THE REACH OF CHILDREN. CLOTHES STORAGE SHOULD BE NEAR ENTRYWAYS, WHILE OTHER PRIVATE STORAGE SHOULD BE IN ACTIVITY AREAS.

RECOMMENDATIONS

- Provide 8 sq. ft. (16-24 cu. ft.) of storage per full-time staff member (caregivers plus administrative-clerical staff) for personal items, garments, etc.

- Provide a minimum of 20 cubic feet of lockable, out-of-reach storage per major activity space.

RELATED ITEMS

NEVER-TOO-MUCH CHILD-ACCESSIBLE STORAGE