A Day in the Life of Early Care and Education
Welcome!

Designing Quality Early Care and Education Environments

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Who is in the Audience?

1. Home-based Provider
2. Center-based Provider
3. Teacher
4. School District
5. City Chamber / Official
6. College / University
7. Other
A Day in the Life of Early Care and Education

Designing Quality Early Care and Education Environments

- Agenda & Goals
Table Activity – let’s play and learn together

- Working together create a layout of a classroom
- 8 minutes
Which classroom provides a balance of stimulation for engagement?
A Day in the Life of ECE

- Planning and Preparing before the children arrive
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- Welcoming the Children with their Family Member
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• Circle Time and Whole Group Activities
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- Small group activities at interest areas
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- Small group activities at interest areas
A Day in the Life of ECE

- “Messy” Areas

Activities & Interest
A Day in the Life of ECE

Language & Literacy
A Day in the Life of ECE

- Child / Teacher
A Day in the Life of ECE

- Child / Child
A Day in the Life of ECE

- Snacks
- Meals
- Toileting
- Naptime

Daily Living Routines
A Day in the Life of ECE

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Outdoor Play
A Day in the Life of ECE

Outdoor Play
How much outdoor time should a program schedule?

1. Twice a day, weather permitting.
2. Daily for 30 minutes, weather permitting.
3. Twice a week, weather permitting.
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Outdoor Play
A Day in the Life of ECE

- Community/Group Hallway Space
ECE Program Quality Metrics

• Protection of Health & Safety
• Chances to build positive relationships
• Opportunities for stimulating and learning from experiences
ECE Program Quality Metrics

- Building Codes & Fire/Life Safety Codes
- DHSS Licensing – Title 391
  *Home & Center based programs*
  [http://dhhs.ne.gov/Pages/reg_t391.aspx](http://dhhs.ne.gov/Pages/reg_t391.aspx)

- Rule 11
  - NDE – Nebraska Dept. Education
    [https://www.education.ne.gov/oec/early-learning-guidelines/](https://www.education.ne.gov/oec/early-learning-guidelines/)
    Regulations for approval of PreK programs established by School Boards and ESUs
What is an appropriately sized classroom?

1. 30 Sq Ft per Child
2. 35 Sq Ft per Child
3. 45 Sq Ft per Child
4. 50 Sq Ft per Child
ECE Program Quality Metrics

- **Step Up to Quality**
  Quality Rating and Improvement System (QRIS)
  [https://www.education.ne.gov/StepUpToQuality/](https://www.education.ne.gov/StepUpToQuality/)

- **Head Start**

- **National Association for the Education of Young Children (NAEYC)**
  [https://www.naeyc.org/accreditation/early-learning/process](https://www.naeyc.org/accreditation/early-learning/process)

- **Nebraska Early Learning Guidelines**
  [https://www.education.ne.gov/oec/early-learning-guidelines/](https://www.education.ne.gov/oec/early-learning-guidelines/)
ECE Program Quality Metrics

- **ITERS/ECERS/FCERS**
  https://ers.fpg.unc.edu/

- **CLASS & ELLCO**
  https://teachstone.com/class/

- **Assessment of process quality**
  - Interactions in the early education environment between
    - staff and children, parents & staff
    - the children themselves
    - the children and their environment

- **Assessed through observations**
Environments for very young children should be purposefully designed to give comfort and security, and instill confidence that supports exploration and learning.

Security is fostered in the early learning environment when attention is provided to a child’s four basic needs:

- Movement
- Comfort
- Competence
- Control
Movement—opportunities within the immediate environment for a child to move about with no restrictions.

Comfort—providing a balance to stimulation that promotes interaction.

Competence—a variety of accessible events that a child can successfully complete.

Control—a place for a child to feel orientated and comfortable.
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Competence
Classroom Principles

Supervision of room / children
• Transparency
• Open plan, no hidden corners

Flexibility & Adaptability

Scale

Social connections
• between paired classrooms
• within classroom neighborhood

Shared services
Furniture & Furnishing

- Scaled to child level and size
- Age appropriate
- Adult Comfort for Engagement
Furniture & Furnishing

• Cozy child spaces
Classroom Finishes

- Comfort
- Durability & Maintenance
Classroom Design – Views & Daylight
Classroom Design – Views & Daylight
Classroom Plan - Section

1- Exit to Outdoor Learning
2- Art Room
3- Child Wash Area
4- Child Restroom
5- Food Prep
6- Classroom
7- Observation
8- Exit to Active Hallway
Classroom Design

Classroom Design – Partial height walls

Classroom Design – Full height walls
Classroom Design – half height walls

- Shared diapering / RR
- Shared food prep
- Shared diapering / RR
- Shared food prep
Classroom Design – full height walls

Separate food prep  Shared diapering /RR
Classroom Design – mix full & half

- Shared diapering / RR
- Separate food prep
Infant/Toddler – diapering/RR
Preschool – diapering/RR
Classroom – diapering within room
Classroom child sinks
Storage

Diagram of the storage areas with labels for office and 0-3 classroom sections. Images of storage solutions are also included.
Outside the Classroom

Classroom Design - Plan
1. Exit to Outdoor Learning
2. Art Room
3. Child Wash Area
4. Child Restroom
5. Food Prep
6. Classroom
7. Observation
8. Exit to Active Hallway
Outside the Classroom

Designing environments with subtle reminders that the world of a child is different
Outside the Classroom
Learning Outside
Learning Outside

Open space for large motor activities

Art

Dramatic Play

Music

Water play
Learning Outside

Tactile Play

Accessible Play

Provide Shade and fall surfacing
Learning Outside

Playground Safety Guidelines

Elements of Outdoor Design

- Combination of traditional structures and Living Landscapes
- Loose Parts
- Age appropriate
- Sun safety
- Maintenance
Early Care and Education is the foundation on which successful lives and communities are built.