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## NORTH AYRSHIRE COUNCIL

1 May 2018

### Cabinet

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**Title:** Early Learning and Childcare Expansion Programme

**Purpose:**

- To provide an update to Cabinet on the progress of the Early Learning and Childcare Expansion Programme in North Ayrshire.
- To seek approval for the proposed capital and infrastructure projects.

**Recommendation:** It is recommended that Cabinet;

- Notes the progress made by the ELCEP Board to develop its proposed delivery model and agrees to receive regular updates on: the final review of the pilot sites; the consultation response on Funding Follows the Child; the implementation of the phased roll out and the work on the enhancement of the ELC estate and how this will improve the quality and flexibility of ELC in North Ayrshire.
- Approves the proposal to develop a new ELC and staff training and leadership development at the Montgomerie Park site in Irvine.
- Approves the relocation of the two year old provision currently located at Whitlees Community Centre to the extended facility at St Peters Primary Early Years Class.
- Approves all infrastructure projects as detailed at Appendix 1.

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### 1. Executive Summary

- 1.1 On 14 August 2017 Cabinet approved the Council's Early Learning and Childcare Expansion programme implementation plan for submission to Scottish Government on 29 September 2017.
- 1.2 Since then, the Directorate of Education and Youth Employment has made progress with the introduction of two pilot sites which are delivering 1140 hours of early learning and childcare (ELC) to the children and families who attend these facilities.
- 1.3 Work is also underway to develop the plans for the phased implementation of 1140 hours at eight further establishments from August 2018.

- 1.4 The expansion programme, and the phased implementation plans leading to 2020, involve an ambitious capital works programme. This paper seeks approval for this programme from Cabinet, to enable this work to progress without having to return and seek approval for each individual project.

## **2. Background**

- 2.1 In March 2017, Scottish Government issued planning guidance to all local authorities to support the development of Local Authority Implementation Plans for the expansion in early learning and childcare. On 14 August 2017, Cabinet approved North Ayrshire Council's proposed Implementation Plan which was submitted to Scottish Government on 29 September 2017.
- 2.2 Following Scottish Government's analysis of all 32 Local Authority Implementation Plans, it became clear that there was scope for further refinement of both local authority and Scottish Government estimates and plans. Scottish Government therefore requested a re-submission of the plans on 3 March 2018.
- 2.3 The Scottish Government has committed to providing confirmation of the multiyear package of revenue and capital funding for the Early Learning and Childcare (ELC) programme, to Local Authorities by end April 2018.
- 2.4 Throughout the development of the Implementation Plans, the Early Learning and Childcare Expansion Programme (ELCEP) Board, which has been established to lead the delivery of the ELC expansion programme in North Ayrshire, has been working with parents, carers, early years practitioners and managers, to develop its proposed delivery model. Delivery of a proposed new model has commenced, on a pilot basis, at two sites, Glencairn Primary Early Years Class and Loudoun Montgomery Primary Early Years Class. The ELCEP Board has also made progress with the planned phased implementation of 1140 hours in 8 further sites from August 2018.

### **Operational Delivery and Phased Implementation of 1140 hours**

#### **2.5 Delivery Model**

The Directorate has undertaken a significant exercise to explore options to deliver ELC that will provide high quality learning experiences for children, and sector leading, flexible provision for families and communities.

The proposed delivery model for the expanded ELC hours in North Ayrshire makes provision available from 8.00am till 6.00 pm over 49 weeks of the year in all ELC establishments. The model provides options for parents/carers to receive the 1140 hours over term time - 38 weeks - or over a full year - 49 weeks. There are two sessions of early learning and childcare per day for children, each lasting 4 hrs and 40 mins. The morning session is from 8am to 12.40pm and the afternoon session is from 1.15pm to 5.55pm. Families who opt for a full year model of delivery can choose 5 funded sessions per week. Families who opt for a term time model of delivery have the option to choose 6 funded sessions per week. The sessions can be taken flexibly to suit family requirements, subject

to availability within each establishment, e.g. 3 full days; 5 morning sessions; 1 full day and 4 half days, etc.

## 2.6 Pilot Sites

On 8 January the Directorate introduced the delivery of 1140 hours for children attending Glencairn Primary Early Years Class (Stevenston) and Loudoun Montgomery Primary Early Years Class (Irvine). 100% of families are taking up their 'entitlement' to 1140 hours and are reporting positively on the impact and benefits of the increased provision on their children.

As part of the increased ELC provision, all children attending each ELC session are provided with a funded 2 course meal. In Loudoun Montgomery Primary EY Class, this is being trialled as a late afternoon tea for children who attend in the afternoon. The social and health and wellbeing impacts of this meal provision are already being noted.

A robust 3 stage evaluation plan is in place at both sites to capture the learning from the key stakeholder groups: parents; children; staff; and managers; and will be concluded in June 2018.

## 2.7 Phased Implementation of 1140 Hours

Detailed implementation plans have been developed to phase the delivery of 1140 hours across NAC establishments in the lead up to 2020. Following extensive assessment of the early years estate, plans are underway to deliver a programme of infrastructure works that will enhance the suitability of the learning environment for the expanded delivery and will create additional capacity where required.

In building the phased delivery programme, the Directorate has taken two factors into consideration:

- Priority has been given to early years establishments within SIMD deciles 1 & 2. This means that the most vulnerable children will benefit first.
- The programme of infrastructure works and anticipated completion dates: Some establishments have minor works planned, others have major works, and these sites will take longer to complete with works possibly carrying over 2 academic years.

The phased delivery programme detailed at Appendix 2 is dependent on required funding being confirmed by Scottish Government and may be varied subject to more detailed analysis of the required infrastructure works.

## 2.8 Workforce Planning

The expansion in ELC provision and the changes to North Ayrshire's delivery model creates opportunities for existing staff:

- The workforce will grow by approximately 170 FTE by 2021.
- There will be a requirement for more Early Years Practitioners (EYPs) to work on a full year contract. Currently most work on a term time contract.

- The daily working hours are currently being tested in our pilot sites. Staff working hours require to follow children's attendance patterns and so have changed from 7.5 hours per day over 5 days to 9.5 hours per day: 8.00am – 6.00pm, typically over 4 days, for full time staff. Part time hours are available for staff who choose this working pattern.
- There is an approximate 19% increase in salary for full time staff who choose to move to a full year pattern of work due to the increased number of hours worked.
- There will be an increased number of leadership opportunities for Senior Early Years Practitioners and ELC Managers.

The Directorate is engaging directly with staff, Head Teachers and ELC Managers and with the Trade Unions during this period of change. Assurance has been provided that no member of ELC staff will be required to make compulsory changes to their existing terms of conditions of work. The Directorate will work closely with staff to accommodate their individual requirements as it rolls out the expanded provision.

The Directorate is working closely with Ayrshire College as it increases its provision for the training of ELC professionals. This includes the delivery of specialist teaching on the HNC programme by some NAC staff, supporting the development of modular content, and the delivery of a "Men into Childcare" access course for unemployed men in North Ayrshire.

In addition, the Council and Ayrshire College have worked in partnership to develop a training programme for existing Council employees who wish to re-train as Early Years Practitioners: The College delivers the HNC in Childhood Practice course at Kilwinning Campus and the Council provides paid work experience and mentoring in an early years establishment. This programme is currently being successfully piloted with former Classroom Assistant staff for the session 2017/18 and will be open to all Council staff in 2018/19 including those subject to redeployment. It is expected that this will be funded through the Councils Change Programme. This programme and its benefits are fully described at Appendix 3.

On 18th January 2017, the Scottish Government set out details on the implementation of the Additional Graduate commitment. This seeks to ensure that by August 2018, nurseries in Scotland's most deprived areas will benefit from an additional graduate. This will be either a teacher (with early years expertise) or a graduate level early years practitioner. North Ayrshire has been allocated funding to recruit an additional 24 graduates to 27 ELC establishments in the most deprived areas of the authority; 6 of these establishments are private and voluntary partner providers.

Finally, from August 2018 the Directorate has increased its allocation of ELC Modern Apprenticeships from 15 to 20 each year. A recruitment programme is underway to attract young people to the profession and into the modern apprenticeship programme.

## 2.9 Early Years Learning and Development

The Directorate has developed a model through which EY establishments are grouped by geography around 5 early years centres as follows:

- Irvine (Castlepark EY Centre))

- Kilwinning (Kilwinning EY Centre)
- Three Towns (Springvale EY Centre)
- Garnock Valley (Dalry EY Centre)
- North Coast and Arran (Largs EY Centre)

(see Appendix 4 for ELC Establishments listed by geography)

Located within each of the EY Centres will be a team of EY specialist staff who will provide a focus for building system led capacity for leadership and quality interventions. They will encourage and support individual establishments to embed evaluation and challenge through a common approach to developing early learning and childcare. This includes peer to peer support, use of data, and continuous professional development for all ELC staff. A set of Quality Principles has been developed to underpin this work. See Appendix 5.

#### 2.10 Out of school care

As part of the ELC expansion programme, the ELCEP Board, is reviewing the provision of Out of School Care across the authority area. This provision is currently delivered entirely by the private and voluntary sector and comprises after school, before school, breakfast and holiday clubs. The Board is aware that the expansion in ELC provision is likely to create an increase in demand for out of school care as more parents move into work, education of training, and is considering how it can support the sector to respond to the increased opportunities and meet families' needs.

### **Early Years Estate Infrastructure Requirements**

- 2.11 The ELCEP Board has undertaken a detailed review of all existing Council ELC buildings and outdoor spaces. The review aims to provide the highest quality provision to establish the foundations that will help build the brightest futures for all children and young people.

As children will be spending more time in the early years establishments, there is a need to ensure that the overall environment and facilities are:

- Fit for purpose.
- Of a high quality to support and inspire the learning experience.
- Supporting positive outcomes and creating opportunities for children to have fun, learn and play.
- Supporting improved learning outcomes for children.
- Positively supporting children to access indoor and outdoor learning experiences which inspire curiosity, wonder and excitement.
- Welcoming places at the heart of our communities.

The Directorate, in conjunction with PMI, has written a Standard Design Brief (see Appendix 6) for the all its early year's establishments. The document has taken account of the publication 'Space to Grow' (Scottish Government 2017) and Care Inspectorate recommendations for the design of early years establishments.

The guidance sets out a standard scheme of internal accommodation and external learning spaces to ensure that the Council delivers early years settings which foster and enhance positive experiences for children and improve the quality of ELC by thinking about the design of ELC establishments. Included in the design brief is the provision of:

- free flow access to outdoor spaces
- multi-purpose areas that can be used for lunch provision and other activities
- a parents room for family training and support activities
- a nurture space to support the most vulnerable children.

Although the guidance provides insights to what should be considered, it should be remembered that it may not be feasible to achieve everything due to the variation in available spaces within each school.

Estimated spend on the proposed capital and infrastructure works is £12.975m. Information on this programme and associated costs can be seen at Appendix 1.

Throughout the development of the EY Capital Programme the Directorate has followed Scottish Government guidance to deploy a sequential decision making process:

1. To make best use existing early years assets – the Council is investing in all early years establishments to ensure that all children are accessing consistently high quality learning environments.
2. To use what can be purchased – the Directorate has planned to maintain current levels of purchased provision with its private and voluntary partner providers.
3. To build what is needed – the Directorate proposes to create additional capacity in Irvine with the building of one new ELC establishment.

The ambitious capital programme includes the following projects:

#### 2.12 New ELC and Training Centre - Irvine

The Directorate has now developed proposals to build one new ELC centre within the Irvine locality, at Montgomerie Park, that will accommodate 42 three - four year old and 21 two year old children. This provision will help meet the additional demand created by the higher population density in this locality.

It is further proposed that the centre will incorporate an ELC Practitioner and Leadership training facility that will support the ambition to develop a high quality ELC workforce who will lead the way in ELC in North Ayrshire. Over time it is envisaged that this provision will become a centre of excellence that will be accessed by partners such as Ayrshire College and external agencies such as private training providers and other local authorities.

#### 2.13 New provision for 2 year olds at St Peter's Primary EY Class, Ardrossan

A review has been undertaken of the provision for 2 years old children currently delivered by the Council within the Whitlees Community Centre in Ardrossan. This provision is managed as part of the ELC service at Stanley Primary EY Class. In its current location, Whitlees Community Centre will be unable to deliver 1140 hours of early learning and childcare by 2020. The Centre does not have flexibility of space to allow the creation of a

parent's room, lunch provision, quiet room or nurture space, or provide children with 'free flow' to the external play area.

It is therefore proposed that this provision is too relocated to St Peters Primary EY Class in Ardrossan and to include this in the proposed extension to this facility. This move to a purpose built provision will provide some of our most vulnerable children with the facilities to support them through their early learning and childcare journey. This proposal can be viewed in full at Appendix 7.

## **Consultation and Engagement**

2.14 The ELCEP Board has established a framework to consult and engage with key stakeholder groups as follows:

### **Parents and Carers**

In January 2018, the ELCEP Board launched its second consultation with parents and carers. The Board sought to understand parents' views on the following:

- Anticipated uptake of 1140 hours provision: 82% of respondents stated they would take up their entitlement to 1140 hours by choosing a term time model or full year provision.
- Out of school care requirements: 42% of parents/carers noted they would require to use this type of service in the future.
- Childminding provision and flexibility: Respondents were asked whether they would consider using a 'blend' of ELC establishments and childminding services to care for their child. 41% answered they would be unlikely to use both; 39% said they would and 20% were unsure.
- Early years' meal provision: The majority of respondents (84%) stated they would take up the opportunity of a funded meal for their child.

A full summary of the results of this survey is available at Appendix 8.

### **ELC Staff, Managers and Head Teachers**

The Directorate has prioritised its engagement with staff throughout the development of the delivery model. This has included;

- A staff engagement group that has been meeting on a monthly basis since Oct 2017;
- Two staff roadshows held in August 2017 and March 2018;
- A number of staff briefings;
- Monthly staff newsletter that was introduced in January 2018;
- Regular updates at Head Teacher meetings;
- Monthly meetings with the Directorate and the Trade Unions through the JCC.

### **Private and Voluntary Partners**

In November 2017, the ELCEP Board conducted a survey amongst the Council's 20 private and voluntary partner ELC providers, and invited all of them to a meeting to discuss their plans for growing their businesses for the new expanded provision. As a result of this engagement, the group now meets on a monthly basis with the Council's ELC Leadership team.

This engagement is vital as the Directorate seeks to work with its private and voluntary partners to embrace the Scottish Government's proposed "funding follows the child" approach. This approach seeks to prioritise and safeguard high quality provision, regardless of whether is in local authority, private or voluntary ELC settings and so enable more choice for parents and carers. On 29 March, the Scottish Government launched its national consultation on this Funding Follows the Child approach and the Directorate will seek Cabinet approval for the Council's response to this in June 2018.

### **Childminders**

Scottish Government policy states that childminders will have a key role in delivering the expanded entitlement, and seeks to ensure that Funding Follows the Child enables parents to access all or part of their funded hours from a childminder. In addition, the Government is considering introducing a minimum qualification requirement for child minders to provide reassurance for parents on the quality of provision. In North Ayrshire there are 184 active childminders and 64 (35%) of these hold relevant qualifications – a further 10 are currently working towards an SVQ Level 3 qualification.

The Directorate's ELC Leadership team is meeting with childminders on 25 April in the first of a series of engagement sessions to support childminders to get ready for the opportunities presented by the ELC expansion.

### **Local Employers**

Plans are being developed with the Directorate of Economy and Communities to commence engagement with local employers. This engagement will aim to ensure that the ELC expansion programme maximises the employability opportunities for North Ayrshire's most vulnerable families and particularly supports more women into work.

## **3. Proposals**

It is proposed that Cabinet:

- 3.1 Notes the progress made by the ELCEP Board to develop its proposed delivery model and agrees to receive regular updates on the final review of the pilot sites; the consultation response on Funding Follows the Child; the implementation of the phased roll out and the work on the enhancement of the ELC estate; and how this will improve the quality and flexibility of ELC in North Ayrshire
- 3.2 Approves the proposal to develop a new ELC and staff training and leadership development at the Montgomerie Park site in Irvine.



3.3 Approves the relocation of the two year old provision currently located at Whitlees Community Centre to the extended facility at St Peters Primary Early Years Class.

3.4 Approves all infrastructure projects as detailed at Appendix 1.

#### 4. Implications

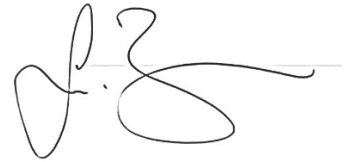
<b>Financial:</b>	The formal announcement by Scottish Government on the multiyear funding for the expansion programme is expected end April 2018. It is anticipated that all additional expenditure resulting from the early years expansion programme will be met by additional Scottish Government funding.
<b>Human Resources:</b>	A full engagement programme is underway with the early years workforce and Trade Unions to minimise impact of the change on staff and to promote the opportunities for the newly expanded workforce
<b>Legal:</b>	There are no legal issues arising from the content of this paper.
<b>Equality:</b>	There are no equality issues arising from this report.
<b>Children and Young People:</b>	N/A
<b>Environmental &amp; Sustainability:</b>	There are no environmental or sustainability issues arising directly as a result of this report. However, any investment in infrastructure will take account of environmental and sustainability considerations.
<b>Key Priorities:</b>	<ul style="list-style-type: none"><li>• Education and Youth Employment Directorate: Directorate Plan 2015-2018. – check C Tombs</li><li>• Priority 1: We are reducing inequalities and delivering improved outcomes for children and young people.</li><li>• North Ayrshire Council Plan 2015-2020.</li><li>• Priority 3: Ensuring people have the right skills for learning, life and work.</li></ul>
<b>Community Benefits:</b>	N/A

#### 5. Consultation

5.1 Consultation and engagement with key groups is a strong focus of the ELCEP Board. Stakeholder groups are listed below:

- Parents, carers and families

- Staff
- Trade Unions
- Partner providers and childminders
- Employers
- Ayrshire College
- NACPP
- Care Inspectorate and Education Scotland
- Other NAC Council Directorates

A handwritten signature in black ink, consisting of a stylized 'J' and 'B' followed by a horizontal line.

John Butcher  
Executive Director, Education and Youth Employment

For further information please contact John Butcher on 01294 324411.

**Background Papers**

Insert titles of any background papers or N/A

## Education and Youth Employment

## Proposed Early years Expansion Programme



School	Financial Year	Indicative 'Go Live' Date (Subject to Development of Scheme and Approvals)	Proposed Budget	Additional Information
<b>2018/19</b>				
Glencairn PS EY Class	2018/19	January 18	£ 150,000	Initial pilot site
Loudoun Montgomery PS EY Class	2018/19	January 18	£ 100,000	Initial pilot site
Abbey PS EY Class	2018/19	August 18	£ 262,500	
Ardeer PS EY Class	2018/19	January 19	£ 168,000	
Dalry EYC	2018/19	August 18	£ 100,000	
Stanley PS EY Class	2018/19	October 18	£ 268,500	
Springvale EYC	2018/19	August 18	£ 100,000	
St Bridgets PS EY Class	2018/19	August 19	£ 375,900	
St Lukes PS EY Class	2018/19	August 19	£ 100,000	
Kilwinning EYC	2018/19	January 19	£ 735,000	
St John's PS EY Class	2018/19	October 18	£ 585,600	
<b>2019/20</b>				
Castlepark EYC	2019/20	April 19	£ 150,000	
Garnock Valley EY	2019/20	August 19	£ 100,000	
Lawthorn PS EY Class	2019/20	August 19	£ 181,950	
Hayocks PS EY Class	2019/20	August 19	£ 340,200	
Woodlands PS EY Class	2019/20	August 19	£ 337,500	
Corsehill PS EY Class	2019/20	August 19	£ 417,816	
Caledonia PS EY Class	2019/20	August 19	£ 239,400	
Blacklands PS EY Class	2019/20	August 19	£ 149,100	
Springside PS EY Class	2019/20	August 19	£ 97,860	
St Marks PS EY Class	2019/20	August 19	£ 152,040	
<b>2020/21</b>				
Fairlie PS EY Class	2020/21	August 2020	£ 205,050	
St John Ogilvie PS EY Class	2020/21	August 2020	£ 309,945	
Elderbanks PS EY Class	2020/21	August 2020	£ 300,000	
Dreghorn PS EY Class	2020/21	August 2020	£ 150,000	
Mayfield PS EY Class	2020/21	August 2020	£ 247,800	
Cumrae PS EY Class	2020/21	August 2020	£ 100,000	
Garnock CC EY Class	2020/21	August 2020	£ 100,000	
Beith PS EY Class	2020/21	August 2020	£ 371,700	
Skelmorlie PS EY Class	2020/21	August 2020	£ 230,160	
West Kilbride PS EY Class	2020/21	August 2020	£ 154,140	

School	Financial Year	Indicative 'Go Live' Date (Subject to Development of Scheme and Approvals)	Proposed Budget	Additional Information
<b>New Build/Extensions</b>				
Early Years Centre + Training Facility	2020/21	August 2020	£ 2,700,000	Montgomerie Park
Gateside PS EY Class	2020/21	August 2020	£ 405,000	
St Peters PS EY Class	2020/21	August 2020	£ 1,400,000	
Winton PS EY Class	2020/21	August 2020	£ 690,000	

Arran	2020/21	August 2020	£ 500,000	
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<b>Total</b>	<b>£ 12,975,161</b>
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<b>Other Projects</b>				
Annick EY Extension	2020/21	August 2020	£ 2,000,000	Relocation of Stanecastle EY Class in August 2020, following closure of Stanecastle school.
Moorpark PS New Build	2020/21	August 2020	£ 9,595,085	A new EY provision will be included within the planned new school.
Largs Early Years Centre		Complete		A new EY Centre was included in the new Largs Campus and has capacity for 80 x 3 - 5 year olds and 20 under 3's.

**It should be noted that at this stage, the attached costs are budget estimates only and may vary subject to a more detailed analysis of the infrastructure works.**

**North Ayrshire Council  
Education and Youth Employment  
Early Learning and Childcare Expansion Programme Phased Delivery Programme**

**Establishments Continuing Delivery of 1140 Hours from August 2018**

- Glencairn Early Years Class
- Loudon Montgomery Early Years Class

**Establishments Commencing Delivery of 1140 Hours from:  
August 2018**

- Abbey Early Years Class
- Ardeer Early Years Class
- Castlepark Early Years Class
- Dalry Early Years Class
- Kilwinning Early Years Class
- Springvale Early Years Class
- Stanley Early Years Class
- St John's Early Years Class

**August 2019**

- Blacklands Early Years Class
- Caledonia Early Years Class
- Corsehill Early Years Class
- Garnock Valley Early Years Class
- Hayocks Early Years Class
- Lawthorn Early Years Class
- Springside Early Years Class
- St Bridget's Early Years Class
- St Luke's Early Years Class
- St Marks Early Years Class
- Woodlands Early Years Class

**August 2020**

- Arran Early Years Class
- Beith Early Years Class
- Cumbrae Early Years Class
- Dreghorn Early Years Class
- Elderbank Early Years Class
- Fairlie Early Years Class
- Garnock Community Campus
- Gateside Early Years Class
- Largs Early Years Centre
- Mayfield Early Years Class
- Moorpark Early Years Class
- Skelmorlie Early Years Class
- St John Ogilvy Early Years Class
- St Peter's Early Years Class
- West Kilbride Early Years Class
- Whitlees Early Years Class
- Winton Early Years Class
- Proposed Irvine New Build

## **North Ayrshire Council**

### **Early Learning and Childcare Expansion Programme**

#### **Workforce Planning: NAC Career Changer Programme**

#### **1. Executive Summary**

- 1.1 The expansion of Early Learning and Childcare to 1140 hours by 2020 requires a significant increase in the number of Early Years Practitioners (EYPs) across North Ayrshire. North Ayrshire Council requires 64 FTE EYPs in 2018/19, a further 66 FTE EYPs in 2019/20 and a further 42 FTE in 2020. This is an addition to the recruitment required to manage annual staff turnover
- 1.2 In 2017/18, the Directorate of Education and Youth Employment reviewed the allocation of Classroom Assistants across schools and identified a need to realign the budget in this area. To assist in this process, existing Classroom Assistants were invited to retrain to become Early Years Practitioners (EYPs).
- 1.3 The Council and Ayrshire College have worked in partnership to develop the programme and select suitable employees onto the HNC in Childhood Practice. The College delivers the course at Kilwinning Campus and the Council provides work experience and mentoring in an early years establishment.
- 1.4 Trainee Early Years Practitioners attend Ayrshire College for 2 days per week. They are then paid for either 2 or 3 days per week, depending on the length of work experience agreed (2 days is the minimum). Salaries are paid at Grade 4 of the Local Government Pay Scale (the top of the scale is currently £9.69 per hour).
- 1.5 On successful completion of their HNC qualification, Trainee Early Years Practitioners will move into an Early Years Practitioner post within North Ayrshire. The Early Years Practitioner post is Grade 7 (currently £12.63 to £13.77 per hour).
- 1.6 The workforce planning requirements of the Early Learning and Childcare expansion programme provides an opportunity to retrain a significant number of existing Council employees. In turn, this may provide Directorates with an opportunity to release employees and gain efficiency savings in doing so.
- 1.4 Staff applying to the proposed programme will be required to participate in a recruitment and selection process to assess their suitability to become a Trainee EYP and ultimately secure permanent employment within the Early Years Service.
- 1.5 Amongst the benefits of developing our own early years workforce is the opportunity to protect our private and voluntary sector partners from the significant business risk of staff moving from their sector to NAC.

**North Ayrshire Council**  
**Education and Youth Employment**  
**Early Years Establishments by Geography**

**Irvine (Castlepark Early Years Centre) - 10**

- Loudon Montgomery Early Years Class
- St John Ogilvie Early Years Class
- Springside Early Years Class
- Castlepark Early Years Class
- Dreghorn Early Years Class
- Elderbank Early Years Class
- Lawthorn Early Years Class
- Stanecastle Early Years Class
- St Marks Early Years Class
- Woodlands Early Years Class

**Kilwinning (Kilwinning EY Centre) - 4**

- Abbey Early Years Class
- Corsehill Early Years Class
- Blacklands Early Years Class
- St Luke's Early Years Class

**Three Towns (Springvale EY Centre) - 10**

- Glencairn Early Years Class
- Hayocks Early Years Class
- St John's Early Years Class
- Ardeer Early Years Class
- Mayfield Early Years Class
- Caledonia Early Years Class
- Whitlees Community Centre
- Stanley Early Years Class
- Winton Early Years Class
- St Peter's Early Years Class

**Garnock Valley (Dalry Early Years Centre) - 6**

- St Bridgets Early Years Class
- Moorpark Early Years Class
- Garnock Community Campus Early Years
- Garnock Valley Early Years Centre
- Gateside Early Years Class
- Beith Early Years Class

**North Coast and Arran (Largs EY Centre) - 4**

- Fairlie Early Years Class
- Skelmorlie Early Years Class
- West Kilbride Early Years Class
- Lamblash and Arran

CSP Promises	Quality Principle
<b>9. We promise that you are offered a developmental growth assessment by your health visitor when you reach 27-30 months and at pre-school age, with a focus on growth, wellbeing, communication and language development.</b>	<b>1. <u>Nurturing Places</u></b> Our knowledge of every child will be at the heart of building positive relationships and supporting their individual needs.
<b>10. We promise that we will offer all children aged three years old, early learning to help you learn, develop social skills and meet other young children.</b>	<b>2. <u>Children's Learning</u></b> We will create inspiring opportunities for children to have fun, learn and play, and have the best possible start in their early learning journey.
<b>11. We promise that in your early years establishment we will provide daily physical activity, that you be able to play outside and that all snacks provided will be of nutritional value.</b>	<b>3. <u>Environments</u></b> Our indoor and outdoor learning environments will be beautiful from a child's perspective, calm spaces which inspire curiosity, wonder and excitement for play and learning.
<b>8. We promise to help your Mum and Dad learn what is important to be supportive and confident parent</b>	<b>4. <u>Community</u></b> Our early years settings will be at the heart of all our communities and will be welcoming places where people can be engaged and involved in children's learning and development.





North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

## NORTH AYRSHIRE COUNCIL

### A BEST PRACTICE BRIEF FOR EARLY YEARS ACCOMMODATION



*Delivering our services with*

Focus. **Passion.** **Inspiration.**



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

## Foreword

All children aged three and four years old and eligible two year old children living in North Ayrshire currently have access to 600 hours of funded early learning and childcare per year.

Following the Scottish Government announcement to expand this provision these children will now be entitled to receive 1,140 hours of funded early learning and childcare per year from August 2020.

North Ayrshire Council aims to provide the highest quality provision to enable us to establish the foundations to help us build the brightest futures for all our children and young people. We have developed four quality principles which are:

1. Nurturing Places: our knowledge of every child will be at the heart of building positive relationships and supporting their individual needs.
2. Children's Learning: we will create inspiring opportunities for children to develop, learn and play, and have the best possible start in their learning journey.
3. Environments: Our indoor and outdoor learning environments will be beautiful from a child's perspective, calm spaces which inspire curiosity, wonder and excitement for play and learning.
4. Community: Our early year's settings will be at the heart of all our communities and will be welcoming places where people can be engaged and involved in children's learning and development.

These are the focus for all of our work, including the plans for our physical environment.

As children will be spending more time in an early years setting, there is even more need to ensure the overall environment and facilities are:

- Fit for purpose;
- Of a high quality to support and inspire the learning experience;
- Supporting positive outcomes and creating opportunities for children to have fun, learn and play;
- Improving learning outcomes for children;
- Positively supporting children to access indoor and outdoor learning opportunities which inspire curiosity, wonder and excitement;
- Welcoming places at the heart of our communities.

The Scottish Government's Play Strategy states:

'High quality play opportunities, and provision of a physical and social environment that supports play, increases the likelihood of improved outcomes for children and lessens the impact of factors that lead to poorer outcomes.'

In North Ayrshire the decision has been made to extend the operational day from 8.00am to 6pm, Monday to Friday. Parents will have the option to remain on a term time basis of 38 weeks or increase to the full year.

There will be 10 sessions available each week, operating from 8am – 12.45pm and 1.15pm – 6pm. Parents opting for a 38 week model will be entitled to 6 sessions per week and those on a 52 week model will have access to 5 sessions per week.

This guidance sets out a standard scheme of accommodation to ensure that North Ayrshire Council delivers early years settings which foster and enhance positive experiences for children and improve the quality of care and learning by thinking about the design of our early years establishments.

The document should act as a tool for providers and architects when considering any development within our early years' facilities. It is envisaged that this design brief should form the basis of any initial discussions when planning a new build, extension or refurbishment project. Although the guidance provides insights into what will be considered - it should be remembered that it may not be feasible to achieve everything due to the challenge presented by differing scope and space constraints.

That said, it is understood that with innovative design solutions, these challenges can be overcome to enhance environments in areas such as: space; maximising finite resources and making the best use of outdoor space.

North Ayrshire Council have set a standard in building design for early years provision, as well as setting a design brief they have also set a standard staffing model.

#### STAFFING RATIO

In our early years establishments the staffing ratio for birth – 3 year old children has been set at one staff member to three children (1:3). For children in areas of higher deprivation – Scottish Indicator for Multiple Deprivation, (SIMD 1 and 2) the ratio for 3 – 5 year olds will be one member of staff to six children (1:6) and for SIMD 3 and 4 children the ratio will be one member of staff to eight children (1:8).

#### WRAPAROUND

It is also our intention, where provision allows to offer a wraparound service for parents.

“Wraparound care” is the term used to describe the package of child care purchased by parents over and above their current annual entitlement of 600 hours of free early learning and childcare. In 2020, the entitlement will rise to 1140 hours.

Wraparound care enables parents to take up or sustain employment, education and training.

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## 1.0 General Design Guidance

As an organisation and in line with Government policy, North Ayrshire Council are undertaking an expansion and development programme for the existing nursery estate to support a consistent and high quality experience to Early Years provision. The purpose of this document is to capture practitioners experience within an architectural context, avoiding repetition of this process on each project.

Although the enclosed schedule of accommodation is primarily for guidance in the design of new build facilities, much of the content is applicable to the re-modelling of existing nursery classes and surplus primary school accommodation. It may not be feasible to achieve this in every location however should form a benchmark or aspirational standard.

The acceptability and cost effectiveness of re-modelling proposals will depend upon the nature and extent of features of the existing accommodation. Each case should be considered on its merits and the gross target cost established accordingly. The future role / capacity of the existing school should be carefully considered when establishing the scope of accommodation which can be provided.

The following guidance will describe the requirements of each space in detail and these should transition into one another appropriately. An important principal in current early years education is child lead learning and free flow play. Accordingly, child spaces should be designed without barriers for any child, including access to outdoor play spaces.

The Care Inspectorate are the regulatory body for the day care of children in Scotland. Once an outline design has been agreed with the client, this should be issued to the Care Inspectorate for comment. A further issue should be provided once detailed design work is completed, picking up any changes or development in the finalised design. When designing and developing proposals, reference should be made to various publications from the Care Inspectorate, National Care Standards from the Scottish Government and the 'Space to Grow Guide'. This guidance has been written and developed with reference to these documents.

## 1.1 CLIENT BRIEF (to be completed by client)

### LOCATION

### CAPACITY



**Birth – 3 Years Playroom**



**3 – 5 Years Playroom**

### ACCOMMODATION (tick as required)

<input type="checkbox"/>	3.1	Entrance / Reception / Office
<input type="checkbox"/>	3.2	Parent's Room
<input type="checkbox"/>	3.3	Entrance Cloaks
<input type="checkbox"/>	3.4	Playrooms
<input type="checkbox"/>	3.5	Quiet Rooms
<input type="checkbox"/>	3.6	Toilets
<input type="checkbox"/>	3.7	Nappy Changing
<input type="checkbox"/>	3.8	Laundry / Cleaners Store
<input type="checkbox"/>	3.9	Internal Store
<input type="checkbox"/>	3.10	External Store
<input type="checkbox"/>	3.11	Heads Office
<input type="checkbox"/>	3.12	Staff Area's / Changing / Toilets / Lockers / Storage
<input type="checkbox"/>	3.13	Facilities Management; cleaning, janitorial
<input type="checkbox"/>	3.14	Nurture
<input type="checkbox"/>	3.15	Multi-Purpose / Shared
<input type="checkbox"/>	3.16	Training Room

4.1 Outdoor Learning

ISSUER DETAILS

DATE

REVISION

DATE

ISSUER

REASON

ADDITIONAL COMMENTS / REQUIREMENTS

In addition to the above, further plant accommodation, IT server and circulation will be included as required. This will be included on a full schedule of accommodation for approval, similar to that in section 7.0.

## 2.0 Location, Siting and Entrance

### 2.1 The Site

Sites should generally provide a good safe environment with good access links to the community which it is serving including walking, cycling and public transport. In addition, relation to commuter routes should be considered for working parents. Close proximity to local amenities such as parks and woodland will help to support and encourage outdoor learning. Similarly, adjacency to care homes or similar can help to promote community engagement activities.

Colocation with a primary school can be beneficial in relation to transition from Early Years to School. Further advantages can come in the form of shared services and accommodation and will assist parents who have children in both nursery and school.

### 2.2 Traffic Management / Car Parking

Vehicle access to the site should be via suitable road networks which do not suffer from regular congestion and will not be adversely affected by an Early Years Development.

Car parking should be provided on the basis of the number of proposed staff and sufficient additional parking for visitors including appropriate parent /carer car parking where possible. Development of this should be in conjunction with the relevant technical standards and planning and roads development guidelines. This will include disabled parking provision.

Some consideration should be given to Parent and Child wider spaces, appropriate to numbers and available site area.

Depending upon siting, an RTA (Road Transport Assessment) may need to be considered and developed in conjunction with North Ayrshire Council Roads and Planning departments.

The above may vary significantly depending upon whether the proposals are for a purpose built stand alone or extension.

Where part of a school campus, operating hours will need to be considered to ensure adequate on site traffic management.

The site should be of a suitable size to accommodate the required traffic management and parking without impinging on the internal and external accommodation requirements.

.....provide a good safe environment with good access links to the community.....





## 2.3 Access/Safety

It is essential to safeguard children from vehicular traffic. Separate access routes to the Early Years facility for pedestrians and vehicles are required. Parking areas and delivery points must be fenced off from play areas. A lockable gateway should be provided near the car park for the access of grounds maintenance equipment.

In order to facilitate wheelchairs and mothers with prams the footpath to the main entrance should not incorporate steps. The access should be wide enough to allow two prams to pass. Adequate lighting to footways should be provided.

## 2.4 Site Area

The site area should be sufficient to accommodate satisfactorily the building, the outside play areas, and some car parking. A site area should be determined in relation to the required capacity and as a guide, larger facilities will require approximately 1,500 m<sup>2</sup> (0.15 Ha). For a smaller unit a site area of approximately 1,000 m<sup>2</sup> (0.10 Ha) may be more suitable.

## 2.5 Siting

The building should be positioned on the site to give the maximum amount of garden play area with a southerly aspect. Shelter from wind is also very important and consideration should be given to improving the micro climate by locating with the building, screen fences, walls, mounds, appropriate structured planting to form sheltered areas with a comfortable environment.

## 2.6 Orientation

The play rooms and covered outdoor play area should, where possible, have a southerly aspect.

## 2.7 Entry

The entrance should be clearly defined and welcoming and should not be accessed through the children's play area (this may not be achievable in existing situations). A balance between security and a stimulating and inviting entrance for children and their parents should be the objective.

Pedestrians and vehicles should be segregated to ensure young children cannot stray onto vehicle routes. A suitable covered area could be considered for the congregation of parents or the storage of prams, bikes and scooters out with the building. This will depend on the proposed schedule of accommodation and operation of the centre.

The route to the main entrance should be on the level for ease of access to prams, buggies and wheelchairs.

....access should be wide enough to allow two prams to pass.....



Operation of North Ayrshire Council Early Years establishments will be from 8am to 6pm, 52 weeks of the year, meaning that drop off and collections through the winter months may be in the hours of darkness. As such, suitable car parking and access lighting should be provided.

Ideally the entrance area should be covered to provide an element of shelter for prams buggies and visitors.



### 3.0 Internal Accommodation

#### 3.1 Entrance / Reception / Office

A dedicated entrance area, reception and office, will only feature in Early Years Centres and not in single early years classes. Staff should be clearly visible and the area should be warm, open and welcoming, making children, parents and carers feel at ease, comfortable and relaxed.

##### FUNCTION

##### ACTIVITY

The entrance area will see the arrival of parents / carers, children and visitors with space to congregate, socialise and wait. A dual height reception desk/counter, will allow signing in and out of children as well as receipt of general enquiries and daily administration. The reception area will be supported by a general office area where general administration can be undertaken.



##### SIZE

The entrance area should be of a sufficient size to accommodate a small number of waiting parents, possibly with prams, buggies and wheelchairs without obstructing access. The reception area should be at least big enough to allow one member of staff to handle enquiries. The associated office space should support at least 2 administration desks plus lockable file storage.



....the area should be warm, open and welcoming, making children, parents and carers feel at ease, comfortable and relaxed.....





## LOCATION

These spaces will be located at the main entrance and will be the first point of contact for all visitors to the facility. The cloak rooms, Parents room, adult / accessible toilet, and office will all be accessed from this area as well as visiting services and staff areas where included.

## LAYOUT

The reception desk should be clearly visible upon entry to welcome and receive visitors as well as monitor and control access. The space should be laid out to provide easy access to the cloak rooms without creating congestion.

The office area should provide adequate working space to undertake general administrative tasks whilst providing sufficient privacy to deal with private details over the phone. A glazed office may satisfy these requirements.

A display space will be required to post notices for parents and carers as well as to display projects and work. A digital screen may be desirable. Where not included externally, a buggy store would also be advantageous.

## PERFORMANCE

### FLOOR FINISH

The area adjacent the entrance doors should feature a durable finish suitable for removing dirt and moisture from feet before entering other spaces. Generally beyond this, water and stain resistant vinyl flooring should be provided.

The office should be fitted with a durable carpet. If carpet tiles are used, spares should be left at the facility for replacements as required.

### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned / durable vinyl wall covering. Wall structure capable of accepting fixing for shelves and fittings.

### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

### WINDOWS

As required to suit the design. Natural light preferable with opportunity for ventilation and views out or to spaces beyond for children. Internal windows will help with supervision and the connection of spaces.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.



....views out or  
to spaces  
beyond for  
children....



## DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths. External doors provide the opportunity to increase natural daylighting and visual links between spaces where glazing is maximised.

Entrance, staff room, office and cloak room doors should incorporate large glazed panels at appropriate heights for adults and children; other doors should be unglazed.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children. Consideration should also be given to installing push pad door openers from the main reception to the Cloak area.

A video entry control system should be fitted to the main entrance door, linked back to a hand set within the playroom or office/reception where present. The door leading from the cloak room to the playroom should also feature access control.

## FURNITURE AND FITTINGS

Some comfortable seating could be included to form a waiting area. A reception desk, appropriate work stations and office chairs.

## ENVIRONMENT

TEMPERATURE: 18°C.

VENTILATION: Sufficient natural ventilation is required.

DAYLIGHTING: As required / desirable.

ACOUSTICS: Some surface absorbency desirable.

## SERVICES

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. In addition to normal requirements, spotlighting over the display area is desirable. These should be switched within the room.



.....entrance, staff room, office and cloak room doors should incorporate large glazed panels at appropriate heights for adults and children.....



At least one double socket should be provided within the entrance area for cleaners. Each workstation should be provided with one double socket outlet and one double data outlet. An additional double socket and data outlet should be provided for photocopier / printer. Further sockets provided for equipment as required.

Main fire and intruder alarm panels.

Door entry control system and CCTV station where included.



## 3.2 Parent's Room

The Parent's Room should be located off the main entrance area and be large enough to accommodate a number of activities such as parenting and cooking classes for up to 10 adults and general meetings.

### FUNCTION

#### ACTIVITY

The Parent's room should be adaptable to support a range of activities including parenting classes, cooking classes and general meetings. This room can also be accessed by Visiting Services Teams such as Health and Social Care Partnership, Occupational Therapists and support staff for children.

#### SIZE

The Parent's room should be suitably sized to accommodate a small meeting table and chairs as well as a refreshment area. A room of not less than 15m<sup>2</sup> should be considered however, this could be increased where other activities are planned.

#### LOCATION

This should be located off the main entrance to the early year's area.

#### LAYOUT

The room should have standard proportions and feature a worktop area with sink, fridge and dishwasher to support meetings and other functions.

### PERFORMANCE

#### FLOOR FINISH

Generally vinyl flooring should be provided with coved skirting. This should be water and stain resistant with a slip resistance value in excess of 36.

#### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned / PVC wall lining / durable vinyl wall covering. Wall structure capable of accepting fixing for fittings.

#### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

#### WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation.

Windows should be positioned to maximise light but also provide privacy if required. Internal glazing could also be adopted to provide an open and welcoming feel however, there should be some form of screening incorporated to offer privacy when required.



....The Parent's room should be adaptable to support a range of activities.....





Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

#### DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

#### FURNITURE AND FITTINGS

Kitchen units must be available with a sink. A cooker, fridge and dishwasher should also be included. If the parent's room is to accommodate the laundry facilities then a washing machine and tumble drier should also be included.

A meeting table and chairs should also be provided.

#### ENVIRONMENT

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.

DAYLIGHTING: Good natural daylighting should be available within the parent's room which can be controlled with blinds.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout.

There should be good acoustic separation between spaces particularly where the nursery forms part of a primary school.

#### SERVICES

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room. Twin data outlets should be provided appropriate to the size of the room.





### 3.3 Entrance / Cloaks

In some instances, the entrance area may double as the cloakroom area. This will depend upon the agreed schedule of accommodation, space and budget available and whether it is a new build or refurbishment project. Where possible, the entrance should be an area in its own right with a reception, office, toilet and Parents room leading off it, as well as providing access to the cloaks and playrooms.

Access to cloak rooms should be by way of video entry buzzer system to allow staff to control and manage access to this area. The door leading from the cloak room to the playroom should also feature access control.

Consideration should be given to the user group, access arrangements and operation of the facility and whether to include automatic doors. This would be most relevant where under three's are to be included and there is no external shelter or pram storage available, or where specific user needs, such as wheelchair users can be catered for.

#### FUNCTION

##### ACTIVITY

The arrival and departure point for children with, in many cases, parents and carers with prams. Subject to careful design, the entrance/cloaks area may also be used as a play area.

Changing out of, and into, outdoor clothing, including footwear for outdoor play where possible but preferably, there will be a separate cloak area for outdoor play.

A place for parents and carers to wait for children.

##### SIZE

Not less than 10m<sup>2</sup> and on a ratio of around 0.5 - 1m<sup>2</sup> per child. Consideration should be given to the numbers using the cloaks at any one time and whether there is a dedicated entrance area prior to the cloaks space. 1140 hours and North Ayrshire Council's proposed 8am to 6pm model is likely to reduce peak arrivals and departures. As a result, it is unlikely that all children will be in the cloak room at the same time.

Where other rooms, such as a Parent's room or office, are accessed directly from the cloaks, additional floor area should be provided.

##### LOCATION

At the main entrance with direct access to each play room. In the absence of a dedicated entrance area, access to other accommodation could be considered including the staff room, the cleaner's store, the office, the school meals accommodation, and adult toilet accommodation.

##### LAYOUT

A draught lobby should be provided to assist in conveying a feeling of warmth and welcome.



.....cloak rooms should be by way of video entry buzzer system to allow staff to control and manage access to this area.....



## PERFORMANCE

### FLOOR FINISH

A durable finish suitable for removing dirt and moisture from feet before entering other spaces.

### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned / PVC wall lining / durable vinyl wall covering. Wall structure capable of accepting fixing for fittings.

The walls in the cloakroom area should be fitted with display boards for display purposes.

### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

### WINDOWS

As required to suit the design. Natural light preferable with opportunity for ventilation and views out or to spaces beyond for children.

### DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths. External doors provide the opportunity to increase natural daylighting and visual links between spaces where glazing is maximised.

Entrance, staff room, office and play room doors should incorporate large glazed panels at appropriate heights for adults and children; other doors should be unglazed.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children. A video entry system should be fitted to the main entrance door, linked back to a hand set within the playroom or office/reception where present. The door leading from the cloak room to the playroom should also feature access control.

### FURNITURE AND FITTINGS

Coat hooks at not less than 150 mm centres on fixed rails approximately 0.75 - 1.0 m above floor level. The spacing should be increased at internal corners. There should be one hook for each child. Hooks should be entirely free of sharp corners or edges and should not, by virtue of either their design or mounting, project in a way as to cause injury.



Bench seating not greater than 350mm high should be provided which could incorporate storage for boots or shoes below. Limited display boarding should be provided, at adults' and children's heights.

Cloaks storage may be provided by means of a cloaks trolley for outdoor clothing which may be elsewhere.

**ENVIRONMENT**

TEMPERATURE: 18°C.

VENTILATION: Sufficient natural ventilation is required.

DAYLIGHTING: As required / desirable.

ACOUSTICS: Some surface absorbency desirable.

**SERVICES**

ELECTRICAL: In addition to normal requirements, spotlighting over the display area is desirable.

Sufficient double socket outlets should be available.

### 3.4 Playrooms

**CAPACITY (to be completed by client)**



**Birth – 3 Years Playroom**



**3 – 5 Years Playroom**

The playroom is the main space within the Early Years facility and should be fun and welcoming for all children. The environment should be safe and children should feel safe and protected. The environment should support and develop all of the needs of individual children, including their physical, cognitive and emotional needs. Finishes should support the staff in maintaining a very high standard of cleanliness.

Children with autistic spectrum disorder (ASD) will find many environments challenging, mainly due to sensory difficulties and problems with central coherence. The nursery environment should be calming, finished with neutral tones and pastel colours to avoid sensory overload – this should extend to all areas of the nursery.

Quiet areas and corners are very important for children who may need time alone during times of stress.

.....support and develop all of the needs of individual children, including their physical, cognitive and emotional needs.....



The playroom environment must be designed to allow full wheelchair access and free flow.





## FUNCTION

### ACTIVITY

Play suitable to age and stage which stimulates natural curiosity, learning and creativity. This will cover a huge range of activities including active, passive, noisy and quiet – the space should respond accordingly.

### SIZE

Based upon Care Inspectorate recommendations and North Ayrshire Council's Education and Youth Employment aspirations for best practice, under 3's playrooms should be designed on the basis of 3.7m<sup>2</sup> per child (of useable floor area) and 2.5m<sup>2</sup> per child (of useable floor area) for 3-5's playrooms. As a general rule, playrooms should be designed with a maximum capacity of 42 (3-5's) and 21 children (under 3's).

Consideration to the scale and volume of playrooms is required to ensure that these are not overwhelming and intimidating for children.

### LOCATION

There should be access to the cloaks / entrance area, outdoor covered play space, toilets and quiet room if provided.

### LAYOUT

Rooms should be designed to provide good sightlines for supervision, generally rectangular. Corners are considered as excellent spaces for themed play or small groups and as such, doors etc. should be carefully located to maximise availability of these.

Sink areas should be provided to support wet play, hand washing, teeth cleaning and food preparation. It is preferable that these are located away from toilet access.

The environment needs to be well planned to ensure that children in wheelchairs can access sinks and other spaces to ensure that they feel included and independent. Consideration should be given to installing a rise and fall sink of a suitable size that enables children to reach the taps.

Where there are multiple play rooms, it is preferable that these are adjacent one another to allow connection which may aid transition and increased integration. Access to the outdoors should be by way of double doors or sliding folding doors with level thresholds. The orientation of these should be carefully considered with regards to prevailing wind.



....environment  
should be  
calming, finished  
with neutral  
tones and pastel  
colours.....



....Sink areas  
should be  
provided to  
support wet play,  
hand washing,  
teeth cleaning.....



## PERFORMANCE

### FLOOR FINISH

Generally vinyl flooring should be provided throughout the 3-5's. This should be water and stain resistant with a slip resistance value in excess of 36. Softer areas will be created with rugs which should be provided as part of the loose furniture package.

The under 3's room should be fitted with two thirds vinyl with similar characteristics to the above and one third with carpet.

The vinyl should be carefully selected to ensure that it does not have abrasive material which will be uncomfortable to crawling children. If carpet tiles are used, spares should be left at the facility for replacements as required.

Consideration should be given to installing underfloor heating in the playrooms as children spend the majority of time playing and sitting on the floor.

### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned / vinyl wallpaper. Wall structure capable of accepting fixing for shelves and fittings. PVC Splash-back or similar at sink units.

### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

Ceilings should be fitted with appropriate fixing hooks to allow staff to safely suspend art work and resources from the ceiling to create different surroundings and environments.

## WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should be designed in such a way as to ensure they do not present a hazard by projecting into outdoor play spaces at heights likely to cause injury.

Windows should be positioned with children in mind, providing visual connections to other areas helping to promote self-learning and exploration. In particular, views should be provided out to the external play areas to encourage access as well as supporting adult supervision. Internal windows are desirable between playrooms and quiet rooms for similar reasons.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

## DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths. External doors provide the opportunity to increase natural daylighting and visual links between spaces where glazing is maximised.

Double doors or bi-folding doors reduce restriction and help to encourage free access to the outdoor play space. An allowance should be made for designed manifestation to all low level glazing to be installed.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

## FURNITURE AND FITTINGS

The following should be provided:-

A run of base units at 600-650mm high for children

- Lockable base unit cupboards
- Hand wash sink 1 per 15 children with lever taps
- Teeth cleaning sink 1 per 15 children
- Wet play sink with drainer 1 per 15 children with lever taps
- Consider location of basins and taps to allow children to reach these
- Consider the installation of a rise and fall sink
- Hot and cold running water to sinks – mains cold water for teeth cleaning as a minimum
- Some walls should be fitted with wide full height mirrors

A run of base units at 850-900mm high for adults

- Lockable base unit cupboards / drawer unit
- Hand wash sink with lever taps

.....visual  
connections to  
other areas  
helping to  
promote self-  
learning and  
exploration.....





- Food preparation sink with drainer with lever taps
- Space for under counter fridge
- Space for under counter dish washer
- Hot and cold running water to sinks – mains cold water for food prep. as a minimum
- Lockable wall units for high level storage

All sinks should be fitted with thermostatic mixing valves and be provided with soap and paper towel dispensers. The position of these should be accessible for children where appropriate. Soap dispensers should be of a type where the nozzle is replaced as part of the refill, for infection control purposes.



The room should also have a range of child height resources, sensory equipment and soft furnishings to allow children to use their imagination, develop their skills and create different environments for learning.

Windows should be fitted with blinds providing dim out as a minimum. These should be operated with anti-ligature fittings.

Display boards of a neutral colour at various heights.

It is preferable that firefighting equipment is wall hung to prevent children from pulling them over. Consideration of this should extend to other spaces and alcoves may be appropriate to house this type of equipment.

## **ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.



**DAYLIGHTING:** Good natural daylighting should be available within the playroom which can be controlled with blinds.

**ACOUSTICS:** Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout. Suspended ceilings will usually improve acoustic comfort but this can be further supplemented with wall mounted acoustic absorbers in quiet corners etc.

There should be good acoustic separation between spaces particularly where the nursery forms part of a primary school.

## **SERVICES**

**MECHANICAL:** Where underfloor heating is not achievable, low surface temperature heating should be provided throughout to meet minimum required temperatures.

If radiators are used, the positions of these should be carefully coordinated around the proposed room layout and without compromising corners. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Hot water should be provided to sinks with TMVs fitted. Cold water should be potable mains supply.

Mechanical ventilation should be provided as required.

**ELECTRICAL:** Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room with at least one over the adult work top area. Additional sockets should be provided for appliances.

Appropriate twin data outlets should be provided around the room.

Telephones should connect to the data circuit with the ability to be connected to an outside line. Incoming calls should be routed to the reception / main school office.

Door guard systems should be fitted to the playroom entrance door and if this door is linked directly to the parent's entrance should be fitted with a video entry system.

### 3.5 Quiet Room

The environment should be relaxed, homely, comfortable and welcoming. A nurturing environment will help promote a positive sense of wellbeing for children. In addition to quiet activities, with the increase length of day, some children may need to rest or sleep and should be able to do so without disturbance.

#### FUNCTION

##### ACTIVITY

The Quiet Room is an area where children can relate to and retire to if they are feeling overwhelmed, anxious or just need some quiet space. It should be cosy, home-like, calm and comfortable. Where accommodation is limited, the quiet room may become a more flexible multipurpose room. It could be that meals are served here hence floor coverings and hand washing may also need to be considered. It should have the ability to have dimmed lighting.

##### SIZE

Where a quiet room is provided, this should be on the basis of 1m<sup>2</sup> per child.

##### LOCATION

The Quiet Room should be located and easily accessed directly off the play room which children can move to freely. It may be appropriate to have external access to a sensory garden where this separated from the main outdoor space.

##### LAYOUT

The room should be a free form with loose soft furnishings to allow children to create their own activities and comfort. It may be useful to have a store within the room for sleeping mats or other resources.

#### PERFORMANCE

##### FLOOR FINISH

The quiet room should be fitted with a soft and durable carpet, suitable for children to lie on. If carpet tiles are used, spares should be left at the facility for replacements as required.

##### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned. Wall structure capable of accepting fixing for shelves and fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

Ceilings should be fitted with appropriate fixing hooks to allow staff to safely suspend art work and resources from the ceiling to create different surroundings and environments.



.....accessed directly off the play room which children can move to freely.....



.....free form with loose soft furnishings to allow children to create their own activities and comfort.....

## WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should be designed in such a way as to ensure they do not present a hazard by projecting into play spaces at heights likely to cause injury.

Windows should be positioned with children in mind, providing privacy and helping to create an intimate environment. Internal windows are desirable between playrooms and quiet rooms to promote exploration and aid supervision.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

## DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

## FURNITURE AND FITTINGS

There should be a mix of soft furnishings and windows should be fitted with blinds providing dim out as a minimum. These should be operated with anti-ligature fittings.

Display boards of a neutral colour at various heights.

## ENVIRONMENT

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.

DAYLIGHTING: Good natural daylighting should be available within the quiet room which can be controlled with blackout blinds.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout. Suspended ceilings will usually improve acoustic comfort but this can be further supplemented with wall mounted acoustic absorbers.

There should be good acoustic separation between spaces particularly where the nursery forms part of a primary school.

.....Windows should be positioned with children in mind, providing privacy and helping to create an intimate environment.....



## SERVICES

**MECHANICAL:** Low surface temperature heating should be provided throughout to meet minimum required temperatures. If radiators are used, the positions of these should be carefully coordinated around the proposed room layout and without compromising corners. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

**ELECTRICAL:** Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room.

Twin data outlets should be provided appropriate to the size of the room.



.....lighting should  
be switched  
within the room  
with dimming  
control.....

### 3.6 Toilets

The toilets should be located directly from each of the playrooms and be designed to allow children to access these independently and at the same time maintain their privacy, dignity and respect.

#### FUNCTION

##### ACTIVITY

Toileting, hand washing and possibly nappy changing. An element of toilet training may also be undertaken.

##### SIZE

Toilet provision should be provided on a ratio of 1 appliance per 10 children or part there of i.e. for 24 children, two toilets are required, for 25 children three are required. Cubicles should be large enough to feature a 450mm diameter turning space.

##### LOCATION

Toilets should be located directly off the main playroom space. It is preferable that they are also located close to the outdoor play area to allow those playing outside easy access to toilet provision.

Direct access to the toilets from the outdoor play space should also be considered. Alternatively, an external toilet could be provided.

##### LAYOUT

Toilets should be accessed via an Intervening Ventilated Space (IVS) due to the possibility of food preparation within the playroom – this should be discussed in more detail with the local Environmental Health Officer as there may be some relaxation in relation to this, dependent upon layout.

A nappy changing space could also be accessed from the same IVS. There should be sufficient space for the required number of cubicles along with hand wash sinks and a hand drying area.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided with coved skirting. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Wall structure capable of accepting fixing for shelves and fittings. PVC wall lining or similar will support high levels of hygiene.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

.....toilets should be located directly from each of the playrooms and be designed to allow children to access these independently.....



## WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should be designed in such a way as to ensure they do not present a hazard by projecting into play spaces at heights likely to cause injury.

Windows should be positioned with children in mind to provide privacy.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

## DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

## FURNITURE AND FITTINGS

Toilets should be formed with low level cubicle system and IPS panelling. Sinks should be formed in suitable vanity units. Finishes should incorporate neutral tones and pastel colours. Sinks should have vanity mirrors over.

All sinks should be fitted with thermostatic mixing valves and be provided with soap and paper towel dispensers. The position of these should be accessible for children where appropriate. Soap dispensers should be of a type where the nozzle is replaced as part of the refill, for infection control purposes.

Non-touch taps and non-touch flush operation is preferable to help prevent the spread of infection and avoid taps from being left running. Sinks wastes should not be fitted with plugs to prevent basins from overflowing and to discourage sharing of basins of water.

Cubicle doors should be approximately 1200mm high to allow staff to supervise where required and obtain access if necessary. Low level sanitary appliances should be used with a 305mm high pan height and cover lid. Sinks should be approximately 650mm in height. Hand driers should be avoided as these can be noisy and intimidating for children.

## ENVIRONMENT

TEMPERATURE: 18°C

VENTILATION: Ventilation should be through opening windows and via mechanical extraction.

.....Sinks wastes should not be fitted with plugs to prevent basins from overflowing and to discourage sharing of basins of water.....



.....Low level sanitary appliances should be used.....

**DAYLIGHTING:** Good natural daylighting should be available within the toilet with obscured glass for privacy.

**ACOUSTICS:** Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout.

### **SERVICES**

**MECHANICAL:** Low surface temperature heating should be provided throughout to meet minimum required temperatures. The toilet should be warm to ensure children are comfortable. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

**ELECTRICAL:** Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards.

Fused spur outlets should be provided as required for sensor taps etc.



### 3.7 Nappy Changing

Nappy changing can either be incorporated within an enlarged toilet cubicle or within a dedicated room. The available space should be considered.

In the under 2 area, children must have a self-contained designated nappy changing area with a changing unit provided on a ratio of one unit per 10 children that require to be changed.

Children aged 2 - 3 may have a changing unit located within a partitioned area of the children's toilets. This should be fitted with an adult height hand washing sink.

#### FUNCTION

##### ACTIVITY

Changing of soiled nappies and clothing. Storage of children's individual change paraphernalia.

##### SIZE

Nappy changing should be provided on a ratio of 1 appliance per 10 children or part thereof i.e. for 24 children on two spaces are required, for 25 children three are required per Care Inspectorate Guidance. In practical terms, only one member of staff should be off the playroom floor undertaking changes at a time. The Care Inspectorate should be consulted on a case by case basis to consider a relaxation. A suitable floor area of 5 – 6m<sup>2</sup> is required.

##### LOCATION

The nappy changing space should be located adjacent to or within the toilets, directly off the main playroom space

##### LAYOUT

The Nappy Changing area should be accessed via an Intervening Ventilated Space (IVS) due to the possibility of food preparation within the playroom. There should be sufficient space for a large changing table along with adult and child hand wash sinks and a Belfast style sink.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided with coved skirting. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Wall structure capable of accepting fixing for shelves and fittings. PVC wall lining or similar will support high levels of hygiene.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

.....The nappy changing space should be located adjacent to or within the toilets.....



.....sufficient space for a large changing table along with adult and child hand wash sinks.....





## WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should be designed in such a way as to ensure they do not present a hazard by projecting into play spaces at heights likely to cause injury.

Windows should be positioned with children in mind to provide privacy.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

## DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

## FURNITURE AND FITTINGS

A loose changing table should be provided as part of the loose furniture package, featuring retractable steps and storage. A wall mounted shelf should be included. Hand wash sinks should be provided for both children and adults. A Belfast sink is desirable for cleaning out potties and cleaning. All hot pipework must be concealed. Finishes should incorporate neutral tones and pastel colours. All sinks should be fitted with thermostatic mixing valves and be provided with soap and paper towel dispensers. Soap dispensers should be of a type where the nozzle is replaced as part of the refill, for infection control purposes.

Non-touch taps or lever operation is preferable to help prevent the spread of infection. Sinks wastes should not be fitted with plugs to prevent basins from overflowing and to discourage sharing of basins of water. Where in an enlarged cubicle, doors should be minimum 1500mm high to provide privacy but also an element of supervision. Low level sanitary appliances with a 305mm high pan height and cover lid could be incorporated to aid training. Sinks should be approximately 650mm in height for children. Hand driers should be avoided as these can be noisy and intimidating for children.



.....Non-touch taps or lever operation is preferable to help prevent the spread of infection.....

**ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Ventilation should be through opening windows and via mechanical extraction.

DAYLIGHTING: Good natural daylighting is desirable, but not essential, with windows featuring obscured glass for privacy.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout.

**SERVICES**

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. The changing area should be warm to ensure children are comfortable. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards.

Fused spur outlets should be provided as required for sensor taps etc.

.....changing area  
should be warm  
to ensure children  
are  
comfortable.....

### 3.8 Laundry / Cleaners Store

A dedicated laundry facility could be considered a luxury with budget often not allowing this. Where not available, a washing machine and dryer should be housed in the Parent's room and used to support parenting classes. The policy for management of soiled clothing should be consulted.

#### FUNCTION

##### ACTIVITY

Laundering of linens, external clothing and possibly soiled clothing, drying and storage of the same, storage of cleaning materials and base for general cleaning activities.

##### SIZE

The area should be large enough to have a run of base units and a sink, washing machine, tumble drier and clothes horse. There should also be a supply of wall units for storage purposes.

##### LOCATION

The laundry should be located in a dedicated room away from the main play spaces.

##### LAYOUT

Should feature a run of worktops with washing machine and drier below along with a utility sink, mop sink, hand wash sink, drying area and shelving.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided with coved skirting. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Wall structure capable of accepting fixing for shelves and fittings. PVC wall lining or similar will support high levels of hygiene.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

##### WINDOWS

Windows where included (not required) will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should be designed in such a way as to ensure they do not present a hazard by projecting into play spaces at heights likely to cause injury.



.....laundry should be located in a dedicated room away from the main play spaces.....

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

#### DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

Appropriate ironmongery should be fitted to all doors. The laundry must be lockable.

#### FURNITURE AND FITTINGS

A hand wash sinks should be provided for adults. A Belfast sink is desirable for filling and cleaning out mop buckets. Thermostatic mixing valves are not required to the laundry. Soap and paper towel dispensers should be provided at the handwashing sink. Soap dispensers should be of a type where the nozzle is replaced as part of the refill, for infection control purposes.

#### ENVIRONMENT

TEMPERATURE: 18°C

VENTILATION: Ventilation should be through opening windows and via mechanical extraction.

DAYLIGHTING: Daylighting is not essential.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout.

#### SERVICES

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards.

Fused spur outlets should be provided as required for equipment etc.

.....The laundry  
must be  
lockable.....

### 3.9 Internal Store

Early years establishments hold a large range of resources for teaching and learning. There is a need to be able to store these in separate storage areas that are easily accessible from the playrooms and of a sufficient size to hold the resources without any detriment to the health and safety of the staff and children.

#### FUNCTION

##### ACTIVITY

Storage of internal resources.

##### SIZE

Internal storage space must be of a suitable size to store the resources held by the Early Years establishment – min 8m<sup>2</sup> per 20 children. Additional storage may also need to be considered to store other items for those children with additional support needs, such as specialist chairs, walking frames and wheelchairs.

##### LOCATION

Internal storage should be provided within all playrooms.

##### LAYOUT

Preferably storage should be provided in a single location to minimise doors off the main play space. The area should be free from distribution boards, hot water boilers and other ducting or services. The store should be fully shelved.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided. This should be water and stain resistant.

##### WALL FINISH

Smooth, plastered, with paint finish. Wall structure capable of accepting fixing for shelves and fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

##### WINDOWS

Not required

##### DOORS

Either single or double doors with appropriate ironmongery including lock and finger guard protection.

.....easily accessible (storage) from the playrooms and of a sufficient size to hold the resources without any detriment to the health and safety of the staff and children.....



.....Spur or spar shelving fitted to perimeter of the store.....

#### **FURNITURE AND FITTINGS**

Spur or spar shelving fitted to perimeter of the store.

#### **ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Ventilation should be via mechanical extraction.

DAYLIGHTING: Daylighting is not required.

ACOUSTICS: No specific acoustic requirements

#### **SERVICES**

MECHANICAL: Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided.





### 3.10 External Store

Early Years establishments require to have a wide range of external play equipment, which is not used every day. This can be big and bulky and requires to be appropriately stored to maintain quality and keep it secure but accessible without any detriment to the health and safety of the staff and children.

#### FUNCTION

##### ACTIVITY

Storage of external resources.

##### SIZE

External storage space must be of a suitable size to store the resources held by the Early Years establishment – min 10m<sup>2</sup> per 20 children.

##### LOCATION

Accessible from the external play space ideally from within the covered play area.

##### LAYOUT

Preferably storage should be provided in a single location to maximise size. The area should be free from distribution boards, hot water boilers and other ducting or services. The store should be fully shelved. There are some examples where the external store stands alone from the build. Where the store forms part of the main building, it may be useful to have access to the external store from inside the playroom as well as externally. This would allow the storage of external clothing easily access from the playroom.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Smooth, plastered, with paint finish. Wall structure capable of accepting fixing for shelves and fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

##### WINDOWS

Not required

##### DOORS

Either single or double doors with appropriate ironmongery including lock and finger guard protection if internal access is provided from the playroom.

.....appropriately stored to maintain quality and keep it secure but accessible.....



.....it may be useful to have access to the external store from inside the playroom as well as externally. This would allow the storage of external clothing easily access from the playroom.....

A roller shutter door or durable double door should be provided externally to give good access to enable children to identify resources which they wish to access.

Generally doors should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. They should not have glazing. It is preferable that they are not fitted with closing devices but have hooks or stays to secure them when open.



#### **FURNITURE AND FITTINGS**

Spur or spar shelving fitted to perimeter of the store.

#### **ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Ventilation should be via mechanical extraction.

DAYLIGHTING: Daylighting is not required.

ACOUSTICS: No specific acoustic requirements.

#### **SERVICES**

MECHANICAL: Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided.



### 3.11 Head of Centre Office

The office will be the base for the Head and Depute Heads of Centre, as well as providing an area for confidential meetings with staff, parents / carers and other visitors.

#### FUNCTION

##### ACTIVITY

This office will provide a designated space to allow the Head or Depute Heads of Centre to plan and manage the operations and activities of the centre.

##### SIZE

It should be large enough to accommodate 2 members of staff, appropriate office furniture, multi-functional device and a means to confidentially store records. An area of at least 10m<sup>2</sup> will be required.

##### LOCATION

This should be located off the main office with easy access to the rest of the other areas of the centre.

##### LAYOUT

The office area should provide adequate working space to undertake general administrative tasks whilst providing sufficient privacy to have confidential discussions over the phone.

.....to plan and manage the operations and activities of the centre.....

.....means to confidentially store records.....



.....sufficient privacy to have confidential discussions.....

## **PERFORMANCE**

### **FLOOR FINISH**

The room should be fitted with a soft and durable carpet. If carpet tiles are used, spares should be left at the facility for replacements as required.

### **WALL FINISH**

Smooth, plastered, with paint finish capable of being cleaned. Wall structure capable of accepting fixing for shelves and fittings.

### **CEILING FINISH**

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

### **WINDOWS**

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should be designed in such a way as to ensure they do not present a hazard by projecting into play spaces at heights likely to cause injury.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

### **DOORS**

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

### **FURNITURE AND FITTINGS**

There should be office tables and chairs as well as soft seating to host small meetings and lockable storage units.

Windows should be fitted with blinds providing dim out as a minimum. These should be operated with anti-ligature fittings.

Display boards of a neutral colour.

## **ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.

**DAYLIGHTING:** Good natural daylighting should be available within the room which can be controlled with blinds.

**ACOUSTICS:** Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout. Suspended ceilings will usually improve acoustic comfort but this can be further supplemented with wall mounted acoustic absorbers.

There should be good acoustic separation between spaces particularly where the nursery forms part of a primary school.

### **SERVICES**

**MECHANICAL:** Low surface temperature heating should be provided throughout to meet minimum required temperatures. If radiators are used, the positions of these should be carefully coordinated around the proposed room layout and without compromising corners. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

**ELECTRICAL:** Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room.

Twin data outlets should be provided appropriate to the size of the room.



### 3.12 Staff Area's / Changing / Toilets / Lockers / Storage

Stand-alone centres should benefit from dedicated staff accommodation.

#### FUNCTION

##### ACTIVITY

General break out for staff to relax, lunch and undertake paperwork away from the playroom. A changing area should be provided with toilets and storage for personal effects.

##### SIZE

A staffroom should be provided on a ratio of 1.5m<sup>2</sup> per person. Toilet and changing accommodation should be sized appropriate to numbers.

##### LOCATION

It is likely that this will be located off the main entrance area within a dedicated staff zone.

##### LAYOUT

The staffroom should feature different areas to allow staff to rest, eat and undertake paperwork with a worktop area with sink and space for appliances. The changing area and toilets should provide privacy.

#### PERFORMANCE

##### FLOOR FINISH

The staffroom should be fitted with a durable carpet. If carpet tiles are used, spares should be left at the facility for replacements as required.

The toilet and changing area should feature a water and stain resistant vinyl flooring with a slip resistance value in excess of 36.

##### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned / durable vinyl wall covering. Wall structure capable of accepting fixing for shelves and fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

##### WINDOWS

As required to suit the design. Natural light required with opportunity for ventilation and views out.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.



.....for staff to  
relax, lunch and  
undertake  
paperwork away  
from the  
playroom.....



**DOORS**

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices.

**FURNITURE AND FITTINGS**

Some comfortable seating could be included in addition to some tables and chairs. Lockers should be provided.

The area should be fitted with a range of wall and base units and incorporate a sink with hot and cold running water, a hydroboil facility, fridge and microwave.

**ENVIRONMENT**

TEMPERATURE: 18°C.

VENTILATION: Sufficient natural ventilation is required.

DAYLIGHTING: Good natural daylighting should be available within the staffroom which can be controlled with blinds.

ACOUSTICS: Some surface absorbency desirable.

**SERVICES**

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room.

Double sockets should be provided appropriate to the size of the room with at least one over the adult work top area. Additional sockets should be provided for appliances.

Appropriate twin data outlets should be provided around the room.

.....fitted with a range of wall and base units and incorporate a sink with hot and cold running water, a hydroboil facility, fridge and microwave.....



### 3.13 Facilities Management / Cleaning / Janitorial

A standalone centre should have a dedicated base for the janitor. In addition to this there should be a separate cleaner's store.

#### FUNCTION

##### ACTIVITY

Janitorial staff base with desk and associated cleaners storage for cleaning equipment. It is likely that this area will also house the CCTV monitoring equipment and key store facility for the establishment.

The cleaners store will be used for storing and accessing cleaning equipment such as brushes, mops, hoovers and scrubbing machines.

##### SIZE

Office 5m<sup>2</sup>, Cleaner's Store 3m<sup>2</sup>.

##### LOCATION

It is likely that the janitor's base this will be located off the main entrance area. The cleaner's area should be in a central area with easy access to all areas of the centre.

##### LAYOUT

Sufficient for the above noted accommodation.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Smooth, plastered, with paint finish. Wall structure capable of accepting fixing for shelves and fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

##### WINDOWS

Not required

##### DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices.

.....A standalone centre should have a dedicated base for the janitor.....



**FURNITURE AND FITTINGS**

The janitor's room should have desk and chair to accommodate a computer and the CCTV monitoring screen if this cannot be wall mounted. There should also be wall shelving and storage available.

The cleaner's area should be fitted with a low level Belfast sink and shelving for storage.

**ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Ventilation should be via mechanical extraction.

DAYLIGHTING: Daylighting is not required.

ACOUSTICS: No specific acoustic requirements

**SERVICES**

MECHANICAL: Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided.

Double sockets should be provided appropriate to the size of the room. Double socket to be provided to cleaners store for charging of Scrubber/Dryer and other equipment. This should be located a suitable distance from the sink.

Twin data outlets should be provided appropriate to the size of the room.



.....Double socket to be provided to cleaners store for charging of Scrubber/Dryer and other equipment.....



### 3.14 Nurture

A Nurture room is a requirement within standalone early years centres and provides an opportunity for additional support for a range of different circumstances. This should only be included within early years classes where directed by the client brief.

#### FUNCTION

##### ACTIVITY

Nurturing of children in a calm environment with cosy corner, home learning, role play and snack area.

##### SIZE

Suitable for up to 4 children and one adult, around 12m<sup>2</sup>.

##### LOCATION

Close to the playrooms but accessed from the entrance area.

##### LAYOUT

The room should feature a kitchen area with sink and drainer, cupboards, drawers, space for a fridge and low level area with children's height sink for teeth cleaning and hand washing. Access direct to an outdoor area is desirable, offering privacy but access to the wider outdoor early years environment.

#### PERFORMANCE

##### FLOOR FINISH

The nurture room should be fitted with a soft and durable carpet, suitable for children to lie on. If carpet tiles are used, spares should be left at the facility for replacements as required. An area of vinyl flooring should also be provided for snack and art experiences. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned. Wall structure capable of accepting fixing for shelves and fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

Ceilings should be fitted with appropriate fixing hooks to allow staff to safely suspend art work and resources from the ceiling to create different surroundings and environments.

##### WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation. These should

.....additional support for a range of different circumstances.....



.....a calm environment with cosy corner, home learning, role play and snack area.....



be designed in such a way as to ensure they do not present a hazard by projecting into play spaces at heights likely to cause injury.

Windows should be positioned with children in mind, providing privacy and helping to create an intimate environment. However low level, child height windows should be considered and fitted with appropriate blinds.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level windows should be fitted with locks and restrictors.

#### DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

#### FURNITURE AND FITTINGS

There should be a range of soft furnishings and sensory items.

Windows should be fitted with blinds providing dim out as a minimum. These should be operated with anti-ligature fittings.

Display boards of a neutral colour at various heights.

Additional loose furniture and resources should be discussed with the client but will include table and chairs for snack, couch, table for displays, sand and water trough, home corner experiences etc.

#### ENVIRONMENT

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.

DAYLIGHTING: Good natural daylighting should be available within the nurture room which can be controlled with blinds.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout. Suspended ceilings will usually improve acoustic comfort but this can be further supplemented with wall mounted acoustic absorbers.

There should be good acoustic separation between spaces particularly where the nursery forms part of a primary school.



**SERVICES**

**MECHANICAL:** Low surface temperature heating should be provided throughout to meet minimum required temperatures. If radiators are used, the positions of these should be carefully coordinated around the proposed room layout and without compromising corners. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

**ELECTRICAL:** Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room.

Twin data outlets should be provided appropriate to the size of the room.

A phone or mobile communication device would be useful within the room.

### 3.15 Multi-Purpose Room / Shared Space

It is not possible to deliver dedicated rooms to each and every activity listed below and it is almost certain that these will need to be grouped together and provided in shared spaces. Due to the varying requirements of each activity, the space can vary accordingly. As such, a larger space which can be sub divided into different compartments may provide the most satisfactory solution. This should be developed with the brief in mind, and through discussion with the Early Learning and Childcare Co-ordinator assigned to the project.

Where part of a school, there may be further sharing of accommodation with dining taking place in the main school dining space or within a general purpose space. Parent's, Visiting Services and Community rooms may also already feature within a school.

#### FUNCTION

##### ACTIVITY

Dining: The dining of children at lunch times, away from the playroom.

Nurture: Nurturing of children in a calm environment with cosy corner, home learning, role play and snack area.

Visiting Services: A quiet space for 1-1 interaction with visiting services bringing their own equipment.

Parents Room: The parent's room can be used for a number of activities from parenting classes, cooking classes and general meetings.

Community Room: Could feature a number of activities including parenting classes, cooking classes and general meetings.

General Purpose: Children's activities, games, physical activity etc.

##### SIZE

Dining: Suitable to the capacity of the playroom which it is serving. The birth -3 years and 3-5 years playroom should have separate dining spaces. Due to session times and numbers, it is likely that lunching will be split into two sittings, reducing the space required. A space of 3m<sup>2</sup> + 5.3m<sup>2</sup> per 8 children is required as a minimum plus a suitable area to wash hands, preferably within the room.

Nurture: Suitable for up to 4 children, around 12m<sup>2</sup>.

Visiting Services: Suitable for 1-1 interaction, around 9m<sup>2</sup>.

Parents Room: A room of not less than 15m<sup>2</sup> should be considered.

Community Room: 20-40m<sup>2</sup> dependant on use.

.....a larger space  
which can be sub  
divided into  
different  
compartments.....



General Purpose: 20-40m<sup>2</sup> dependant on use.

#### LOCATION

Due to the potential various uses, there may be a requirement to access this area from the entrance area or the playrooms. Security and access should be carefully considered.

#### LAYOUT

As noted, not all the areas can be provided within dedicated spaces and a flexible and adjustable room sub-dividable into different configurations will offer a compromise. Configurations should be based upon the desired activities to be delivered as defined in the brief.

In order to satisfy the purposes of parents, community or dining activities, child and adult sinks with a run of work surfaces should be supplied. Furniture should be flexible and easily stored to aid the flexibility of the room. An associated storage area should be considered.

#### PERFORMANCE

##### FLOOR FINISH

Generally vinyl flooring should be provided with coved skirting. This should be water and stain resistant with a slip resistance value in excess of 36.

##### WALL FINISH

Smooth, plastered, with paint finish capable of being cleaned / PVC wall lining / durable vinyl wall covering. Wall structure capable of accepting fixing for fittings.

##### CEILING FINISH

Light in tone, acoustically absorbent. Spare ceiling tiles, if used, should be left in the school for future use.

##### WINDOWS

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation.

Windows should be positioned to maximise light but also provide privacy if required. Internal glazing could also be adopted to provide an open and welcoming feel however, there should be some form of screening incorporated to offer privacy when required.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

##### DOORS

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

.....to satisfy the purposes of parents, community or dining activities, child and adult sinks with a run of work surfaces should be supplied.....



.....Furniture should be flexible and easily stored to aid the flexibility of the room.....

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

#### **FURNITURE AND FITTINGS**

Kitchen units must be available with a sink. A cooker, fridge and dishwasher should also be included where delivering a Parent's Room function. If the parent's room is to accommodate the laundry facilities then a washing machine and tumble drier should also be included.

A meeting table and chairs, lunch furniture, sized in accordance with BS EN 1729, nurture furniture and appropriate resource storage should also be provided.

#### **ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.

DAYLIGHTING: Good natural daylighting should be available which can be controlled with blinds.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout.

There should be good acoustic separation between spaces particularly where the nursery forms part of a primary school. Moveable partitions should have a high acoustic rating.

#### **SERVICES**

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. Where part of a school, the nursery should be independently zoned so that it can be heated when the nursery is operating through school holiday periods.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room.

Twin data outlets should be provided appropriate to the size of the room.

.....There should  
be good acoustic  
separation  
between  
spaces.....

### 3.16 Training Facility

The extended early year's entitlement will result in the need to have more staff trained as Early Years Practitioners. North Ayrshire Council will provide facilities to hold in-house courses to support colleges, private training providers and current North Ayrshire Council early years staff.

The design of this should be of a similar format to that of the PLA located at Auchenharvie Academy and should include a break out area to allow staff and students to have coffee and lunch breaks.

It should have a reception / admin desk to welcome students and visitors to the training facility and have an office type facility to host 'hot desking' for approximately 6 – 8 staff.

There will need to be an area to accommodate breaks and refreshments.

There is also a need to provide an area where students can set up areas with topics, resources and themes for early learning.

The training element (classroom and practical teaching) could be located in larger room that can be split with moveable partitions to create greater flexibility of space.

#### FUNCTION

##### ACTIVITY

The training facility will be used to deliver the theoretical sections of early years training. This training will be delivered to student practitioners and also support current Early Years Practitioners in a similar way to the PLA.

##### SIZE

The main room should be of a standard class room size to accommodate 25 adult students. There should be an area set with break out pods. The smaller side should be of a size to allow themed areas to be set up for students to use and practice. Storage facilities will also be required in this area.

##### LOCATION

The training facility should be located in such a position to allow viewing and observation of the playrooms from the training room but in an area that does not disturb the main operation early years element of the establishment.

##### LAYOUT

The facility should be set out as a teaching environment with tables and chairs for 25 adult students.

One wall of the training facility should be fitted with a 'teaching wall' and another should have break out pods.

.....facilities to hold in-house courses to support colleges, private training providers and current North Ayrshire Council early years staff.....

.....an area where students can set up areas with topics, resources and themes for early learning.....



The facility should be fitted with a promethean board and have sufficient data and electrical points. Each pod should also have data points fitted.

Where wall space allows display boards should also be fitted.

The training facility should be fitted with one way glass to allow students to observe and learn the operational early years play rooms and external areas.

## **PERFORMANCE**

### **FLOOR FINISH**

Generally vinyl flooring should be provided throughout. This should be water and stain resistant.

### **WALL FINISH**

Smooth, plastered, with paint finish capable of being cleaned. Wall structure capable of accepting fixing for fittings.

### **CEILING FINISH**

Light in tone, acoustically absorbent.

Spare ceiling tiles, if used, should be left in the school for future use.

### **WINDOWS**

Windows will be provided in accordance with building regulations and should provide satisfactory natural lighting. There should be an appropriate proportion which are openable to provide natural ventilation.

Windows should be positioned to maximise light but also provide privacy if required. Internal glazing could also be adopted to provide an open and welcoming feel however, there should be some form of screening incorporated to offer privacy when required.

Generally windows should be durable and in keeping with surroundings. They should be of a type tested to PAS24 providing adequate security. Low level window should be fitted with locks and restrictors.

### **DOORS**

Doors will be provided in accordance with building regulations including ironmongery, vision panels and opening widths.

All doors should be fitted with suitable finger guard protection including external doors.

Appropriate ironmongery should be fitted to all doors. Generally, internal doors should be fitted with self-closing devices – these should be carefully selected to ensure doors do not become unduly heavy and inoperable by children.

Appropriate moveable partitioning will be fitted between the main training room and smaller 'practical' room.

## **FURNITURE AND FITTINGS**

- Sufficient tables for 25 adult students and 1 or 2 trainers;
- Fixed pods as per the PLA;
- Promethean board;
- Notice boards as required.
- The refreshment area should be fitted with a range of base units and sink area with hydroboil, fridge and dishwasher.
- The reception / admin desk should meet the requirements and be compliant with the health and safety guidance on workstations.
- There should be an area suitable equipped to accommodate 6 – 8 hot desks.

## **ENVIRONMENT**

TEMPERATURE: 18°C

VENTILATION: Good natural ventilation is required.

DAYLIGHTING: Good natural daylighting should be available which can be controlled with black out blinds.

ACOUSTICS: Acoustically absorbent surfaces should be provided particularly where flooring is vinyl throughout. Suspended ceilings will usually improve acoustic comfort but this can be further supplemented with wall mounted acoustic absorbers.

## **SERVICES**

MECHANICAL: Low surface temperature heating should be provided throughout to meet minimum required temperatures. If radiators are used, the positions of these should be carefully coordinated around the proposed room layout.

Mechanical ventilation should be provided as required.

ELECTRICAL: Electrical lighting should be provided to support natural daylight and for periods of reduced daylight, to a suitable intensity as set in within relevant standards. These should be switched within the room with dimming control.

Double sockets should be provided appropriate to the size of the room.

Twin data outlets should be provided appropriate to the size of the room.

## 4.0 External Accommodation

### 4.1 Outdoor Learning

Early years facilities should provide a variety of experiences and environments for children to play and learn. Outdoor play has many benefits including a positive effect on health, wellbeing, learning and development and promotes curiosity, inquiry and creativity. The environment and equipment should allow children to develop ideas through exploration, imagination and communication.



.....equipment  
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children to  
develop ideas  
through  
exploration,  
imagination and  
communication

.....

Where some children experiencing emotional and behavioural issues struggle in a traditional and formal setting, their potential can be realised in a more natural, therapeutic environment. A suitable, stimulating, challenging and safe outdoor space adjacent to the accommodation enables children to move easily between indoors and outdoors, encouraging independence and providing additional opportunities. The garden and outdoor play areas should also be designed in such a way to provide full access to those children with sensory or physical impairments and wheelchair users.



A good outdoor space must feature a variety of different surfaces, textures and experiences in a manner that does not over protect the children. It is important that the space offers challenges and encourage children to take more risks, giving them a sense of achievement.

For example features such as hills, mounds, level changes, balance beams and tunnels will help them to do this. Features such as planting areas, mud kitchens, sensory gardens, biodiversity corners and water play will all support learning. Sand pits, performance and story areas will also encourage social interaction and the development of relationships.



To ensure the outdoor space can be used all year round, a covered area should be provided to give shelter from the elements. This can be provided in many different forms including an over sailing roof, fixed canopy, temporary canvas, band stand etc. Surfaces should benefit from good drainage, grass areas in particular to facilitate maximum use.

Finally, the outdoor area should provide a degree of security with a fence to the boundary. Where on a site boundary this should be 1.8m high, elsewhere 1.5m high is sufficient to prevent children being lifted over the fence. Subdivision of the garden should be by way of 0.9 – 1.2m fence or similar appropriate finish. Access to the nursery, or any other thoroughfare, should not be routed through the garden.

## FUNCTION

### ACTIVITY

### SIZE

The garden and outdoor space should be of a sufficient size to ensure a variety of experiences can be included. There is various guidance on this ranging between 6.5m<sup>2</sup> and 9m<sup>2</sup> per child. Depending on site and in existing locations, it may not be possible to provide an outdoor area of this size.

The covered area should be as a minimum 3.7 x (20% x playroom capacity) or 2.5 x (20% x playroom capacity), relevant to birth-3 years and 3-5 years playrooms.

### LOCATION

The outdoor space should be accessed directly from the playroom spaces preferably with a Southerly aspect. The external store should be accessed from the outdoor play space.

### LAYOUT

It is important that teaching staff are able to keep children under observation at all times from both inside and outside the building. The building and garden design should support the ability to observe without blind corners and hidden areas.

Opening directly off the play room, the outdoor / garden space should feel like an extension to the playroom. Ideally, a covered outdoor shelter / canopy structure should be positioned adjacent to the building providing protection to the transition to the playroom. This will give easy access to sheltered outdoor play on inclement days. In addition this will aid and encourage the transition from inside to out and provide protection to the doorway from wind and rain.

A feature incorporated in recent North Ayrshire Council early years refurbishments is the inclusion of roller shutters on canopies. This has multiple benefits including increased security, additional storage for outdoor equipment overnight and further protection from the elements. The

.....promotes  
curiosity, inquiry  
and creativity.....



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elements.....



.....potential can  
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more natural,  
therapeutic  
environment.....





addition of an opaque roof maximises light in the area but provides shade from direct sunlight. As the area can be secured, it may also be practical to locate power and water within the canopy.

The surfaces close to the playroom access should consist of harder surfaces such as tar or paving as this will track less dirt inside and can be utilised for trikes, bikes and carts etc. A split of around 60/40 is suitable between hard and soft landscaping.

The outdoor space should be stimulating and challenging to encourage children to learn through nature by providing opportunity for different experiences.

### SAMPLE EXPERIENCES

- Level changes / Hills and mounds;
- Loose Tunnels and balance beams which can be moved and created by children;
- Winding paths;
- Planting area / planters (child height). The choice of plants and shrubs should reflect physical features such as exposure, soil type, and aspect. Their growth habit or form should also be suited to a particular location, have all year round interest, and be attractive and welcoming;
- **Prickly or poisonous plants or tress must NOT be used;**
- Mud kitchen created from loose parts;
- Sand pit - Consider access by local wildlife and associated protection; a cover or mesh cover to allow air and sunlight. Consider fixed or mobile design, where fixed an open slabbed bottom will allow drainage without soil be dug into the sand;
- Dry river bed / water play / external tap / sink / water butt;
- Sensory garden / musical garden – pots, pans, metal pipes etc;
- Wooded area or feature tree;
- Covered area for flexible use and development;
- Story telling area / outdoor amphitheatre – created with logs or mobile staging to allow children to create the area;
- Play equipment / chalk boards / bike track;
- Wildlife / biodiversity / bee hive / bird box area / Bird Feeders;
- Loose equipment to allow children to build structures such as Pirate ship, shelters etc;
- A quiet area;
- Loose stepping stones.

### FURNITURE AND FITTINGS

- Anti-climb fencing.
- Self-closing gates with finger safe mechanism;
- Lighting - As operating times are 8am to 6pm, through the winter months, outdoor spaces may be accessed in the hours of darkness. To maximise their use, they should be adequately lit.



The final composition of equipment should be agreed on a site by site basis with the Early Years Outdoor Learning Co-ordinator and the Nursery Head, suitable to the available space and site location.





## 5.0 Furniture and Fittings

### 5.1 Loose Furniture

A schedule and layout of loose furniture for each playroom should be developed in conjunction with the Early Learning and Childcare Co-ordinator assigned to the project. This should be appropriate to the capacity and age and stage of children.



Community Playthings or equal approved furniture provide a layout and scheduling service – an approximate budget of £1000 per child should be used at the initial stages.

Sample areas can include:-

- Area for group work;
- Reading corner;
- Role play;
- Construction;
- Quiet / cosy corner;
- Art and creative play;
- Sand and water;
- Home corner;
- Drama;
- Climbing frame / nursery gym;
- Trikes and scooters;
- Suitable tables and chairs.



## 5.2 White Goods

Various white goods are required throughout the facility and should be determined accordingly. The specification of these should generally be as follows:-

### Fridge:

Generally under counter fridges which features an ice box for ice packs etc. These should be included in playrooms, parent's room and staff room. Consideration should be given to an additional fridge (lockable) for the storage of medication – refer to policy guidance on the storage of medication. Where an early years class, this may already be provided elsewhere within the school.

### Dishwasher:

Standard domestic dishwasher. These should be included in playrooms, parent's room and staff room. These should feature a quick wash cycle of no more than 45 minutes. Child lock preferred.

### Washing Machine:

Standard domestic washing machine with the following programme cycles: 80° minimum wash cycle; 45 minute wash and dry cycle, child lock.

### Tumble Dryer:

Standard domestic tumble drier.

## **6.0 IT and Telephony Equipment**

### **6.1 IT Equipment**

IT Equipment should be provided in consultation with the Senior Manager for Early Years.

As a minimum standard there should be a promethean board or similar, located in the 3 – 5 year old room, Parents room and training facility.

A phone will be required for the Head of Centre and Depute Head of Centre, each member of the admin team and the janitor's office. A phone capable of accepting and making external calls is required in each of the play rooms. Cordless hand sets are preferred for playrooms to allow staff to move to a quiet area if required.

Phone lines will be required for fire and intruder alarms.

CCTV should be considered to protect the grounds and entrance of the facility, with appropriate privacy impact assessments carried out.

A suitable server / coms cabinet will be required dependent upon the size of the development and whether it is a stand-alone centre or Early Years Class. Requirements should be developed in conjunction with North Ayrshire Council's IT Department and electrical consultants.

## 7.0 Sample Accommodation Schedule

### Client Brief

New build property to form standalone nursery accommodation and training centre.

Preferred requirements '21' birth – 3 year old nursery and '42' 3 – 5 year old nursery.

### PMI Developed Brief

### Schedule of Required Nursery Accommodation

The project brief is to form a 21 birth – 3 year Nursery, a 42 3 – 5 year Nursery and training facilities. Accordingly, PMI would proposed the following schedule of accommodation be required:-

#### **Birth– 3 years Nursery**

Birth – 3 years nursery 21 @ 3.7m <sup>2</sup> per child	=	82.00m <sup>2</sup>
(25 inc. 20% outdoor space registration)		

Staff Ratio

Under 2's	1:3
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2 to under 3's	1:3
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3 and over	1:6
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Quiet room	=	20.00m <sup>2</sup>
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Cloak room	=	10.00m <sup>2</sup>
------------	---	---------------------

2 no. Toilets	=	10.25m <sup>2</sup>
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1 no. Changing Spaces	=	5.15m <sup>2</sup>
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Internal Store	=	8.00m <sup>2</sup>
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External Store	=	10.00m <sup>2</sup>
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**145.4m<sup>2</sup>**

#### **3 – 5 years Nursery**

3 – 5 years nursery 42 @ 2.5m <sup>2</sup> per child	=	105.00m <sup>2</sup>
(50 inc. 20% outdoor space registration)		

Staff Ratio

3 and over	1:6 or 1:8
------------	------------

3 and over	1:8 (full day session)
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Quiet room	=	45.00m <sup>2</sup>
------------	---	---------------------

Cloak room	=	20.00m <sup>2</sup>
------------	---	---------------------

5 no. Toilets	=	18.75m <sup>2</sup>
---------------	---	---------------------

1 no. Changing Spaces	=	5.6m <sup>2</sup>
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Internal Store	=	8.00m <sup>2</sup>
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External Store	=	10.00m <sup>2</sup>
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**212.35m<sup>2</sup>**

#### **Ancillary Accommodation**

Office - Suitable for 4-6 staff plus storage/filing	=	20.00m <sup>2</sup>
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Head's Office	=	10.00m <sup>2</sup>
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Janitor's Office	=	5.00m <sup>2</sup>
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Staff Base – 20 staff	=	30.00m <sup>2</sup> (1.5m <sup>2</sup> /p)
Staff Changing	=	16.00m <sup>2</sup>
Parents Room 1	=	15.00m <sup>2</sup>
Parents Room 2	=	15.00m <sup>2</sup>
Pram storage	=	6.00m <sup>2</sup>
Laundry	=	10.00m <sup>2</sup>
Cleaners Store	=	2.00m <sup>2</sup>
Staff Toilet Male	=	6.00m <sup>2</sup>
Staff Toilet Female	=	6.00m <sup>2</sup>
Accessible w.c.	=	4.00m <sup>2</sup>
ASN W.C.	=	9.00m <sup>2</sup>
Training Room	=	62.50m <sup>2</sup>
Practical Training Room (42.5m <sup>2</sup> / 21m <sup>2</sup> divided by folding partition)	=	63.50m <sup>2</sup>
Multi-Purpose Room / Dining / Served (40m <sup>2</sup> / 60m <sup>2</sup> divided by folding partition)	=	100.00m <sup>2</sup>
Visiting Services	=	36.4m <sup>2</sup>
Entrance / Lobby / Circulation	=	40.00m <sup>2</sup>
		<b><u>456.4m<sup>2</sup></u></b>
<b>Plant</b>		
Plant Room	=	82.00m <sup>2</sup>
<b>Grand Total</b>	=	<b><u>896.15m<sup>2</sup></u></b>
<b>GIA</b>	=	<b><u>-m<sup>2</sup></u></b>

### Other Requirements

Say 75 Additional Parking Spaces subject to discussions with Planning  
 2 Nursery garden spaces  
 Therapy garden  
 2 Canopies

### General Specification

Concrete Floor Slab  
 Masonry walls  
 Brick / Timber Cladding  
 Canopy 50m<sup>2</sup>  
 Standalone external store  
 200m<sup>2</sup> of landscaping / nursery garden  
 50m of fencing  
 Double / Triple glazed windows and doors



## **EDUCATION AND YOUTH EMPLOYMENT**

### **PROPOSAL DOCUMENT**

**North Ayrshire Council  
Education and Youth Employment**

**Proposed Relocation of Stanley Primary School 2-year olds class,  
currently based at Whitlees Community Centre**

## **1. Executive Summary**

North Ayrshire Council's Early Learning and Childcare Expansion Programme Board is responsible for delivering the Scottish Government's new Early Years Strategy to provide 1140 hours of early learning and childcare for all three and four year old children and eligible two year olds, by 2020.

To ensure that North Ayrshire early years classes and centres were prepared for this expansion in hours, a full review was undertaken of our early year's estate to identify what level of investment may be required to support the increase in operational hours.

This proposal is to relocate Stanley Primary School 2-year olds class to purpose built provision at St Peter's Primary School. Its main aim is to establish a more inclusive early learning and childcare (ELC) service that focuses on secure and seamless transitions for young children and is designed to facilitate delivery of an enhanced service model that reflects and is responsive to local needs.

Taking account of the joint Scottish Government publication 'Space to Grow, as a standard, Education and Youth Employment have identified the following key principles to be included where possible in the design of all our establishments;

- Parents meetings and learning spaces;
- Dining and general purposes spaces;
- Nurture space;
- Small break out areas to provide greater flexibility in the delivery of early learning and childcare;
- Greater flexibility and variety of space and activities for children who could be accommodated within the service from 8am – 6pm;
- Provide children with 'free flow' to external play spaces and gardens.

In its current location the Whitlees Centre is unable to deliver the Scottish Government Early Years Strategy of providing 1140 hours of early learning and childcare by 2020. The Centre does not have flexibility of space to allow the creation of a Parent's Room, lunch provision, Quiet Room or Nurture space or provide children with 'free flow' to the external play area. The move to a purpose built provision would provide some of our most vulnerable children with the facilities to support them through their early learning journey. Stanley Primary School and the Whitlees Centre are ranked in SIMD1 for the Scottish Indicator for Multiple Deprivation.



## 2. Strategic Context

North Ayrshire Council's Directorate of Education and Youth Employment aspires to deliver an education estate that is fit for 21st century learning and teaching, guided by Scottish Government's principles of estate management and the Space to Grow Guidance which include:

- the condition of the establishment and its ability to support and enhance the function of early years to accommodate the increase in hours
- more suitable and inclusive establishments which are better future proofed for flexibility and
- adaptability;
- establishments which are greener, more sustainable and environmentally efficient;
- establishments which best serve their communities;
- a well-managed estate which represents and delivers best value;
- establishments which both drive and support effective early learning and teaching;
- establishments which provide learners with relevant experiences that allow them to
- successfully engage with modern technology.

In considering capital investment and infrastructure plans, the Scottish Government assumes that effective early years expansion planning will take account of a sequential decision making process as follows:

1. Use what we have – make full use of existing assets;
2. Use what we purchase – enhancing the use of partner assets;
3. Create what we need – including the use of outdoor nurseries.

A key part of the early learning and childcare expansion programme is to co-locate 2 year old provision with 3-5 year old provision, wherever possible, to support and ease the transition not only through early years but through primary school.

## 3. Background

Nationally, the Scottish Government recognises that the expansion in ELC to 1140 hours per year by 2020 will require transformational change in how ELC is delivered. This will not just reflect the substantial increases in workforce and infrastructure investment, but also new and innovative models of delivery. Local authorities are fully engaged in the planning and delivery of the ELC programme at a national level.

North Ayrshire Council's expansion programme prioritises high quality learning experiences for our children, recognising the significant contribution that universally accessible early learning and childcare can make to a child's development and to closing the attainment gap.

The co-location of the 2 year olds within a whole school community will provide:

- Support for high quality transitions for our youngest, most vulnerable children;
- An inclusive nurturing environment;
- Links with other siblings already in the school;
- Consistency of staffing;

- A familiar setting through all stages of their early learning and primary education;
- Improved outdoor learning opportunities;
- Parents will have one point of contact where there is more than one sibling attending early years or school;
- Parents will be part of a larger school community

#### **4. Current Service Provision Information**

Stanley Primary School 2-year old class is located within Whitlees Community Centre in Ardrossan. It has the capacity to provide 600 hours of early learning and childcare provision for 12 eligible 2-year olds over 10 sessions per week. Currently 15 2-year old children attend Whitlees, this is split with 8 attending the morning session and 7 in the afternoon session.

The current facility and infrastructure within the Whitlees Community Centre is not suitable to accommodate the demands of the expanded hours to 1140 hours, such as the provision of funded lunches, nurture space, a quiet room and parenting facilities.

In 2015, the council invested £145,000 capital funding in the Community Centre to adapt an area within the Centre to create a suitable space for the provision of early learning and childcare for eligible 2-year olds. In addition, the council pays around £10,000 per annum in revenue funding to Whitlees Community Association in rental for the space it occupies over 38 weeks each year.

The Whitlees Early Learning and Childcare Service is managed by the Head Teacher of Stanley Primary School.

The centre is in the grounds adjacent to Stanley Primary School. Children and staff can access facilities within Stanley Primary by way of an external path. There is also early learning and childcare provision for 45/45 3-5 year olds within Stanley Primary School. Stanley Primary School is a PPP school and as such is unsuitable for an affordable expansion project.

St Peter's early year's class exists within St Peter's Primary School in Ardrossan. It is located less than half a mile from the community centre. It has capacity to provide 600 hours of early learning and childcare provision for 30/30 3-5 year olds. There is currently no 2-year old provision at St Peter's Primary School.

As part of the Early Learning and Childcare expansion programme, North Ayrshire Council is planning to undertake a £1.4m extension project at St Peter's Primary School to enhance the current early year's provision that is located within a former classroom and includes provision for 0–3 year olds.

This extension will provide suitable ancillary facilities to accommodate the expansion to 1140 hours from August 2020 not currently available at the school. This will include dining, nurture and parenting facilities. The outdoor learning area will also be enhanced and improved.

## **5. Financial Information**

There would be a £10,000 per annum revenue cost saving as this would no longer be paid to community association from August 2020 as the current let would cease.

As part of the Council's ongoing arrangements with the Association, there is an agreement that they submit 30% of all letting income to the Council, this means that Education and Youth Employment pays the Association £10,000 annually, but the Council recoups 30% of this, hence actual cash saving to the Council is in the region of £7,000.

With the development of the extended provision at St Peter's, there would be a reduction in 1 FTE Grade 9 Senior Early Years Practitioner. Based on a 37 hour, 52 week contract this would equate to a saving of £41,420 including 28.3% on costs. However to maintain ratios this post will be replaced by an Early Years Practitioner realising an actual saving £8,711.

## **6. Next Steps**

The proposal is to close Stanley Primary School 2-year old class, based at Whitlees Community Centre, in June 2020 and re-locate the provision to St Peter's Primary School from August 2020.

A proposed timeline is attached at Appendix 2, which will also serve as a communication plan. Early engagement with the Community Association will take place this month and is planned to continue until implementation, in August 2020.



## Early Learning and Childcare Expansion Programme

### Parent /Carer Consultation Summary – March 2018

#### **Introduction**

As part of the early learning and childcare expansion planning, the Early Learning and Childcare Expansion Programme (ELCEP) Board has undertaken its second parent / carer survey. A link to the survey was provided to all parents / carers of children who attend an early years' establishment in North Ayrshire. Paper copies were provided to parents or carers who requested them.

The Board sought to understand parents' views on the following:

1. Anticipated uptake of 1140 hours provision
2. Out of school care requirements
3. Childminding provision and flexibility
4. Early years' meal provision

#### **Summary of Results**

##### **Anticipated Uptake of 1140 Hours:**

- On average, 68% of parents/carers said they would require childcare in the morning and 29% said they would require childcare in the afternoon.
- 48% of respondents stated they would likely choose a term time model of provision, 34% would choose full year provision, and the remaining 18% were unsure.
- The most common reason for choosing a term time model was due to parents/carers having another child in a term-time pattern at school and wishing to keep the same pattern for both children. The full year model was frequently chosen because it was described as a good fit for parents' current and future working patterns.

##### **Out of School Care:**

- When asked about out of school care, 42% of parents/carers noted they would probably use this type of service in the future. Of these people, 44% said they would be mostly likely to use the service after school; 30% during school holidays; and 26% before school.

##### **Childminding Provision and Flexibility:**

- Respondents were asked whether they would consider using a blend of nursery and childminding services to care for their child/children. 41% answered they would be unlikely to use both a childminder and nursery; 39% said they would and 20% were unsure.

##### **Early Years Meal Provision:**

- The majority of respondents (84%) stated they would take up the opportunity of a free meal for their child while attending an early years' establishment.
- In the situation of a child attending an afternoon provision (1.15pm-6pm), parent/carers were asked to consider whether they would like their child to have a tea-time meal (e.g. between 4pm-5pm). 67% of respondents said they would like a tea-time meal for their child; 15% said they would not; and 19% were unsure.

*Thank you for taking part in our survey*

