



UNIVERSITÀ DEGLI STUDI DI TRIESTE

Child Centred Competences for Early Childhood Education and Care

The following PowerPoint presents photographs of early years settings. Look at the PowerPoint and images and consider what it would be like to approach and enter such a setting from the point of view of a child.

Making an Entrance

How do you 'read' buildings and spaces? What features influence how you feel when you approach and enter a building?

Four case studies of buildings offering services to children and families

Two purpose built, two converted/repurposed.

Look at the materials, the positioning of the entrances, and the cues that you might connect with other buildings that you have visited.

Imagine being a child approaching these buildings.

How would you feel? Can you identify what there is in the physical features that might make you feel like that? How might you use this to design a welcoming environment that draws children in?

Children's Centre added to an existing site

- Children's centre is equidistant between a mainstream primary and special school, sharing a driveway with special school.
- Look at the signage, colour choice and access cues.
- How easy is it to work where the entrance to the Children's Centre is?



Path & Drive



Signs at Entrance



Adjoining Road

Location and detail of Lime Tree Children's Centre

Entrance doors



Lime Tree Children's Centre



Adjacent Special School







Private Day Nursery

This building is some distance from the road

- what do the railings, signage and lawn-protecting blocks say to you?
- what about the gothic lettering and columns and tall chimney pots?



Purpose Built Children's Centre

- Note the width of path - and the heavy railings reflected in the windows.
- How does the rounded shape of the overhanging roof make you feel?
- or the grey reflective metal on the portico?





Charity-run Preschool Group

This is on the ground floor. Upstairs was a women's refuge and next door a 'sauna' and a 'café' that sold a lot more than coffee.

Note the changes in materials between ground floor (smooth, shiny, plain white walls and transparency of apertures) and upper floors - matt red brickwork and small obscured windows.

How might this experience of shops influence their expectations of preschool?

How might this experience of preschool influence their expectations of school?





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