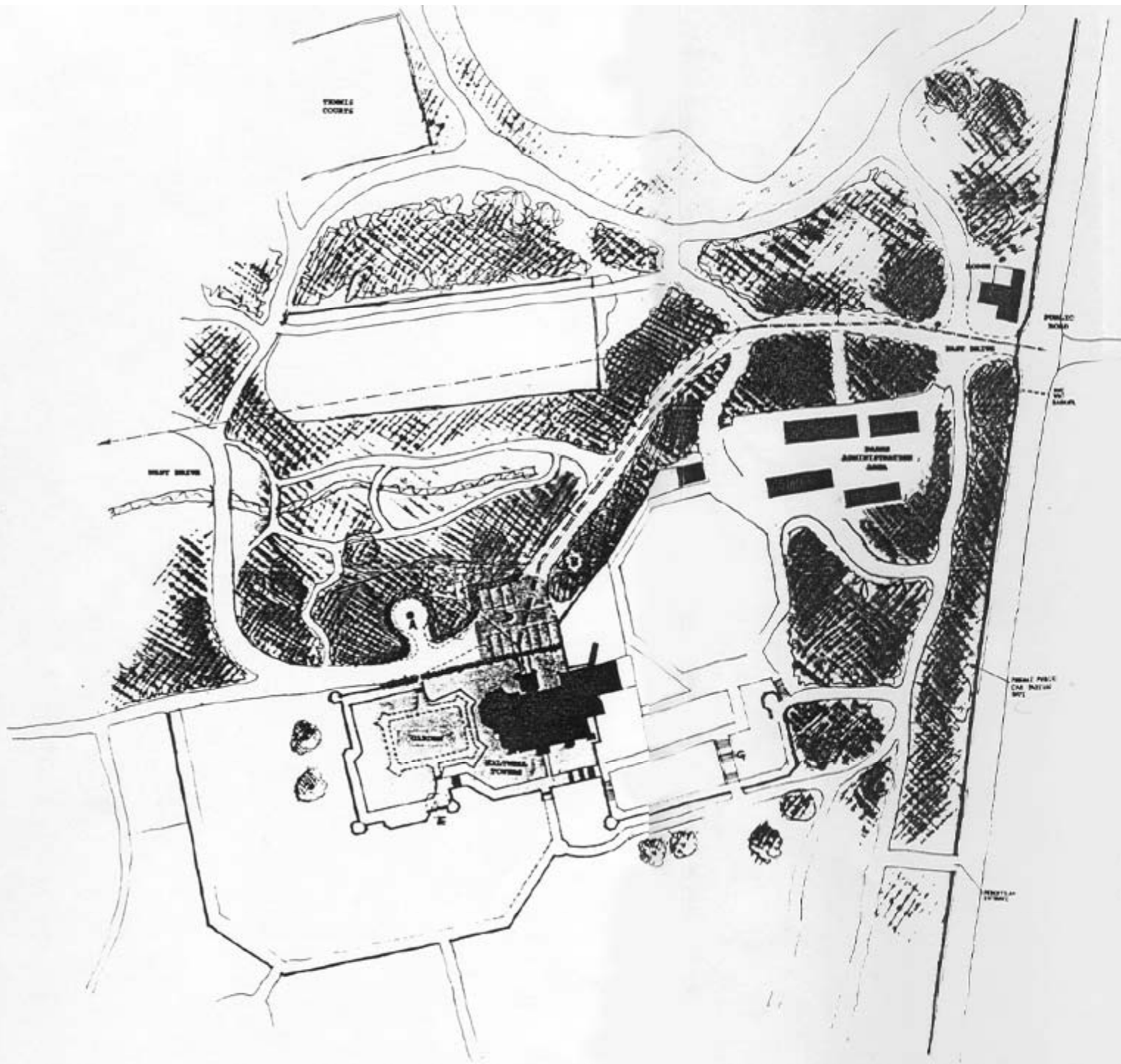
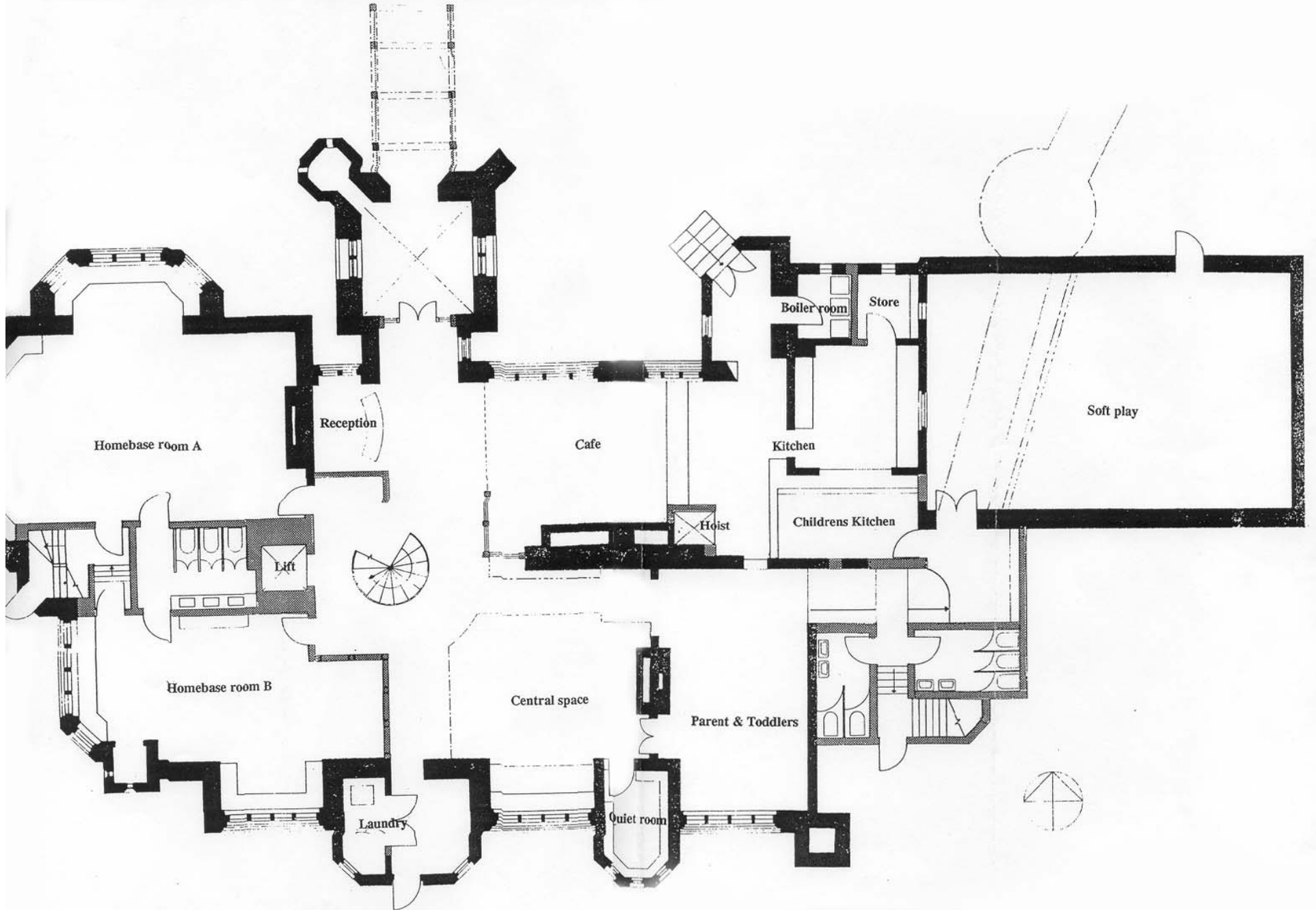
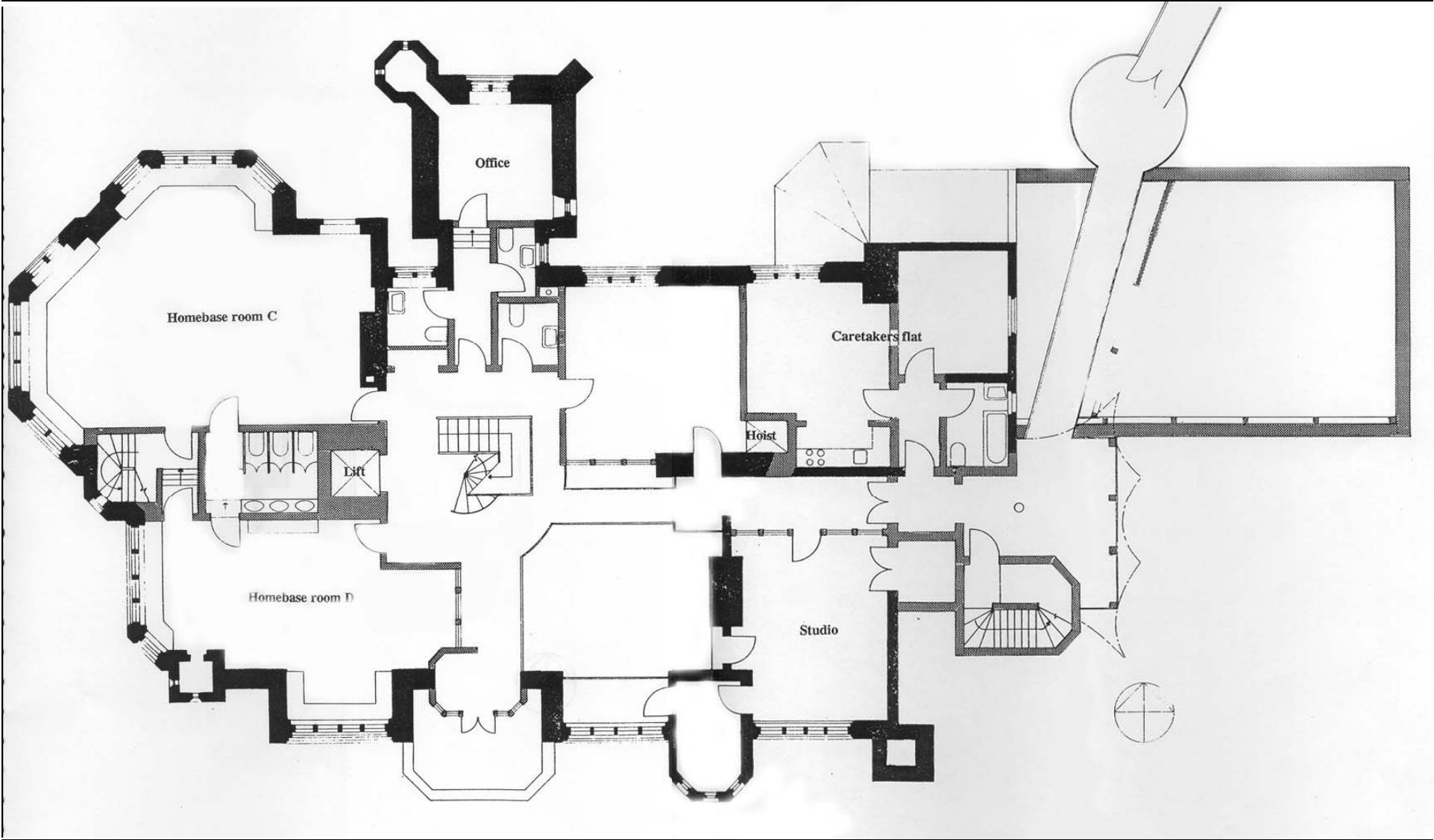




Soft Play

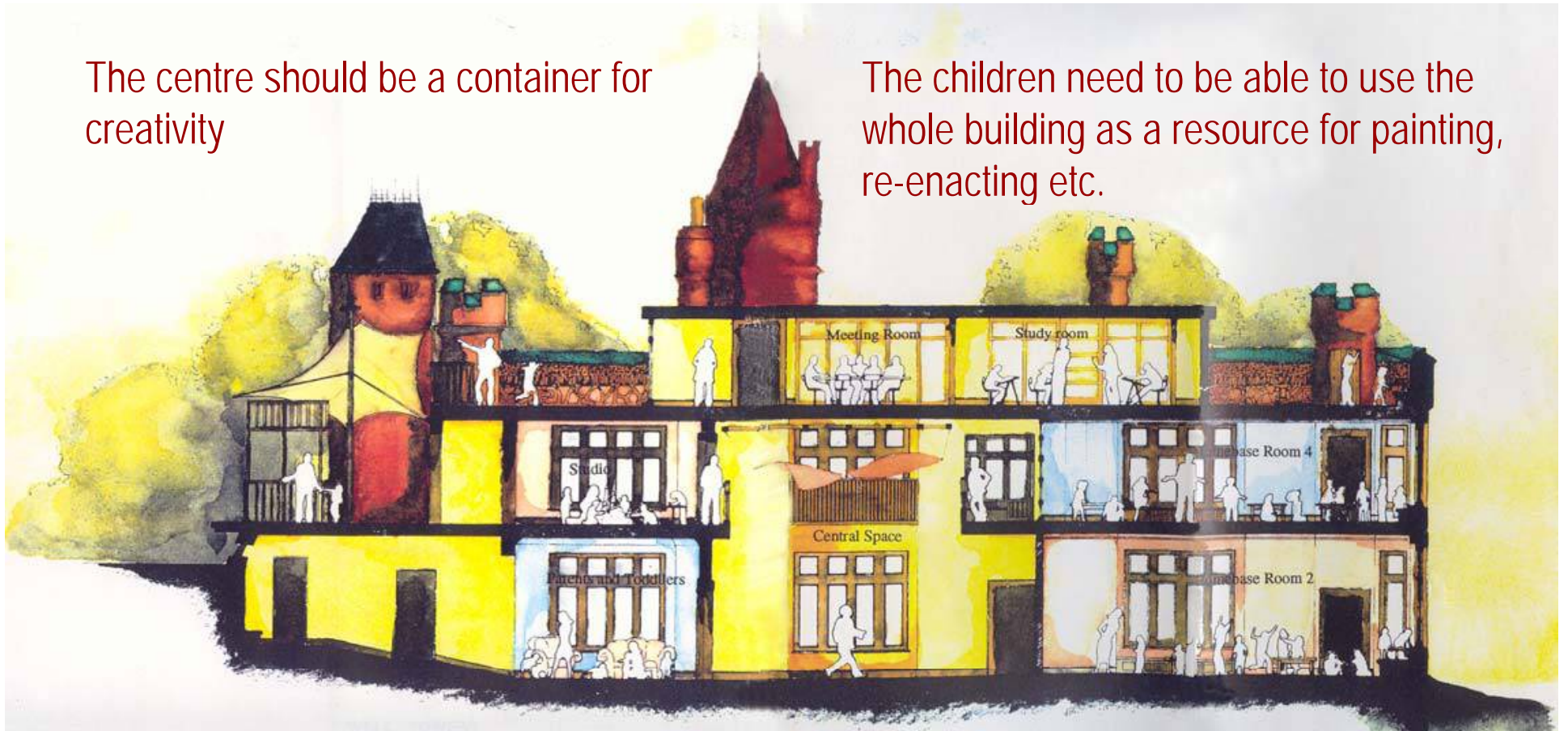






The centre should be a container for creativity

The children need to be able to use the whole building as a resource for painting, re-enacting etc.



Adequate space is a key consideration in developing full functionality

A multi-faceted staff training & development programme

The Childhood Experience

Continuity and Connection

Social Coherence

Explicit philosophy

Community & Families

Research

The centre is a creative environment which enables young human beings to find their own way of understanding and coming to terms with their environment.

Creativity

- a. The centre should be a container for creativity:
- b. Experiences should come to the children and involve what is important to them (story, drama, developing and extending themes which are relevant to children in their daily lives);
- c. The children need to be able to use the whole building as a resource for painting, re-enacting etc.)

Continuity and Connection

- a. Children should be encouraged to work with each other
- b. Consistent groups and regular attendance is required;
- c. Adequate space is a key consideration in developing full functionality;
- d. Time for reflection and assimilation;

Social Coherence

- a. Small consistent groups;
- b. Groups need to have identifiable and separate spaces, as well as spaces in which to interact and extend activities.
- c. A clear & encouraging training programme for the staff.

Clear Expectations

- a. Attitude and expectations of staff open to development
- b. a multi-faceted staff training and development programme.
- c. Time for staff support and thinking;
- d. Professional management structure with clear roles and expectations. Staff will have responsibility, delegation, teamwork, support and supervision
- e. Explicit philosophy
- f. Regular external input from a recognised advisor

Research

- a. This should be set up in parallel with the centre;
- b. It should be based on learning to understand the possibilities and nature of childrens social and creative development.

Parental Involvement (Relationships)

- a. Being open to the many different ways in which parents may be included.
- b. Making practice of the principle that 'parents are their children's first and continuing educators.

Key Design Considerations

- Children's ownership
- Partem quality, wholeness
- Reflection and Observation
- Settled presence, uninterruptedness
- Flow, movement, growth
- Delicacy, lightness

Robustness

Accessible/Invisible 'interface'- e.g. staff/parents Harmony of senses -

1. KEY CHARACTERISTICS

1. The Childhood Experience

a. The centre is a creative environment which enables young human beings to find their own way of understanding and coming to terms with their environment. This is, in its very nature, true experimentation.

6. Creativity

a. The centre should be a container for creativity:

b. Experiences should come to the children and involve what is important to them (story, drama, developing and extending themes which are relevant to children in their daily lives);

c. The children need to be able to use the whole building as a resource for painting, re-enacting etc.)

2. Following the lead of the children

a. Staff need to observe and analyse;

b. Time is needed to do this;

c. Staff need to be trained to observe and analyse and should be able to share the children's experiences;

d. A flexible response is needed ;

e. The children must be supported to challenge stereotypes and assumptions and take safe risks;

f. Children must be allowed to develop their own creativity;

g. Trust must be developed between staff and children ;

3. Continuity and Connection

a. Children should be encouraged to work with each other

b. Consistent groups and regular attendance is required;

c. Adequate space is a key consideration in developing full functionality;

d. Time for reflection and assimilation;

4. Social Coherence

a. Small consistent groups;

b. Groups need to have identifiable and separate spaces, as well as spaces in which to interact and extend activities.

c. A clear & encouraging training programme for the staff.

5. Clear Expectations

- a. Attitude and expectations of staff open to development
- b. a multi-faceted staff training and development programme.
- c. Time for staff support and thinking;
- d. Professional management structure with clear roles and expectations. Staff will have responsibility, delegation, teamwork, support and supervision
- e. Explicit philosophy
- f. Regular external input from a recognised advisor

7. Research

- a. This should be set up in parallel with the centre;
- b. It should be based on learning to understand the possibilities and nature of childrens social and creative development.

8. Parental Involvement (Relationships)

- a. Being open to the many different ways in which parents may be included.
- b. Making practice of the principle that 'parents are their children's first and continuing educators.

Robin Duckett

Polly Skerratt

Anna Duffy

Chris Bostock

1995. Characteristics for Saltwell Towers Early Childhood Centre proposal