

# Spaces for children

ROOM LAYOUT FOR 0-5 YEAR OLDS



community playthings





# Significance of environment

Perceptive educators have always noted the impact of children's surroundings on their well-being and development. Reggio Emilia schools give great attention and care to room layout, recognising that the environment itself teaches children. In the early 1800s Friedrich Froebel compared designing a room for children to planning an ever-varying garden, to inspire children's imagination and guide their behaviour. A century later Margaret McMillan took his ideas and founded the British nursery school. She said, "We are trying to create an environment where education will be almost inevitable." To create such an environment we must understand how children learn.

For children through Foundation Stage and into Key Stage 1, play is the main method of discovery and a key way to formulate and communicate ideas. Lev Vygotsky, who developed the theory of children's zone of proximal development, wrote, "In play, a child is always above his average age, above his daily behaviour; in play, it is as though he were a head taller than himself." When children learn through their own discoveries it motivates them to push the boundaries of their knowledge. Once parents and practitioners realise that play builds a strong foundation across all areas of learning, they come to respect it as children's "work" and allow generous time and space to support it. A room layout that

**"In a well designed area, children are engaged and feel secure."**

**Anita Olds**

fosters learning must include ample space for group play and for individual play.

Much of children's play is symbolic: they act out stories and experiences during role play or small-world play, and build block constructions to represent imaginary or real-life places and objects. Symbolic play precedes more complex forms of representation; children must communicate thoughts in concrete ways before advancing to abstract symbolism such as written language. It is fascinating how children weave narratives into their play, confirming the connection between play and literacy. Children also absorb many maths and physics concepts while pouring water or building with blocks.

Since children learn so much through play, and since it is at the heart of their well-being, you can actually measure your environment's quality in terms of the play taking place. Are the children in your setting deeply engrossed in their activities or are many at loose ends? Keep this spot check in mind because assessment of your environment's play potential should be on-going.





# Activity areas

A natural way to support learning through play is to divide your room into activity areas. In such a room children make smooth transitions in their own time much as they would at home. This continuous provision enables them to develop their own routines and follow their own interests. When deciding where to locate activity areas, first consider the flow of traffic through your room based on location of doors, sinks and toilets. Situate activity areas to sensibly accommodate this flow. Then observe over time; if any area is infrequently used, you can make changes or reorganise your space. Creating a motivational environment is an on-going process.

## Welcome area

Whether in an entry or in the room, your welcome area is the threshold between a child's two worlds. It makes a statement about your ethos and deserves careful planning. This is where child, parent and key person connect each day, so it's a good place for cultural signs and displays, conveying respect for children's backgrounds. If there is enough space, parents relax and feel free to linger. Of course each child needs space for personal belongings.

One early years professional says, "In many nurseries we have set up cosy welcoming areas within the room that invite a child

**"Activities should be as numerous as the keys of a piano, and... call forth infinite acts of intelligence when children are offered a wide variety of options."**

**Loris Malaguzzi**

to come in and pore over their Learning Journey. Learning Journeys should be displayed at child height. Remember this is the child's document, co-owned by child, parent and key person. For older children, we set them on low shelves with a table, chairs and cushions nearby, plus pens and hole punches so children can add to their Learning Journey."

And as Jennie Lindon puts it, "Your welcome area is the 'goodbye' as well as the 'hello'. The way you set it up and the displays you maintain here can give children a sense of ownership. They know they have left happy traces to which they will return."

## Construction and small-world

These are often combined in one area, where children build miniature environments and act out scenarios using vehicles and human





or animal figures. This area needs maximum floor space and ample storage, and it must be protected from through-traffic so children's constructions don't get bumped. If this area borders role play, materials can be readily shared; large construction frequently evolves into role play.

While reconstructing life in miniature, children develop their knowledge and understanding of the world as well as fine-motor control. There is firm evidence that block play strengthens all areas of learning.

(Gura) Talking to a five-year-old about fulcrums and centres of gravity is probably a waste of time, but a child building a lopsided tower soon discovers how to distribute weight to balance the blocks! Frank Lloyd Wright, a renowned American architect, attributed his interest in design to the block play he did as a child.

### **Role play**

This area should be spacious enough for children to act out various situations and stories. You'll want something to store cloth

and dress-ups, and child-sized furniture is a must. Best is versatile furniture that can become anything from a kitchen, to an office, to the doctor's surgery or the hair-dresser's. Arches, windows, and mirrors intrigue children and enhance role play. Include open-ended materials such as corks, conkers, dough, lids and cloth scraps which readily become anything a child envisions.

Tremendous social interaction takes place during role play, and imagination flourishes; children need long stretches of time in this area to develop their ideas.

### **Book area**

Ideally this is situated in a corner away from noise and bustle. Children learn to love books when they are provided in a comfortable attractive space. Soft seating encourages curling up with a book or a friend, and this homelike quality is particularly important in settings where children spend long hours; they need cosy quiet places to retreat into during a busy day.

### **Science and discovery area**

Since science is a process of investigation, this is a very exciting part of your room. The science/discovery area is often combined with wet play, as children learn so much while experimenting with water. You'll want to include magnifying glasses, magnets, pulleys, funnels and other intriguing tools and materials.

Some sort of nature display should be the heart of your science area, where children and teacher discover fascinating wonders together. Children are instinctively drawn to nature. Some schools have ant or worm

**"Children need to master the language of things before they master the language of words and numbers. Words and numbers are meaningless unless children have the underlying concepts which these symbols represent. And young children learn these concepts best by active, and yes repetitive, engagement with manipulative materials."**

**David Elkind**

farms, and if the teacher is comfortable with classroom pets, children enjoy the responsibility of caring for fish, guinea pigs or gerbils. One nursery even has a much-loved old dog – but it is usually found in the book area!

### **Wet area**

Learning is profound in the wet and messy area, which should be near the sink. Ideally, it includes a water table, a wet-sand table and a dry-sand table as these materials invite involvement and are very different from each other. Don't forget pebbles and seashells! If this area is near your exit, wet activities can be brought outdoors.

Practitioners often incorporate malleables into the wet area or the art area. Dough, clay and similar materials are excellent for







sensory investigation, and children use all kinds of tools as they roll, indent, and shape their creations.

### **Workshop or Design and technology**

A proper workbench is best in this area where children construct with wood and recycled materials. Tools should be real and reliable, not cheap imitations. The workbench must be well supervised and protected from traffic. Some centres start with children hammering golf tees into pumpkins before progressing to nails into wood.

As in the science area, you will want to include wire, string, tape, rubber bands, dowels and other useful materials that invite experimentation.

### **Art area**

The art area should be near the sink with tools and materials readily accessible. It should offer a smorgasbord to whet creative appetites; recycled and natural materials are excellent additions to commercial art products. Teachers must always bear in mind that the process is more important than the product. Creative activity here builds children's confidence and self-esteem. It opens avenues of discovery – as when a child is thrilled to realise what happens when blue and yellow paint mix!

### **Mark-making**

The name of this area varies from mark-making to writing, literacy, office or graphics. It is often adjacent to the book corner and sometimes borders the art area so materials can be shared. Some settings prefer not to include a specified

writing area – they simply provide mark-making materials in every activity area to encourage mark-making throughout the room. The same holds true for maths and problem solving.

**“[Art is] both an approach to the world and a manifestation of life's grandeur, [not] a narrowly defined set of activities in a set location.”**

**Jim Greenman**

Crossover between activity areas shows that children are using their cognitive skills to make connections, for example when a child fetches paper and pen from the mark-making area to the home corner to make a shopping list. This “cross-pollination” can be encouraged with inviting links such as arches or windows between activity areas.

Occasionally some child may play exclusively in one activity area. A boy in one nursery played only with blocks every day. To broaden his experience, the teacher brought other activities into the construction area. Soon he was using dress-ups, measuring tape, clipboard, paper and pencil in the course of his block play. Before long, he ventured to other parts of the room.





# Provision for the youngest

Babies and toddlers have somewhat different needs from older children. They learn primarily through sensory input and physical movement, a stage that Piaget termed the sensorimotor period. Babies and toddlers use their entire body to discover and process the world around them. They develop physical and cognitive skills and learn through becoming fully involved with their surroundings.

Babies' senses are awake from the beginning. The sense of touch affects newborns as their mothers caress, cuddle and care for them. As babies gain control of their movements, they reach up to touch the face above them; they like to feel with their feet too. They need objects of various textures to explore.

The sense of sight is active as a newborn studies his parents' faces and looks into their eyes. Pictures or contrasting patterns placed in a cot can provide visual stimulation. Babies love to watch movement and enjoy mobiles. If a cot is placed beneath a tree, the infant will contentedly watch interplay of light and shadow through moving leaves.

Babies find birdsong and classical music soothing, but best is the human voice; a baby loves to listen to a familiar voice



**"A baby room needs to combine a sense of spaciousness with intimacy, allowing free movement for mobile children and a quieter area for babies not yet able to move by themselves."**

**Goldschmied and Jackson**



speak, croon or sing. It's exciting when babies "discover" their own voices and start making purposeful sounds. They also learn to make sounds by shaking or banging objects.

Young children experiment with taste as they try new foods and explore objects with their gums and tongue. Margaret McMillan planted borders of roses, lavender and herbs so children could have pleasant



experiences of smell too. We can follow her example, even in inner-city locations.

Because babies learn through all their senses, we must provide suitable opportunities and materials. Many nurseries use treasure baskets filled with everyday items of varying tactile qualities for babies to scrutinise, squeeze, rub, bang, shake, and mouth at leisure. A treasure basket may include objects such as a whisk, measuring spoons, bottle brush, lemon, fir cone, sponge, leather glove, sea shell, and wooden spoon. Practitioners maintain safety and cleanliness as well as adding new objects to keep the babies' interest.

In *People under Three*, Elinor Goldschmied and Sonia Jackson introduced heuristic play. "Heuristic" means helping to find out or discover and has the same root as Eureka! Heuristic play was conceived with one- and two-year-olds in mind, offering opportunity to experiment with a wide range of objects. Children of this age love to sort or arrange objects and do things with them, so it is essential to provide large quantities of each item.

Regarding babies' physicality, they develop with amazing rapidity: from helpless newborns to confident crawlers or novice walkers in just one year! When adults are responsive, predictable, and nurturing, infants gain the self-esteem and courage needed for further development. They have an inborn drive to continually stretch their abilities, so the whole environment must support this urge to interact with everything around them. It is important for the

"Physical care and loving attention are required in different ways as a child becomes mobile....

Exploratory behaviour...

takes the child away as she crawls, walks, and inspects the world around her. The educator is required not only to protect the toddler through closeness, but also to let go, to encourage growing autonomy."

**Selleck and Griffin**, *Contemporary Issues in the Early Years*

youngest children to be on surfaces where they can master new skills such as rolling over, reaching, and eventually finding their own methods of inching forward. Large cots with firm mattresses are good. From about three months, they are able to spend some time on the floor in a protected area with their key person beside them.

When babies learn to sit, they can suddenly observe much that previously they could not see. This excites them, but can also be frustrating as they notice objects and activities lying out of reach. This is one reason that the treasure basket is such an asset, as it offers opportunity for exploration in spite of the child's lack of mobility.



As babies learn to move and crawl, they always want to be on the go. Crawlers and toddlers enjoy climbing, sliding, and crawling through a barrel. Mobile infants are fascinated with activities and objects of daily life and will repeatedly open and close, fill and dump. Repetition helps them learn sequencing, classification, and how things work.

Prior to walking independently, children learn to pull to a stand and then “cruise,” grasping anything in reach for support. Make sure that furniture is stable, offers handholds and has rounded edges. Playthings that encourage balance and practice in walking are helpful at this stage, for example a pushcart, a sturdy chair or even a strong cardboard box to push.



Because their experience centres around sensory exploration and physical movement, the following activity areas are recommended for under-threes:

### Active play area

Babies and toddlers need an environment that encourages movement. The active play area has ample floor space and a nursery gym or similar structure on which children develop their spatial awareness, their physicality, their sense of balance and their feeling of well-being. A small amount of furniture to support emergent role play, small-world play and block play complements this area too.

### Wet area

This area should be located near the sink and include malleables and sand for sensory exploration. Many settings also incorporate a floor easel and basic art supplies into the wet area. This space doubles as a mealtime area, and the tables can be used for feeding, art and other messy activities.

### Safe crawl area

Contained and cosy for non-mobile babies, the safe crawl area is the perfect place for a little sensory corner. Infants who feel safe start exploring their world. Have some fleece and a treasure basket available on the

“Children have a natural curiosity to investigate, so by providing items such as tins, corks, lids, cardboard tubes, chains and clothes pegs, we are supporting this exploration. Whilst the heuristic play session is in process, adults need to remain seated and quiet. This supports children in making their own choices and discoveries.”

Clare Crowther

floor for your small explorers. Walls can be decorated with attractive objects of varying texture such as mirrors, CDs, crackly cellophane, rubber, and emery paper.

### Quiet area

In the quiet area, children can relax and sleep, spend time with a key person, or enjoy a book. Cushions and soft seating are cosy, attractive additions to this area. A glider is lovely here to support bonding.





# Paths, boundaries and flexibility

## Paths and boundaries

If there is a clear pathway through your room, children will move easily from one activity to another. Paths should flow round activity areas and lead to destinations clearly visible from a child's viewpoint.

Activity areas need boundaries. Sometimes a carpet or similar visual boundary can delineate an area, but physical dividers should be used as well to guide flow and provide security for children's focused play. These boundaries need not be permanent and should not interfere with supervision. They can be made of fabric, lattice or furniture; using shelves for boundaries is logical, serving the dual purpose of room division and storage.

When each activity area is bounded on three sides, play is not disrupted by through-traffic. In several settings, children were thought to have behavioural problems because they kept running through the room and would not relax. Practitioners were astonished at the transformation when they moved shelves forward from the walls to divide the space into areas: the room became peaceful as children settled into sustained meaningful activity.

"If the users are able to modify the way in which their spaces are used, they will be more inclined to feel that the building belongs to them."

Mark Dudek

## Flexibility

If a room's set-up never changes, it becomes like wallpaper that no one notices anymore; but a fresh arrangement can revive interest. Just as human beings need "elbow room", a children's setting needs to shift within its space – to breathe, move about, and get comfortable. Flexibility is key.

In a responsive environment, staff can alter the furniture layout to allow for:

- Changes in numbers or ages of children
- Inclusion of children with special needs
- Behavioural challenges
- Recapturing interest
- Differing staff preferences
- New seasons or themes
- Varying functions (e.g. after-school club or community services)







# Storage and display

Storage is a big issue in any setting. Play materials, art supplies, books, dress-ups, science equipment, “good junk”, clothing, artefacts... any teacher could add to the list of necessary items. Storage should be considered early during design phase to ensure that decisions truly support children and staff in their use of the space. Good storage is safe, located at point of use, child accessible, clear and understandable, and aesthetically pleasing. (Greenman)

Built-in cupboards have their place, but prescribe use of the space. Moveable free-standing shelves are best within the room and should be placed to create the boundaries between activity areas and facilitate storage in every area. You will want a variety of shelf types to serve different functions: high shelves, low shelves, adjustable shelves, shelves that can be accessed from both sides, shelves that accommodate various types of display, shelves to hold specific equipment or personal trays for each child, shelves that children can access and some that are lockable. Most should provide accessibility at point of use, encouraging independence as children select and return materials.

Display should be included in each activity area, and display panels can act as partitions. Display board or magnetic panels and shelves with display board backing provide surfaces for vertical display while



three-dimensional exhibits can be placed on shelf tops. Books should be prominent in various areas of the room. Changing the displays frequently keeps them relevant and interesting. Children build confidence and independence when allowed to help create and maintain displays themselves.

Display celebrates children's efforts and encourages them to build on what they know. Youngsters like to revisit former projects, and visual reminders help scaffold their learning. Margaret Edgington (1998) reports that if children are allowed to follow an interest over a period of time, motivation and concentration improve.





# Movement and surfaces

Swiss developmental psychologist Jean Piaget said that movement is the bedrock of all intellectual learning.

Physical development is now acknowledged as a prime area of learning and development, “particularly important for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn and to thrive.” (2011 revised EYFS draft) Children should have lots of time outdoors for the large motor activity that is paramount to healthy physical development and emotional well-being. But the indoor environment too must reflect an understanding of children’s need to move.

Movement actually enables children to sit still – sitting still requires advanced muscle control. Sally Goddard Blythe writes, “Those children who are unable to stay still are showing their balance and motor systems are not yet sufficiently mature to remain still for long periods of time.”

So the floor is your primary indoor play surface, and children tend to get more deeply involved with floor activities than with table activities. On the floor they can adjust their posture, shift around and feel in control. In too many rooms all that can be seen from a young child’s viewpoint is



**“Being physical underpins mental health through the joy of movement and through building self-confidence and self-esteem.”**

**Jan White**, from “A good place to be two”





legs: table legs, chair legs, people legs! It is better to minimise the number of tables and chairs so the space is not crowded.

However, playing and sitting surfaces must be appropriate to the activities they support, and you will need some tables and chairs. Chairs must be stable and allow children to have their feet flat on the floor so they can sit comfortably and have optimum control of their upper bodies. Table height must correspond; a 20 centimetre differential from seat to table top accommodates most children well. Chairs with sides can give extra security to the youngest. You will also need some chairs that are low, yet scaled to fit adults, enabling staff to interact at child level.

All furniture should be child-sized and sturdy with rounded edges. Well designed equipment with curves and sweeps invites play and gives a sense of welcome. Wooden furniture lends a natural impression and is friendly to the touch. Its varieties of pattern and colour offer opportunities for learning.

### Regarding tables:

- Any table should have multiple uses. Why crowd a room with tables used only for meals?
- Tables must be lightweight and moveable.
- Tables should be height-adjustable so they can be raised for stand-up activities or for older children.
- To be able to adjust a table's angle is beneficial; a slightly slanted surface may give fuller control to a child with special needs.

**“Physical development supports personal, social and emotional development as increasing physical control provides experiences of the self as an active agent in the environment, promoting growth in confidence and awareness of control.”**

from **The Early Years Foundation Stage Review, 2011**

Seat height (cm)	13	17	20	25	30
Table height (cm)	30	36	41	46	51
1 year olds	50%	50%			
2 year olds			60%	40%	
3 year olds				100%	
4 year olds				40%	60%
5 year olds					100%





# Stimulation and mood

## Stimulation

The whole environment should stimulate interest and curiosity. However, we do not want to over-stimulate children. Several elements that are beneficial in moderation may be distracting in excess.

Colour is a prime example. For years there was a prevailing mindset that children should be surrounded by bright colour. Walls, carpets, curtains and even furniture were done in vivid hues from green, to red, yellow, purple or orange. Children actually find it difficult to relax and concentrate in an environment reverberating with loud colour. You rather want your setting to be homelike, with plants, area rugs, and wall hangings.

Nature demonstrates a tranquil environment, with vast expanses of ocean, moor, forest, and sky in varying shades of calm colours. Exciting colours come in smaller accents on flowers, butterflies and birds. Likewise, a calm colour scheme in your room will support a peaceful atmosphere. Brightness can be provided through children's artwork, cultural fabrics or interesting objects that highlight activity areas. Reggio research points out that "a significant chromatic presence is provided by the children themselves...The environment thus should not be saturated with colour

**"There should be a clear sense of order and aesthetic harmony within the environment as a whole."**

**Mark Dudek**

but should be slightly 'bare' so that the best balance is reached when the space is inhabited."

Toys and materials in excess lead to clutter; too much choice overwhelms children, causing them to flit from one occupation to another. Equipment builds up over time in any setting so one has to trim back occasionally, remembering that sometimes "less is more". Fewer materials, organised in an orderly way, give a more peaceful impression. Jennie Lindon emphasises that "Children are active working members of their nursery" – in order to feel ownership of the space, they need to see exactly where to find (and return) what they need.

Sound is another element that over-stimulates in excess. In a setting with high ceilings and hard surfaces, noise can be exhausting for children and stressful for staff. This can be counterbalanced by the addition of acoustical tile, fabrics, window drapes, cushions and floor rugs that absorb



sound. Background music is also wearing; it's better to sing and have times to make music with the children than to cope with never-ending noise.

### **Mood**

Considering the number of hours children spend in school or nursery, it is vital that the atmosphere be homelike. Your setting will make a lasting positive impression if children associate it with happy memories and emotions.

Of course, the key element in creating a safe welcoming feel is the warm nurturing relationship between adults and children.

There are many ways the environment can support this. Natural lighting, wall hangings, wooden furniture, wicker baskets and living plants engender a peaceful mood. To help a high-ceilinged room seem less institutional, one can hang ferns, fabrics, strings of lights or mobiles. The content of mobiles will depend on the ambiance you are trying to create; natural items like twigs and pinecones – or CDs and other recycled objects – are possibilities. Follow your inspiration!

Your own childhood memories can help: What made you feel comfortable as a child? To regain a child's perspective, get down on



the floor, move around at that level and ask, “Do I feel at home in this room?”

Adults recalling their favourite childhood place often describe somewhere they, as a child, felt secure: “under my granny’s kitchen table with the cloth hanging to the floor”, “in a tiny closet under the stairs”, “in a big cardboard box”... Children love to snuggle into a private corner with their back against something solid, a haven from which to look out at the world. Curves are suggestive of hugs, and children seem to prefer them to right angles. So include some cosy nooks within your room, created with furniture or fabrics – or a combination. Frequently when children retreat to these small spaces, they are preparing for new situations or engaged in the observational learning crucial to the development of personal identity. (Olds)

When furniture is their size, children instinctively know “This is for me!” Not surprisingly, research indicates that a child-scaled space increases children’s interest and focus. (White)

Research also reveals that light and the thermal and acoustical environment affect a child’s ability to learn. Make the most

**“Often children are more confident communicators in smaller spaces, where they feel safe and have some control of what’s going on around them.”**

**Elizabeth Jarman**

of opportunities for interplay of light and shadow, for instance a rattan screen hanging in a window and blowing in the breeze. At one children’s centre, the architect designed the building so rainwater in gutters reflected sunlight through skylights, creating moving patterns on ceiling and walls. Where children relax, meaningful play, communication and learning flourish.

An enabling environment empowers children to follow their initiative. They can hang up their coats, turn on lights and taps, open doors and access materials. They explore the room and grasp the possibilities for play and discovery. They create and imagine, make choices and learn to think for themselves. They feel at home. The environment itself becomes a friend to the children and your own best assistant.

# How to think through your space

## A quick guide to refreshing your classroom using your existing furniture.

### Mark in flow on .....>

#### architectural plans

Can't get plans? Measure your space and create your own. Find help at [communityplaythings.co.uk/measurements](http://communityplaythings.co.uk/measurements)

- Draw the most direct routes between the entry and all other doors, water sources, and built-in storage.
- Locate and circle the protected corners. Reserve these prime spaces for quiet or traffic-free activities. Protected corners should be as distant as possible from doors and flow-paths.

### Divide the room into wet and dry .....>

#### regions

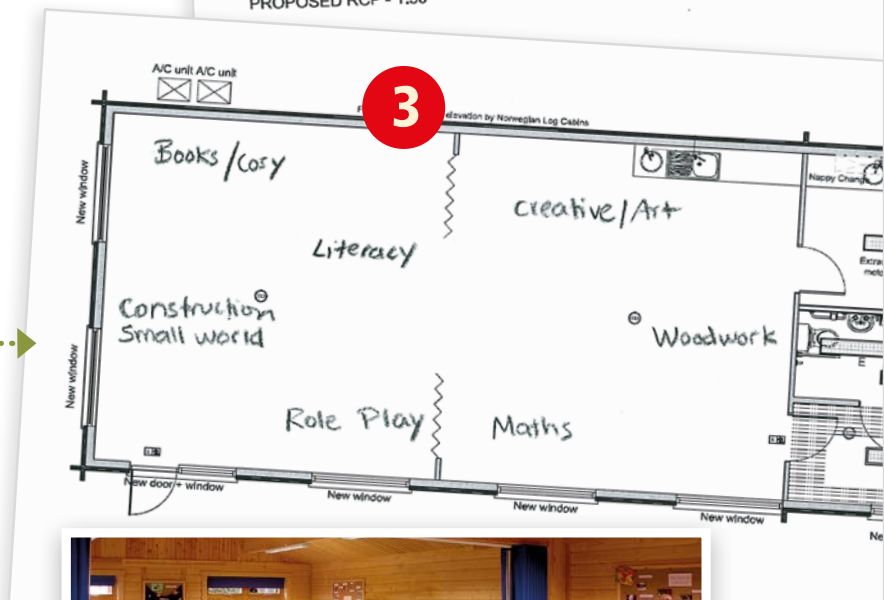
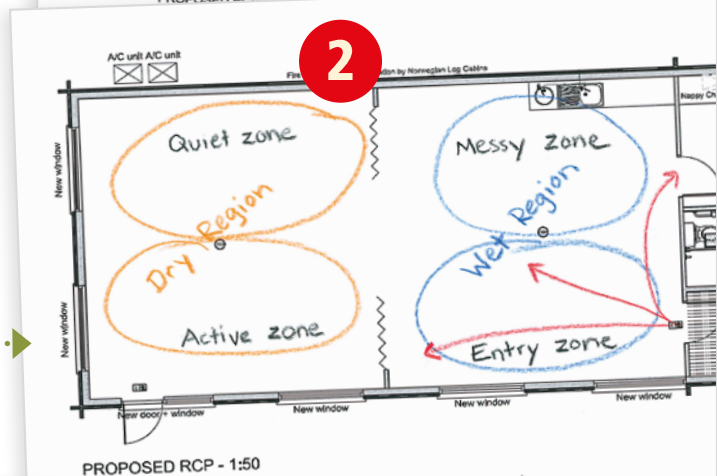
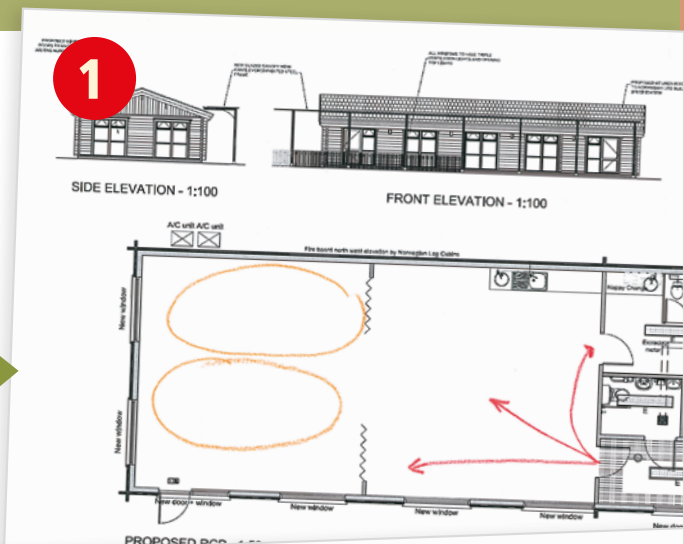
- Wet region: Should include the heavy-traffic area near the entry, the sinks and toilets, and should have robust flooring. Divide into Entry zone and Messy zone.
- Dry region: Should contain at least one protected corner and can be carpeted. Divide into Active zone and Quiet zone.

### Create activity areas .....>

- Decide what activity areas are needed and locate them in the appropriate zone. Then create a space for each area, including storage for that activity.

### And finally, rearrange the .....>

#### furniture according to the plans you drew.





# Room layout service

## Planning a new build or refurbishing? We can help.

Using the principles discussed in this booklet, we have helped over 5,000 settings across the UK plan their room layouts. Our designers work with you to create a custom layout that matches your curriculum, budget, and student age range. You know your children; we know our furniture. Together we can create a flexible room design that supports learning.

### 1. Tell us about your project.

We will send you a questionnaire followed by a phone call to discuss your plans, requirements and deadlines.

### 2. We do the work.

With the information you send we will create a 2D and 3D design of your space including a cost estimate. All free of charge and within two weeks.

### 3. Delivery.

All furniture will deliver fully assembled within two weeks. Better yet, the boxes will be marked to correspond with your plan. Ask your account manager regarding our set up and packaging removal service.

General questions

— Contact Details —

Setting Name\*  
Location (give nursery and primary)

Contact Name (first and last)\*  
Phone (with extension)

Childminder Email\*  
Nursery/Primary or LA

Contact Person\*  
P423 000 000

When do you need the furniture to deliver?  
8 Oct 2020

This is a  
☒ New Build  
☐ Refurbishment  
☐ Children's Home

What is your engagement budget for this project?  
£10,000

Is this an available or pre-order figure?  
pre-order

Would you like us to send information on finance terms? (Finance terms are available subject to checks)  
☐ Yes  
☒ No

Would you like to visit a Community Playgroup above court and factory? (We have locations in East Sussex and West  
Sussex)

Number of rooms to be planned



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Community Playthings produces solid wood furniture and play equipment. Our products are developed to support children's play and creativity. We design and manufacture at workshops in East Sussex and Kent. You can find free training resources and our full product line at **[communityplaythings.co.uk](https://communityplaythings.co.uk)**, or call **0800 387 457** for a Community Playthings catalogue.

Come and see how we build quality into each piece of furniture. You can visit our display room and tour our workshop in either East Sussex or Kent.



# Free training resources

Request online at **communityplaythings.co.uk** or phone **0800 387 457**



## **Spaces for Children**

### **Room layout for 0-5 year olds**

Design quality environments for children in your setting. This booklet will help you make the best use of your spaces.



## **The irresistible classroom**

### **Getting the learning environment right in Reception and Key Stage 1**

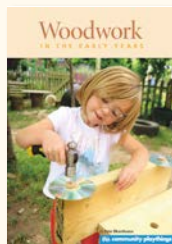
The child does the learning. The teacher facilitates that learning. The environment must support them both. How can Reception and Key Stage 1 classrooms inspire education?



## **Learning outdoors**

### **Building a solid foundation through nature**

This booklet details the pedagogy behind outdoor learning and its importance for every setting.



## **Woodwork in the early years**

### **A practical guide to introducing woodwork in your setting**

Artist and educator Pete Moorhouse offers a practical guide to introducing woodwork in your setting.



## **Outdoor environments**

### **Developing outdoor learning spaces**

All about designing quality outdoor learning spaces for children in your setting.



## **Community Playthings newsletter**

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