

Design Considerations for an Infant Room

Interest Areas/Spaces:	Considerations:
Cubbies/Welcome Area	Space for children to be signed in and important announcement; cubby space for every child; one of the cribs needs to be a designated/labeled “emergency” crib in case evacuation is necessary
Crib/sleeping area	Space away from classroom activities;
Open Exploration & Floor Play	Floor space for tummy time, rolling, sitting, crawling, and free exploration; good space to include a wall mirror
Imitative/Early Dramatic Play	Include dolls, household objects, play food, simple kitchen/household materials, mirrors, phones, etc.
Manipulatives/fine motor materials	Located on low shelving for children to access independently
Art	Space for engaging in early art activities
Library/Cozy area	Located in a quiet area, away from noisy activities/high traffic areas; include cozy rugs and space
Feeding/eating area	Space for adults to feed younger infants and space for independent eating
Changing Table	Located within arms reach of a sink and include storage for diapers/wipes and away from areas designated for eating/food prep
Movement/Gross Motor	Space for climbing and building gross motor muscles; usually includes wall mirrors and ramps

Licensing Notes and general design considerations:

- One of the cribs needs to be a designated/labeled “emergency” crib in case evacuation is necessary

- Infant classrooms should have large, flexible zones with low shelving and furnishings that allow the environment to evolve as the children develop (moving from non-mobile to mobile)
- Space for non-mobile infants to be away from mobile infants should be considered (for instance, space for tummy time is away from space for gross motor development)
- Space for teacher storage/personal items should be considered
- Space at child's level for displaying family pictures

Design Considerations for a Toddler Room

Interest Areas/Spaces:	Considerations:
Cubbies/Welcome Area	Space for children to be signed in and display important announcements; ideal to have a space for children to sign in as well; cubby space for every child
Changing Table	Located within arms reach of a sink and include storage for diapers/wipes and away from areas designated for eating/food prep
Blocks	Sufficient space for building and at least 3 children; open storage shelves for blocks and props; clearly defined space near other noisy areas.
Dramatic Play	Defined space usually near the blocks; should include versatile furniture that can be used in other ways than just a house
Manipulatives/math	Usually located near child-sized tables; sometimes used as a "buffer" between noisy and quiet areas
Art	Should be located near a sink for easy clean up; easels should be included when space is available

Library	Locate in quiet areas, away from noisy activities/high traffic areas; sometimes includes a writing area
Cozy Area/Calm Down Space	Sometimes located near the library; should be away from noisy activities/high traffic areas
Discovery/Science	Sometimes located near the sand/water/sensory bin; natural/living items included when possible; sometimes used as a "buffer" between noisy and quiet areas
Sand/Water/Sensory Bin	Located near a sink or water source and easy to clean flooring
Movement/Large Group/Gross Motor	Space for climbing and building gross motor muscles; space to gather as a group and for movement/music activities

Licensing Notes and general design considerations:

- Staff need to be able to see children at all times so visibility and sight lines are important; when sectioning off areas of the classroom, lower shelving should be considered.
- Children should not need to walk through block structures, dramatic play, the library, or cozy/calm down areas to reach another part of the classroom.
- Storage bins or other items for storing materials need to be able to be labeled
- Children need to have their own cubby space and personal items (such as sweaters and jackets) cannot touch
- Storage for cots/mats should be considered
- Space for teacher storage/personal items should be considered
- Space at child's level for displaying family pictures, art work, etc.

Design Considerations for a Preschool Room

Interest Areas/Spaces:	Considerations:
Cubbies/Welcome Area	Space for children to be signed in and display important announcements; ideal to have a space for children to sign in as well; cubby space for every child
Blocks	Sufficient space for building and at least 3 children; open storage shelves for blocks and props; clearly defined space near other noisy areas.
Dramatic Play	Defined space usually near the blocks; should include versatile furniture that can be used in other ways than just a house
Manipulatives/games/math	Usually located near child-sized tables; sometimes used as a “buffer” between noisy and quiet areas
Art	Should be located near a sink for easy clean up; easels should be included when space is available
Library	Locate in quiet areas, away from noisy activities/high traffic areas; sometimes includes a writing area
Cozy Area/Calm Down Space	Sometimes located near the library; should be away from noisy activities/high traffic areas
Discovery/Science	Sometimes located near the sand/water/sensory bin; natural/living items included when possible; sometimes used as a “buffer” between noisy and quiet areas
Sand/Water/Sensory Bin	Located near a sink or water source and easy to clean flooring
Music and Movement/Large Group	Located in an open space with carpeting and enough room for movement/dancing activities; easel for teachers to write on

Licensing Notes and general design considerations:

- Staff need to be able to see children at all times so visibility and sight lines are important; when sectioning off areas of the classroom, lower shelving should be considered.
- Children should not need to walk through block structures, dramatic play, the library, or cozy/calm down areas to reach another part of the classroom.
- Storage bins or other items for storing materials need to be able to be labeled
- Children need to have their own cubby space and personal items (such as sweaters and jackets) cannot touch
- Storage for cots/mats should be considered
- Space for teacher storage/personal items should be considered
- Space at child's level for displaying family pictures, art work, etc.