Participation as a measure of quality

For any redesign to be successful, there are some key prerequisites that need to be met: the provision of training measures and the earliest possible involvement of all the relevant parties in the planning process — educators, parents, the support organisation, the caretaker, and of course the children. The planning and implementation process is usually carried out by the support organisation following on from training activities (parents' evenings, seminars for educators) and in keeping with the wishes of the day-care centre and the parents.

The "Grün macht Schule – Kindergarten" programme can provide funding towards training measures, planning and the participation of parents in self-help activity in the process of qualifying the day-care centre for all-day operation.
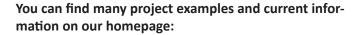The grant allocation for the individual location depends on:

• The size of the area to be redesigned
• The quality of the existing facilities
• The amount of the deficit
• The scope of the concept
• Links to other funding programmes

If so desired, Grün macht Schule – KinderGARTEN can advise and supervise the planning process / project.

Contact

Katrin Herrmann
Coordination Office Grün macht Schule KinderGARTEN

Freilandlabor Britz e.V.
Tempelhofer Damm 45
Gebäude 7a
12101 Berlin
Tel_0173/ 45 323 57
Fax_030 - 700906-9736
Mail_k.herrmann@gruen-macht-schule-kindergarten.de

You can find many project examples and current information on our homepage:

www.gruen-macht-schule-kindergarten.de

Grün macht Schule
KinderGARTEN

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Freilandlabor Britz e.V.

Quality standards

for the design of outdoor space in child day-care centres

**All-day learning.
Design and use your day-care centre grounds as a living space!**

The basis for quality standards in Berlin's day-care centres is the "Berlin Early Years Programme" (also known as the BBP) from 2014.

Due to the educational tasks of daycare facilities, open spaces for daycare centres require more intensive and expanded quality standards for the following areas:

- Health (physical development, movement, nutrition)
- Social and cultural life
- Communication (language)
- Art (making artworks)
- Mathematics (practical basis)
- Nature – environment – technology

The increased amount of time that children spend in the day-care centre and grounds results in a greater need for:

- space to experience nature (in the grounds / day-care garden)
- areas for creative, self-determined play and discovery (with natural materials / the elements)
- areas for arts and crafts activity
- specially adapted areas to enhance movement and overall equilibrium
- retreats for relaxation
- sheltered communication space, specially for small and medium-sized groups of children
- adaptable areas
- sheltered areas in case of rain etc.

The open spaces should meet / take into account the following criteria:

- different age groups
- day-care centre priorities
- high proportion of greenery (at least 25% of the area)
- robust native shrub species (all dogwood species, creeping willow...)
- bushy play-area with wild shrubs and grasses
- planting for noise and emission reduction
- vegetable and fruit garden / raised beds
- low walls, boulders, tree trunks with bark
- movement-promoting terrain design (including hills, hollows, tricycle courses...)
- fire, water, air and earth themes
- gender-specific needs
- minimum amount of sealing (pavement, concrete...)
- use of natural materials
- movable materials (construction activities site)
- sand pits (playing), wood chips (fall protection)
- decentralised play areas with hill slide, swing, wobbly bridge, horizontal bar, climbing tower, playhouse, seesaw, tunnel...
- variety of materials
- biodiversity with the help of dry stone walls, dead wood piles, nesting aids, insect hotels...
- weather-protected spaces for activities and hanging-out (sun / rain)
- excitement and a variety of experience
- flexibility
- **accessibility**
- rainwater infiltration
- multifunctional use potential
- ball-play surface

In partnership with educators, parents and children, an analysis is made of the garden in order to identify any shortcomings. A new requirement profile is then created based on this analysis.