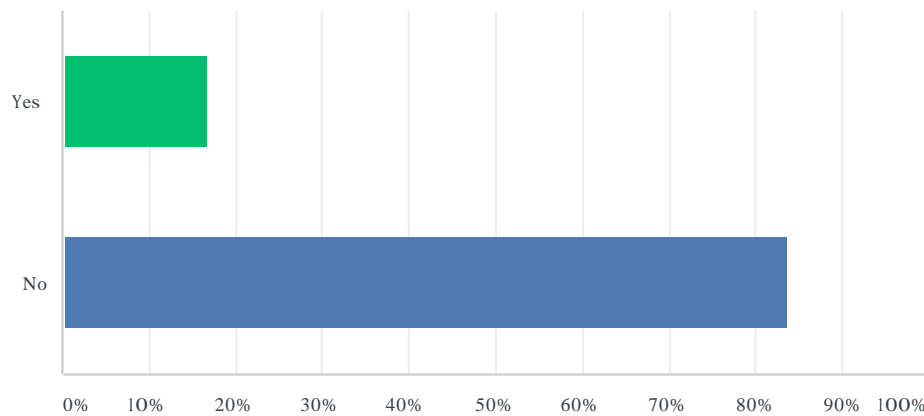


Q9 Do you use different or additional services during school holidays?

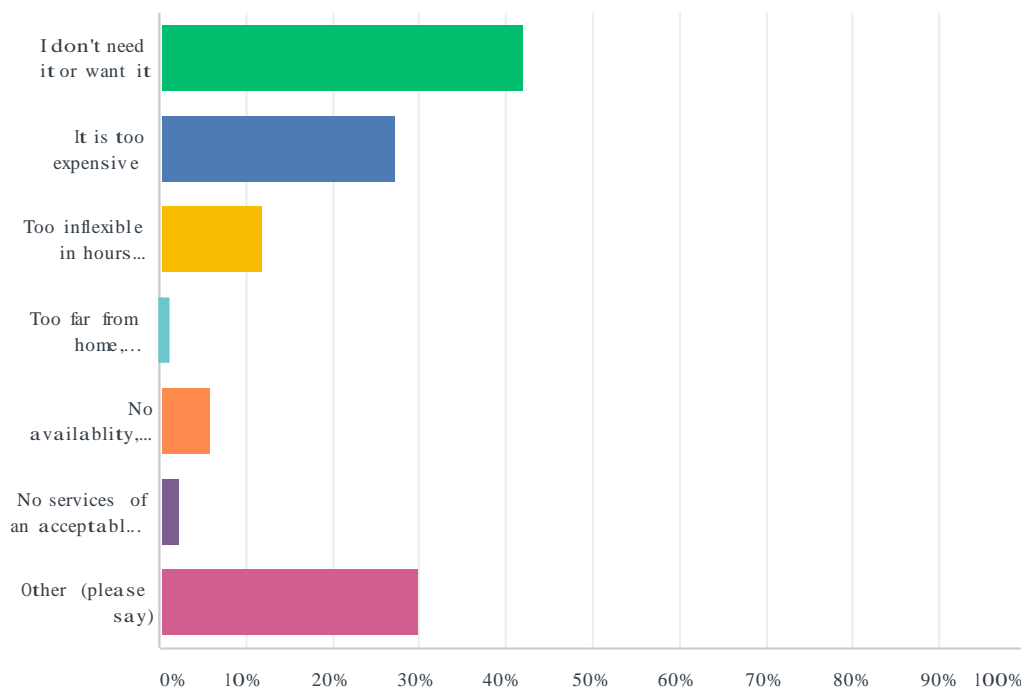


ANSWER CHOICES	RESPONSES	
Yes	16.61%	226
No	83.39%	1,135
TOTAL		1,361

Answered: 1,361 Skipped: 164

Q10 If you don't currently use early learning and childcare services, can you tell us why not? (Please tick all that apply)

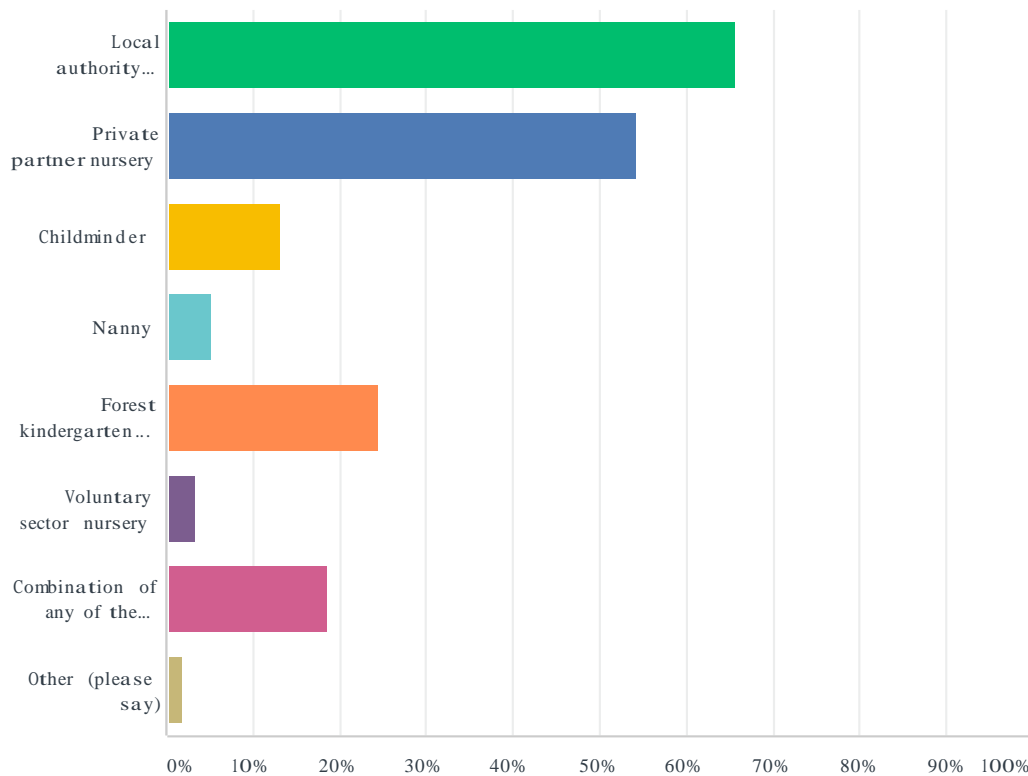
Answered: 229 Skipped: 1,296



ANSWER CHOICES	RESPONSES	
I don't need it or want it	41.92%	96
It is too expensive	27.07%	62
Too inflexible in hours available	11.79%	27
Too far from home, unavailable in my area	1.31%	3
No availability, can't find a place for my child	5.68%	13
No services of an acceptable quality	2.18%	5
Other	29.69%	68
Total respondents: 229		

Q11 What type of early learning and childcare service would you like to use? (Please tick all that apply)

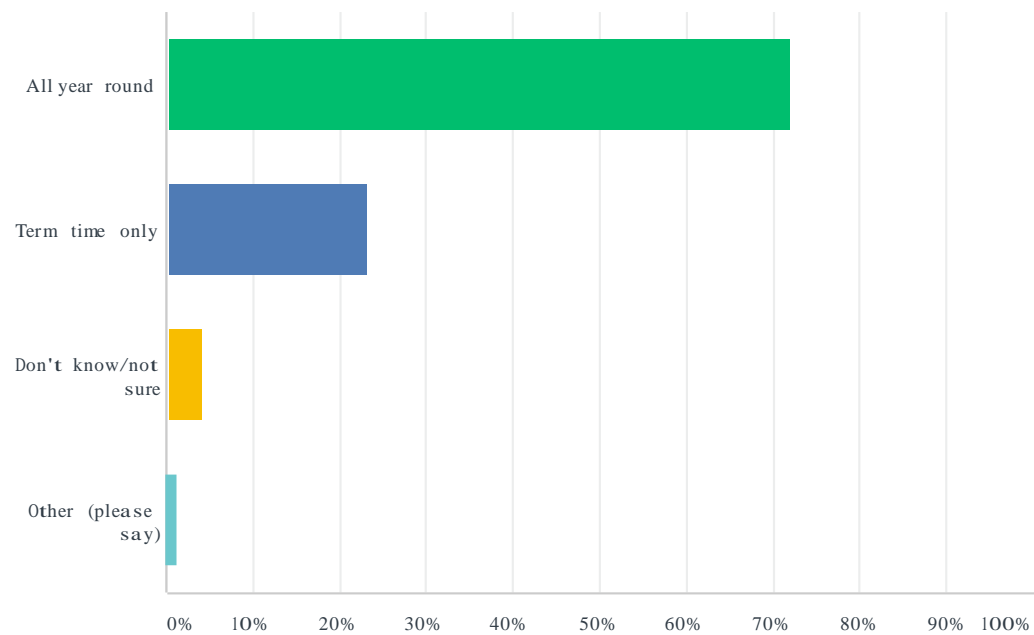
Answered: 1,354 Skipped: 171



ANSWER CHOICES	RESPONSES	
Local authority nursery	65.51%	887
Private partner nursery	53.99%	731
Childminder	13.00%	176
Nanny	5.02%	68
Forest kindergarten/outdoor nursery	24.22%	328
Voluntary sector nursery	3.10%	42
Combination of any of the above options	18.32%	248
Other (please say)	1.77%	24
Total Respondents: 1,354		

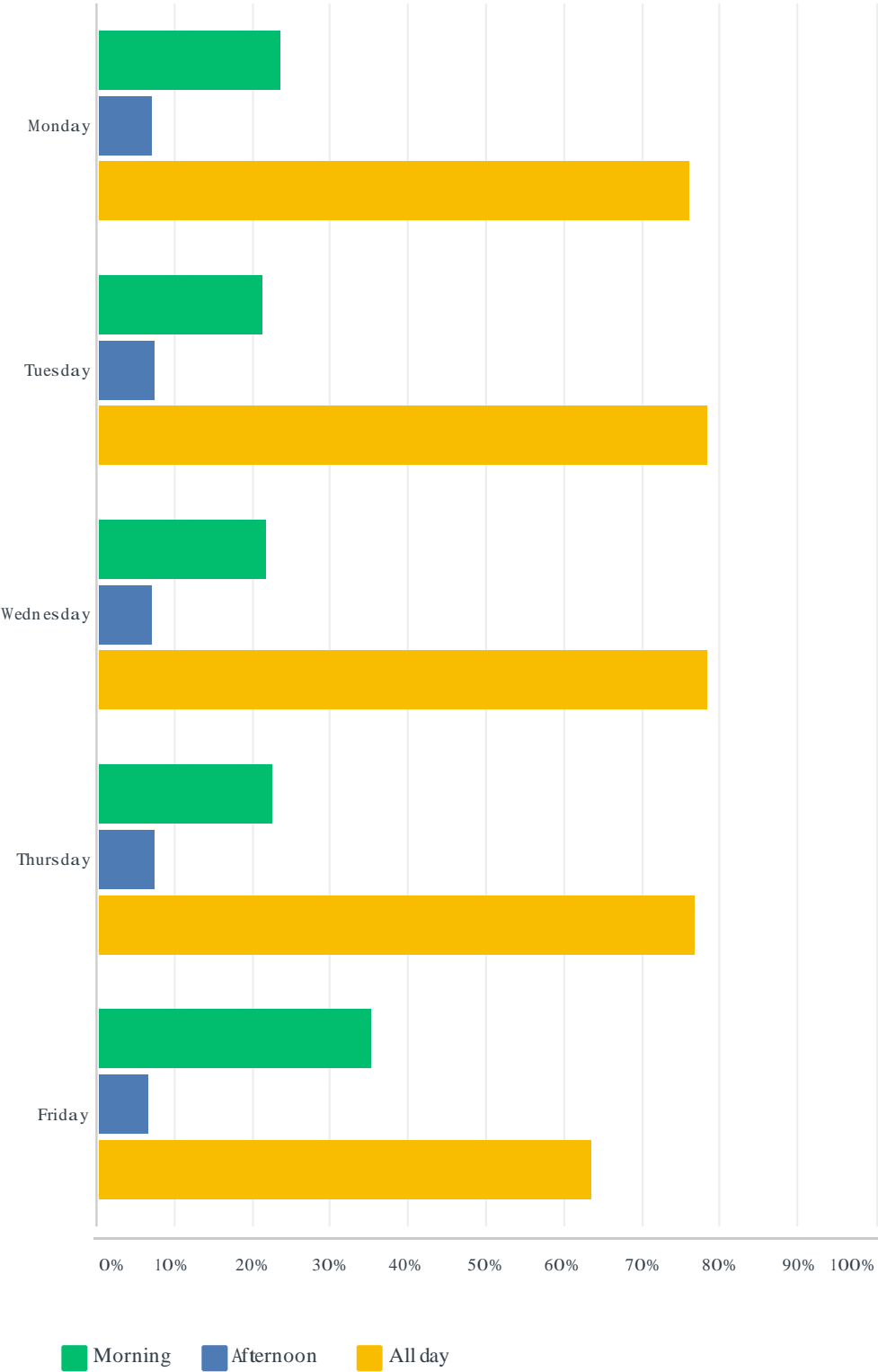
Q12 How would you prefer to use early learning and childcare services?

Answered: 1,355 Skipped: 170



ANSWER CHOICES	RESPONSES	
All year round	71.66%	971
Term time only	23.10%	313
Don't know /not sure	4.06%	55
Other (please say)	1.18%	16
TOTAL		1,355

Q13 What days of the week would you like to be able to use early learning and childcare services?



	MORNING	AFTERNOON	ALL DAY	TOTAL RESPONDENTS
Monday	23.50% 274	6.86% 80	75.99% 886	1,166
Tuesday	21.14% 260	7.32% 90	78.21% 962	1,230
Wednesday	21.46%	6.81%	78.14%	

268

85

976

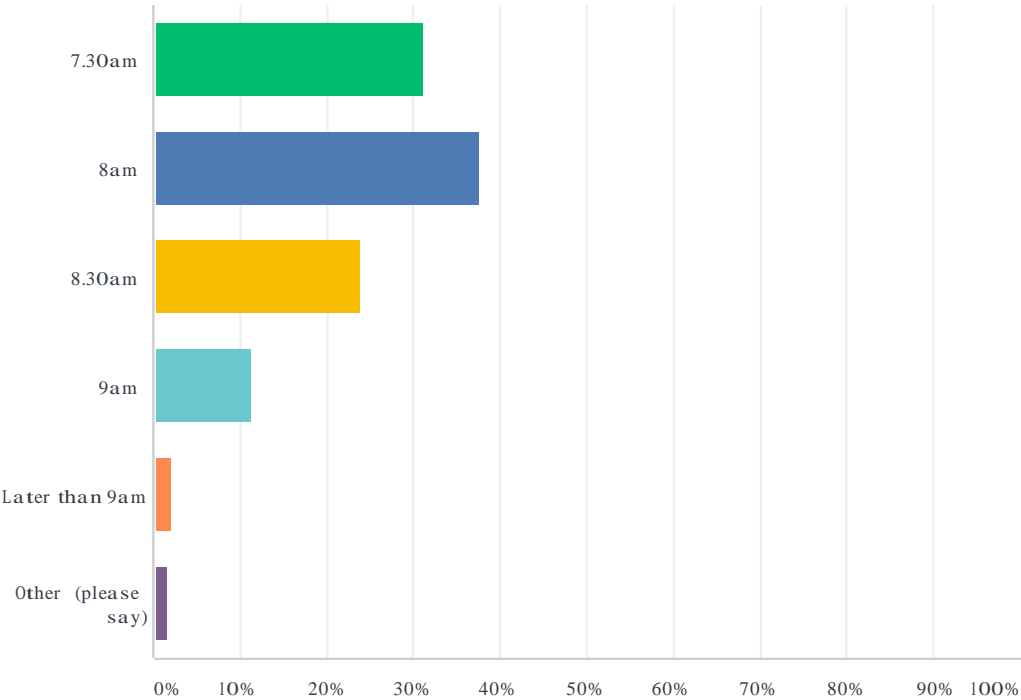
1,249

Thursday	22.29% 267	7.26% 87	76.63% 918	1,198
Friday	35.21% 350	6.54% 65	63.48% 631	994

Answered: 1,352 Skipped: 173

Q14 How early in the morning would you like to be able to use early learning and childcare services?

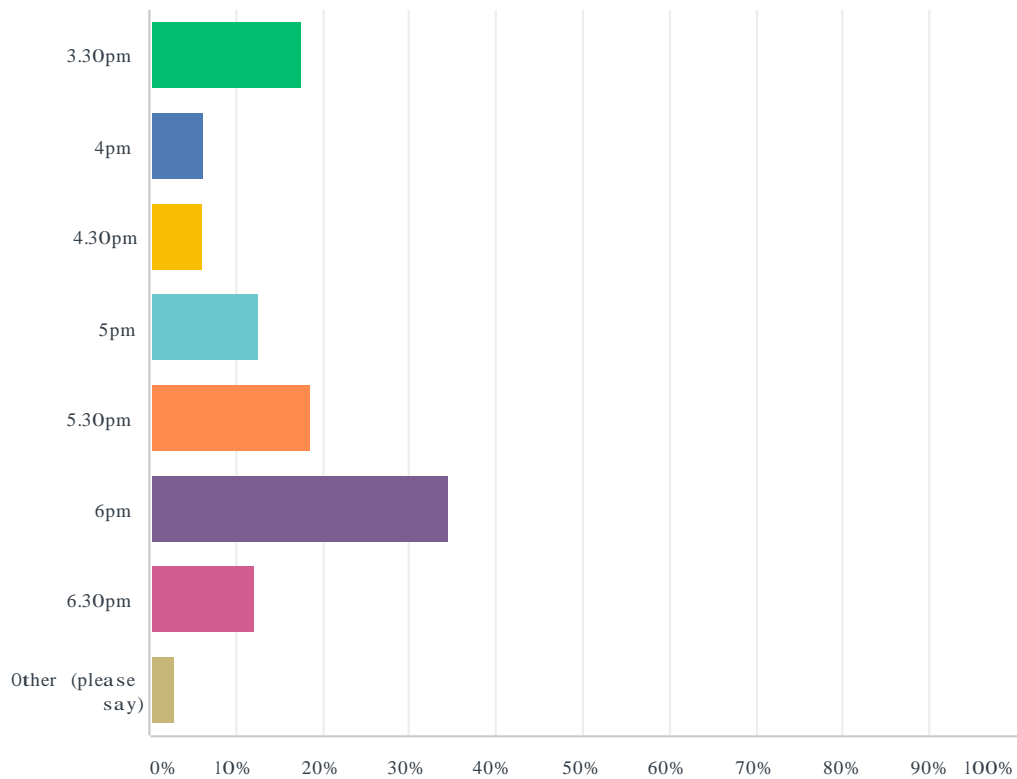
Answered: 1,359 Skipped: 166



ANSWER CHOICES	RESPONSES	
7.30am	30.98%	421
8am	37.45%	509
8.30am	23.62%	321
9am	11.18%	152
Later than 9am	1.99%	27
Other (please say)	1.55%	21
Total Respondents: 1,359		

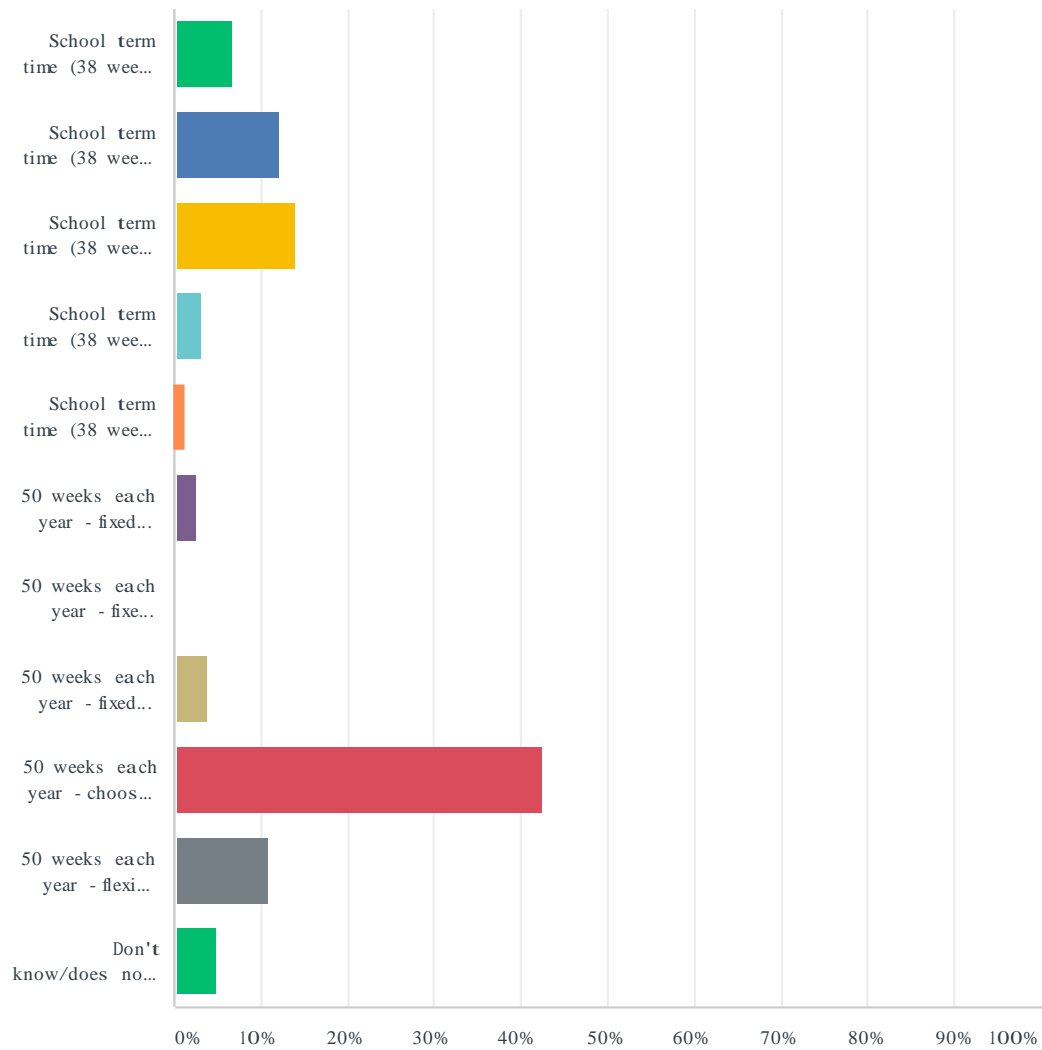
Q15 How late in the afternoon/evening would you like to be able to use early learning and childcare services?

Answered: 1,349 Skipped: 176



ANSWER CHOICES	RESPONSES	
3.30pm	17.35%	234
4pm	6.00%	81
4.30pm	5.86%	79
5pm	12.31%	166
5.30pm	18.46%	249
6pm	34.32%	463
6.30pm	12.01%	162
Other (please say)	2.74%	37
Total Respondents: 1,349		

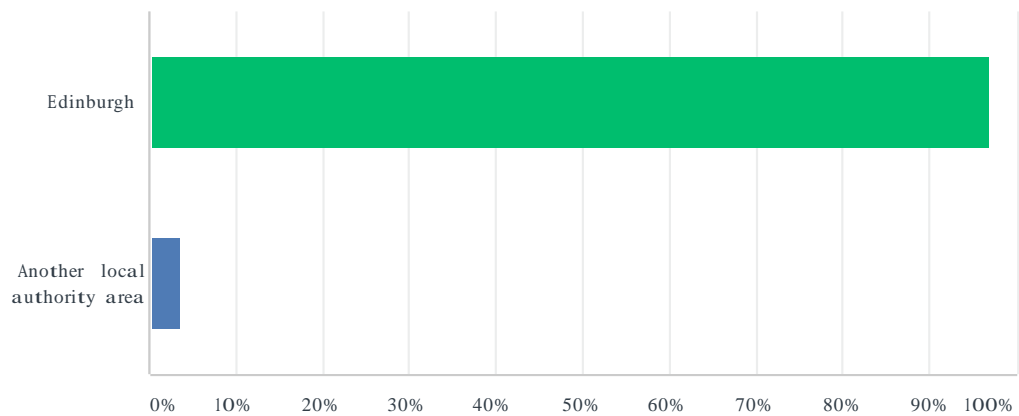
Q16 Which of the following would be your preferred option? (Please tick only one)



ANSWER CHOICES	RESPONSES	
School term time (38 weeks) - 9am to 3pm Monday to Friday.	6.55%	89
School term time (38 weeks) - 9am to 3.30pm Monday to Thursday and 9am to 1pm Friday (same times as school hours).	11.92%	162
School term time (38 weeks) - flexible plus extra hours: choose hours between 8am and 6pm with additional hours (beyond 30 hours) paid for by you.	13.76%	187
School term time (38 weeks) - blended: 15 hours Council/voluntary/partner nursery and 15 hours forest kindergarten.	2.94%	40
School term time (38 weeks) - blended: 15 hours Council/voluntary/partner nursery and 15 hours childminder.	1.25%	17
50 weeks each year - fixed: 8am to 12.32pm Monday to Friday.	2.21%	30
50 weeks each year - fixed: 1pm to 5.32pm Monday to Friday.	0.37%	5
50 weeks each year - fixed 8am to 12.32pm with option to purchase additional hours up to 6pm.	3.61%	49
50 weeks each year - choose hours between 8am and 6pm with additional hours (beyond 30) paid for by you.	42.24%	574
50 weeks each year - flexible - choose hours to reflect irregular working patterns (e.g. shift working and weekend working) with additional hours available and paid for by you	10.60%	144
Don't know /does not apply	4.56%	62

Q17 Do you wish to access services in Edinburgh or another local authority area?

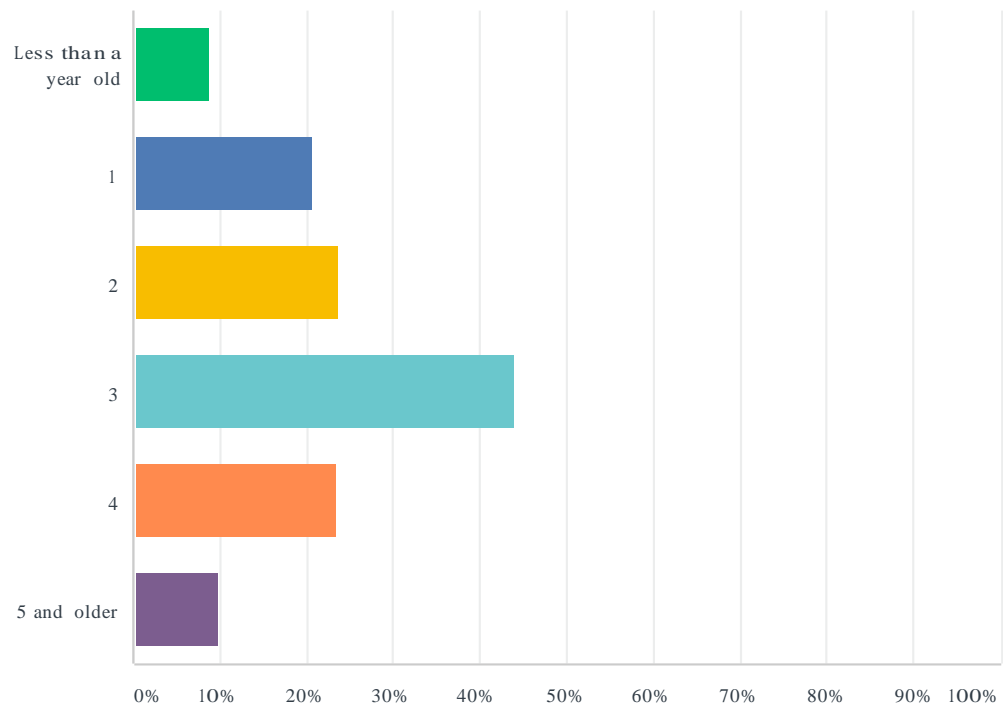
Answered: 1,336 Skipped: 189



ANSWER CHOICES	RESPONSES	
Edinburgh	96.71%	1,292
Another local authority area	3.29%	44
TOTAL		1,336

Q18 How old are the children you would like to use early learning and childcare services?

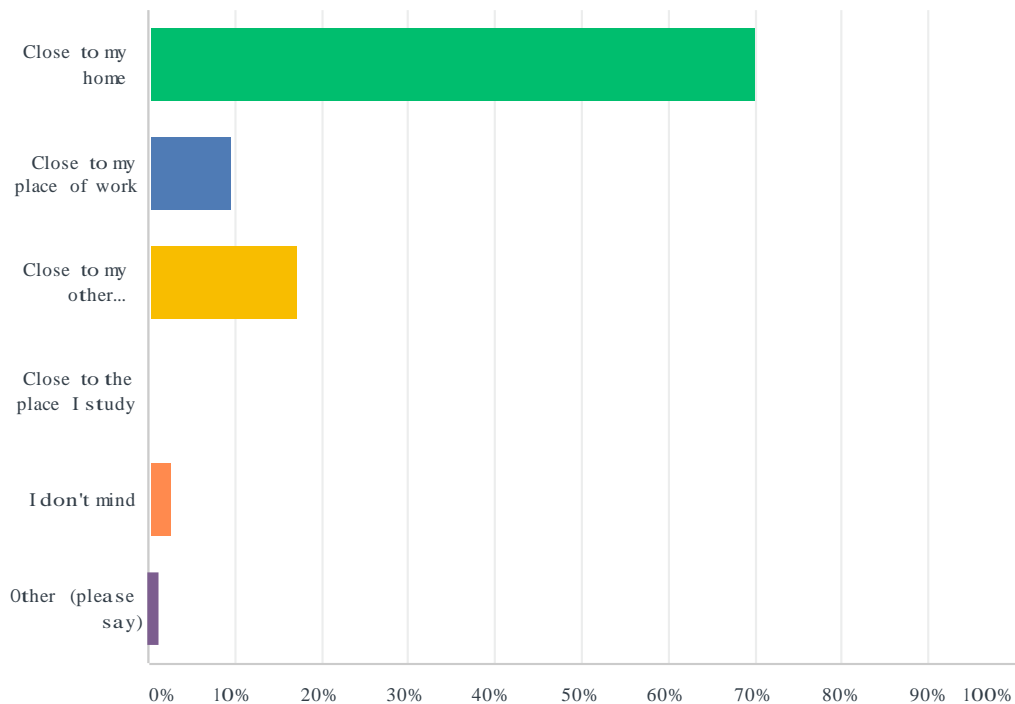
Answered: 1,352 Skipped: 173



ANSWER CHOICES	RESPONSES	
Less than a year old	8.58%	116
1	20.56%	278
2	23.45%	317
3	43.71%	591
4	23.15%	313
5 and older	9.54%	129
Total Respondents: 1,352		

Q19 Where would you prefer to use early learning and childcare services?

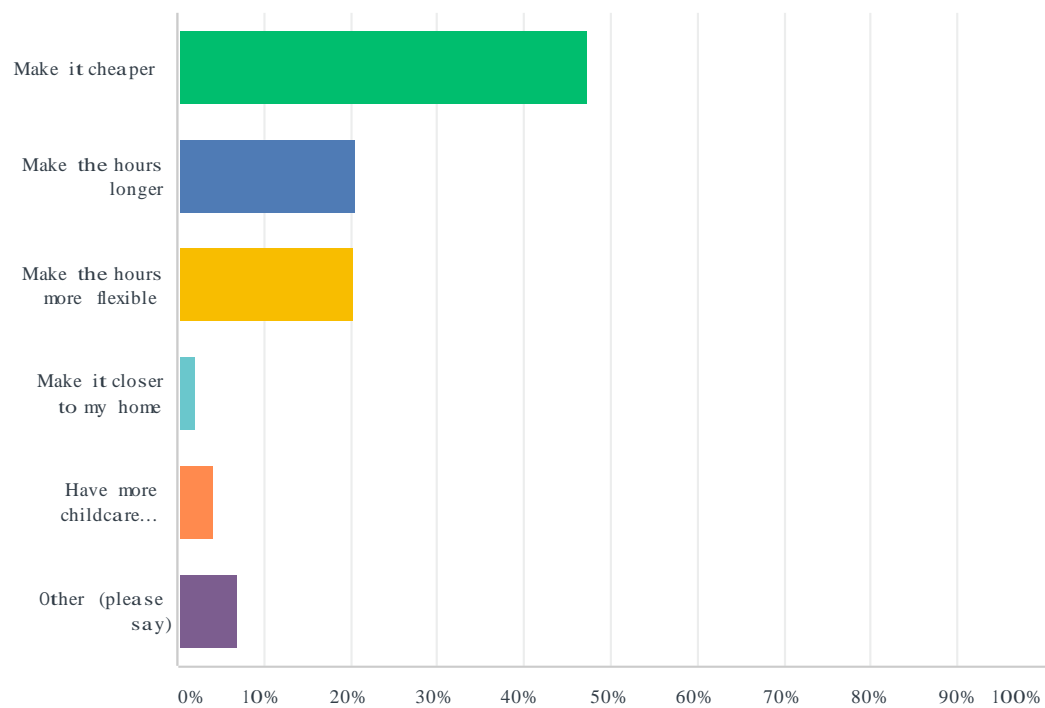
Answered: 1,359 Skipped: 166



ANSWER CHOICES	RESPONSES	
Close to my home	69.90%	950
Close to my place of work	9.35%	127
Close to my other child/children's school?	17.00%	231
Close to the place I study	0.07%	1
I don't mind	2.43%	33
Other (please say)	1.25%	17
TOTAL		1,359

Q20 If you could pick ONE thing to make your current early learning and childcare suit your family's needs better, what would it be?

Answered: 1,325 Skipped: 200



ANSWER CHOICES	RESPONSES	
Make it cheaper	47.09%	624
Make the hours longer	20.38%	270
Make the hours more flexible	20.00%	265
Make it closer to my home	1.89%	25
Have more childcare services to choose from	4.00%	53
Other (please say)	6.6	



Appendix 5

Company Name: City of Edinburgh Council

Client – City of Edinburgh Council (Early Years & Interior Design

Collaboration) Background - The environment is the 3rd Teacher

With a rising birth rate, increase in hours of early learning & childcare there is a growing demand for nursery places. City of Edinburgh Council has undertaken a series of existing nursery refreshes and newbuild nurseries as part of a building programme of newbuilds & refurbishments with carefully considered development of Early Years Environments. Including refreshes at Dalry, Hermitage Park, Holy Cross, Liberton, Royal High and Murrayburn Primary Schools. The new nurseries include Corstorphine, Ferryhill, Davidson Mains, Longstone and Granton Early Years Centre. City of Edinburgh Council have been developing their early years environments which have taken into account factors of both best early years practice and educational interior architecture & design.

The environment is the 3rd teacher and these buildings place emphasis on both pedagogy and wellbeing to create

beautiful nurturing learning environments. Research on environments and approaches which help young children to learn best has been fundamental in creating a nurturing, holistic and natural environment to support children's learning and development. CEC Interior Design and the Early Years Team have been working closely over the past

3 years to research, design and plan sector leading nursery environments.

Research and Collaboration

Key research and theories considered during the projects include National Guidance 'Building the Ambition' and Pre-Birth to Three and Curriculum for Excellence, Early Level. The work of Froebel, Montessori and the Reggio Emilia Approach were also key. It was important to understand how children learn, the importance of the environment itself and its impact on children's learning. "Seeing play as the highest form of learning," *'Early Childhood Practice, Froebel Today.'* (Tina Bruce 2012) Froebel influences have shaped the design of these environments, where possible, to ensure they support a range of free flow play opportunities and allow children to make smooth transitions between play areas. The forest nurseries approach, Biophilic Design, best ergonomic practice and research on brain development and attachment theory were all considered in the research phase and elements taken forward into the actual design of the builds.

Well-designed environments including layout, construction and decoration have a significant impact on literacy and numeracy, as documented in recent research by Salford University funded by the Engineering and Physical Sciences Research Council. Individual classroom design can play a much bigger role than whole-school factors, such as size, navigation routes, specialist facilities and play

areas. The amount of visual stimulation, such as displays, on walls is also important. A mid level of visual stimulation works best, it is possible for a learning environment to be too plain but it is equally true that you can overdo it. Article 31 of the United Nations Convention on the Rights on the Child highlights the importance of free play, and play is the most important focus for learning in all our early years settings, tables and chairs have been reduced throughout support active learning, curiosity, inquiry and creativity. CEC interior design visited nurseries within the authority and out-with to further build our vision for the new builds.



This research and vision has enabled CEC Early Years Advisors & Interior Design to influence the building design and for a brief , including influence on materials, finishes, electrical requirements, plumbing, lighting, ventilation, ergonomics, and intelligent use of space from the initial plans right through to the FF&E fit out.

Flexible learning spaces

A key requirement in an early years setting is to allow for flexibility. Each group of children is different and room use or the age of children using a space may change. Flexible storage furniture and screens have been used to create natural boundaries between activity areas, thus protecting children's play and supporting their focus. Since they are movable, freestanding shelves allow for flexibility of your space, which is key for several reasons.

- *Changes in numbers or ages of children*
- *Inclusion of children with additional support needs*
- *Changing themes*
- *Extending learning patterns*
- *Recapturing interest if a particular area is little used*
- *Varying functions of space (e.g. after school club or community activities)*

When planning experiences such as arts & crafts, role play, book area, construction and blocks, messy play, kitchen and snacks there is need to consider a range of factors including noise levels, light, temperature and access to sinks. The use of large sliding doors provides views to nature, natural light and easy circulation for children to encourage outdoor play. Carpeted areas can severely restrict the possibilities for rearranging interest areas as the room's use changes. We have used vinyl flooring throughout with the use of extra soft, tactile carpet area rugs for flexibility. Chalk paint, dry wipe wallpaper and Velcro receptive pinboarding are scattered throughout to support these flexible spaces. In the Newbuild stage we have added in bespoke wall cubes that are scattered around the interior, they can be used for 3-dimensional display, small world and loose parts and lots of pinboards and display cubes at low level in reach of the children.

Integrating Technology into the interior – Best Ergonomics Practice

The following has been applied to ensure we are moving with the times and offering best ergonomic practice to practitioners and children.

- *Use of portable interactive AV screens*
- *Designed as an agile learning space with smart technology used flexibly in different settings.*
- *Birdhouse webcam in all the new 2017 nurseries*
- *Design a space which supports children as active learners and best use of technology*
- *AV gathering points have been created close to books and music equipment allowing AV equipment to enhance music & story telling activities.*
- *Whilst we acknowledge the importance of introducing children to technology in early learning, we were conscious of the lack of research on the impact of the use of tablets on children's posture and therefore included a variety of seating and custom designed wooden tablet holders as posture aids to support this.*

Biophilic design

It was key to integrate some of the main principles of biophilic design into our plans to ensure we provided the very best learning environments.

What is Biophilia?

- Biophilia is the bond between human beings and nature.
- Biophilic design is building nature into the built environment to meet the need of human beings to connect to nature. Biophilia can also increase feelings of happiness and well-being. Research has shown that exposure to nature can lower stress, elevate your mood, make you feel more relaxed and improve cognitive functions.
- Children have an innate biological tendency to bond with the natural world. Regular positive interactions with nature allow children to feel comfortable and grow to love it.
- The best learning environments are informal and naturalistic.
- To achieve our biophilic nurseries we have used a pallet of natural materials.

We have used real timber, and resources both in the interior and exterior. This includes bespoke log furniture, natural building blocks, wig wams, ergonomic aids for the technology, 'mud kitchens' also canopies with voiles and fairy lights adding to the magical calm environment. Solid wooden furniture has been used as much as possible throughout the zones again to create a nurturing yet exciting play environment which promotes

creativity, imagination, flexibility and the opportunity for children to move. Natural Holistic environments are also

calmer inclusive spaces for children with autism. Bespoke timber furniture such timber rulers, gnome homes and mini kitchen islands were created to encourage child participation in snack and baking have been designed inhouse and made by local Social Enterprise Grassmarket Community Project.

Timber effect flooring has been used throughout the entire nurseries including toilets, kitchens and changing rooms. This contributes to more natural, warmer and more homely environments. Our biophilic Interiors would not be complete without plants! Plants also help reduce stress, improve air quality and create feeling of wellbeing.

Colour

We know that natural colours help create a calming and nurturing environment for children, families and staff. The use of off white walls, wooden furniture and timber effect flooring, woven baskets for storage, or clear trays, simple furnishings all allow children's work to stand out. The focus in the environment is instead on the children, their families and practitioners within this space, on the resources and materials and all the colours that these bring instead. *Ceppi & Zini (1998)* 'emphasize that the walls should be a basic background allowing those using the space to exercise their own creativity in applying a "second skin." (p63) Varieties and ranges of colours in materials can then add needed complexity, variety and richness to the environment. This gives children the opportunity to learn about, compare, contrast and experiment with colour.

We applied this by selecting natural colours/ fabrics for upholstery items such as sofas, rugs and pin boards. Commercial suppliers usually provide these items in 'primary colours'. However, to support our research on biophilic design and creating the best early years environments, the use of fabrics such as; Scottish wools and colours, inspired by the Scottish Highlands, were used to create a nurturing, holistic and natural environment which stimulates the senses. We have used pin boards have been specially designed using 'bobbly textured fabric' that Velcro sticks to. We recommend low level pin boards to support child interaction allowing the child to stick their artwork on by themselves to allow children to interact with.

Looking at the research on brain development and attachment we felt it was important to help create opportunities for children of all ages to develop trusting relationships with practitioners/ keyworkers, help ease anxieties brought on by separation from parents and caregivers and create the most positive learning environments possible. Suzanne Zeedyke, Senior Lecturer at the University of Dundee, highlights the need for children to have cuddles from a trusted key-worker, boosting levels of the feel good hormone (oxytocin) in the brain and lowering levels of the stress hormone (cortisol).

Our special cuddle sofas have been designed with a low seat height for children to sit on but also deep enough for the parent or practitioner to sit in too. They have big comfy arms encouraging children to snuggle up with a parent, practitioner or friend for cuddles and cosy reading time. Low level also means that the adult is lower to the ground/ rug where children are sitting maintaining eye contact/ engaging / reading a story. Bean bags and floor cushions have also been well received and offer flexible and comfy opportunities for resting, quiet stories and social interaction.

These calming environments create an inclusive space for children with autism and additional support learning needs. Wicker dens and wig wams provide a comforting place if a child wants some time out.

The Outdoors

According to '*Grounds for Learning, Good School Playground Guide*' the most useful design concept for outdoor play is 'possibility.' This can be achieved by providing a rich range of opportunities that allow children to choose and direct play using features that are 'non-prescriptive', which stimulate or require imagination and which can be used in multiple ways. The aim is for the outdoor environment to be an extension of the indoor environment with opportunities to allow for free flow for children. Key to the indoor/outdoor transitions are sliding doors to facilitate this access where possible. Other features include outdoor sand pits, mud kitchens and grassy mounds; surrounded by textured paths and a diverse range of foliage and shrubbery. Settings are designed with pathway spaces for wheeled bikes/trikes and for opportunities to develop loose parts and water play. We have applied this vision to outdoor spaces, ensuring that natural materials and landforms provide these elements.

With a move away from large, fixed structures, natural and synthetic loose parts play offers endless opportunities to build and create and climbing can be provided through the use of newly introduced block play; logs, crates, planks, bridges and boulders. These have a key role in giving children the ability to exert some control over their space. Learning from our successful Forest Kindergarten approach, we aim to maximise outdoor play opportunities for children in future new builds. Funding has recently been allocated for waterproof suits to support children to be outside in all-weather exploring ephemeral features that the changes in seasons bring. The outdoor learning space should afford links to nature, mature and sapling tree species, areas of shade and light, places to hide, spaces to be quiet, available edible landscapes to forage from and areas to plant, grow and nurture.

Conclusion

The principles of the first phase of new builds were incorporated into the summer refresh programme of six nurseries in August 2016 and provide a basis for future new builds and refreshes in 2017, with lessons learned along the way. Children, parents/carers and practitioners continue to be very positive about their new environments and we strive to ensure that all future new designs give children the best start in life on their journey to becoming successful learners, confident individuals, responsible citizens and effective contributors.



2017 Newbuilds Ferryhill Primary School Nursery 3-5's Playroom



2017 Newbuilds Corstorphine Primary School Nursery 3-5's Playroom



2017 Newbuilds Ferryhill Primary School Nursery 2's Playroom



2017 Newbuilds Corstorphine Primary School Nursery Multi Purpose Room. Lightweight wicker chairs and dens (wicker not only adds to the natural palette of materials, but is lightweight supporting flexible agile environments) Wicker chairs in Multi Purpose rooms can be easily moved to open up areas for activities such as Peps groups. Upcycled wallpaper throughout adds to a homely domestic in appearance environment, cuddle sofas are intended to encourage parent participation.



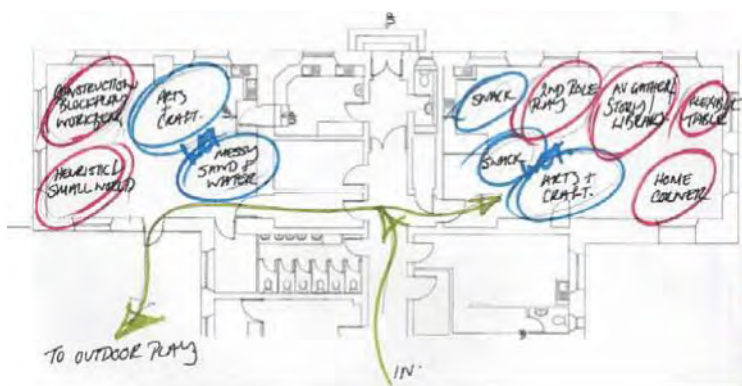
2015 Fox Covert Primary School Nursery



2015 Wardie Primary School Nursery



2015 Ergonomics— Grooves in logs for tablets— Agile learning spaces



2016 Refurbishments of Dalry Primary School Nursery (Before & After)



2016 Refurbishments of Holy Cross Primary School Nursery (Before & After)

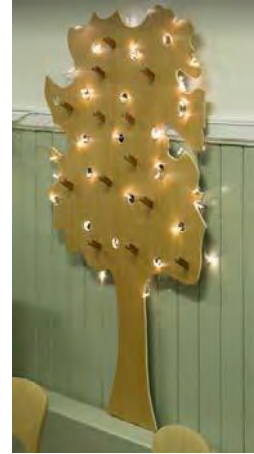
Since the 2016 Refurbishments Early Years/ Interior design have been attending workshops and visiting nursery settings to assist with refurbishment or give advice or setting out playzones/ soft furnishings/ play equipment that could assist in the settings.



Snack - mini kitchen islands and timber counters at childrens height were created to encourage child participation in snack and baking. Designed Inhouse and made by Grassmarket Community Project a local social enterprise. Grassmarket and Northlanarkshire Industries a Government supported project (one of which 50% of staff are disabled or disadvantaged) are now providing these bespoke upholstery items/ timber products to other Local Authorities Early Years in Scotland.

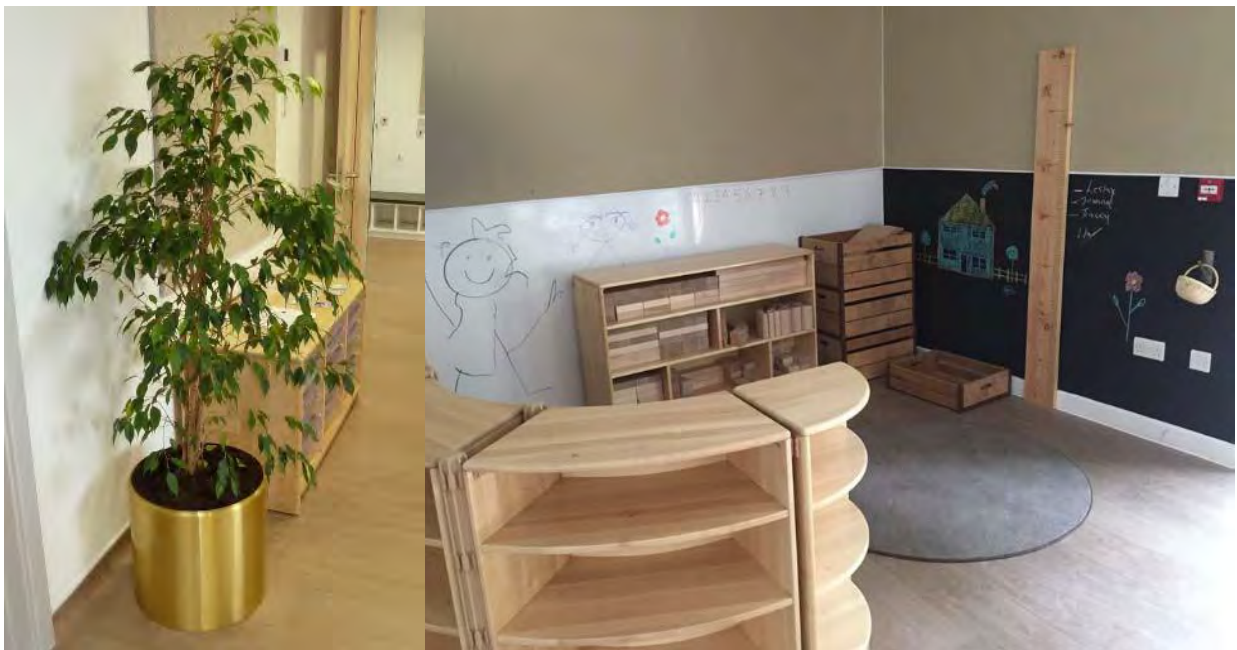


2017 Above Bespoke Cuddle Couch & Grassmarket Community Project. Below bespoke items such as 'Muddy Suit' mobile stand made by Grassmarket with upcycled branches. Laquered log upcycled from CEC Estate. Knitting donated by local 'Knit & Knatter' groups. Gnome homes & Giant rulers.





Much of the timber produced by Grassmarket retains the wavy edge for its tactile and sensory qualities.



Plants are encouraged. Image right shows the new expanses of velcro receptive covering, ready for the 2017 term to start adding the colour!



2017 Mark making opportunities throughout including wallpaper to use dry wipe pens & Walls of chalkboard paint. The 2017 newbuilds are piloting some Wobble Stools in each nursery. They allow movement during sitting without compromising stability. Great for those who fidget, have hyperactivity, impaired body position awareness and low muscle tone.

The wobble stool looks like a normal stool, but the base is slightly convex to allow 360 degree movement. This allows the stool to rock and move - similar to a therapy ball, but with added stability. This improves body position (slouching is virtually impossible!) and engages the core muscles promoting active sitting and increasing muscle tone. Active sitting can help children to concentrate and focus on the task in hand - great for those who fidget and shift around excessively in their seat. The Kore Wobble stool is also an ideal way to practice balance, build muscle tone or can be used to spin on for sensory seekers to burn off some energy.