A survey of winter resort child care facilities for the purpose of planning a facility for such an area
by Judith Hall Refsland

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in Home Economics
Montana State University
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Abstract:
The objectives of this study were: 1) to find existing day care guides, programs and facilities, 2) to survey winter recreation areas and 3) to apply this information in planning a child care center for a resort area.

Day care guides provided information on: l) children.

2) staff, 3) parents, 4) physical facility, 5) program and 6) equipment.

The survey consisted of a questionnaire sent to ninety-four winter recreation areas with child care services. Resort child care facilities were concerned with protecting the children from physical and health hazards. The program consisted of a variety of quiet activities with little emphasis on active play or developing mental concepts. The space allotments and number of staff could accommodate the number of children attending during the slow seasons but were insufficient for the busy seasons at a resort area.

Information obtained from the survey such as the frequency of attendance, the days and hours the facility was in operation, the age range of the children attending, the schedule of attendance, whose children were accepted at the child care facility, and the health and safety standards, contributed in designing a child care center for a resort area.

The physical facility was designed for thirty-five children and includes a description of areas included in the center and the specific needs for each area.

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Signature Judith E. Boyland

Date June 16, 1972

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by

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of

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in

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ABSTRACT

The objectives of this study were: 1) to find existing day care guides, programs and facilities, 2) to survey winter recreation areas and 3) to apply this information in planning a child care center for a resort area.

Day care guides provided information on: 1) children, 2) staff, 3) parents, 4) physical facility, 5) program and 6) equipment.

The survey consisted of a questionnaire sent to ninety-four winter recreation areas with child care services. Resort child care facilities were concerned with protecting the children from physical and health hazards. The program consisted of a variety of quiet activities with little emphasis on active play or developing mental concepts. The space allotments and number of staff could accommodate the number of children attending during the slow seasons but were insufficient for the busy seasons at a resort area.

Information obtained from the survey such as the frequency of attendance, the days and hours the facility was in operation, the age range of the children attending, the schedule of attendance, whose children were accepted at the child care facility, and the health and safety standards, contributed in designing a child care center for a resort area.

The physical facility was designed for thirty-five children and includes a description of areas included in the center and the specific needs for each area.

CHAPTER I

INTRODUCTION

Importance of Study

Since World War II, Americans have progressively moved into an age of leisure. Before that time leisure was enjoyed only by a narrow stratum of the population - those with great wealth. Modern industrial technology and automation have been among the contributing factors toward an increase of leisure time for Americans in all income levels, including laborers and semi-professional people. (Yukic, 1970, p. 1) For example, the work week has decreased from sixty hours per week prior to World War II (Clawson, April, 1964, p. 12) to forty hours per week today. In addition, a thirty hour work week is predicted for 1975. (Schneider, 1957, p. 8) It may be that in the future Americans may have seventy to eighty hours of free time per week. (Mobley, November, 1968, p. 41)

With increased leisure the American public will face the advent of longer week-ends and lengthened vacation periods. Extended vacation periods will mean that growing numbers of people will be setting out to discover new and distant places. Some projections for the year 2000 (Douglas, 1964, p. 55) included the following statement:

> More people will travel more miles at home and abroad, the volume more than doubling during the next decade. People will have wide choices to travel wherever their fancy leads them.

For the traveling masses, space is being acquired and special facilities provided to aid in the handling of American society's leisure pleasures. Such space is taking form as highly developed recreation or resort areas which will include special facilities to meet the needs of a demanding public. Recreational activities which occupy leisure time have assumed a significance in our society. (Yukic, 1970, p. 1)

Since the adult working public is being provided with quality leisure time areas, children should be given the same opportunity to enjoy quality leisure during a family's holiday or vacation. The report of Forum 21 of the 1970 White House Conference on Children (December, 1970, p. 5) stated:

> 'Kids are just playing' is a statement often revealing the attitude that it is not necessary to actively enrich the lives of children; but children are people and deserve the same attention to their leisure needs as youth and adults.

For children, creative leisure is particularly important because of the profound contributions those activities make to the child's emotional, psychological, physical, intellectual, aesthetic and spiritual growth. (Report of Forum 21, December, 1970, p. 2) Because of the importance of a preschooler's development, every opportunity should be taken to promote their total development even if it means attendance of only one day at a recreation area.

For preschool children leisure activities in a resort area could take the form of a child care center as described by Boguslawski (1966, p. 4):

> A Child Care Center is a place where the preschool child has an opportunity to learn through play with other children and with appropriate toys and materials; where his mental, emotional, and physical growth is fostered; and where nutritious food, health supervision, medical care, rest, and activity are provided as needed. This is done by a staff specifically trained in the care and education of the preschool child, and with educational toys and equipment specifically designed to meet the growth needs of the child. It is a place where parents, for several hours each day, can leave their children and thus share their care and up bringing with the staff of the center.

Need for the Study

From the ski guide used for the sample there were approximately 768 winter recreation areas located throughout the United States. (Winter Ski Directory, 1968 and 1969) Ninety-four of these areas had a child care center as part of their operation. Considering these figures, it is apparent there is a lack of attention for facilities at winter recreation areas that can adequately care for preschool children.

Purpose of the Study

The purpose of this study was to discover what types of child care centers are available in winter recreational areas and plan a facility for such an area. This plan could be utilized as a model child care facility for any recreational area where preschoolers

will be cared for while their parents are enjoying leisure time. The study was precipitated by the development of Big Sky of Montana, Inc., located in the Gallatin Valley in close proximity to Montana State University. Big Sky of Montana, Inc., is a currently developing recreation area designed to meet the leisure time pleasures of the American public.

Objectives of the Study

The objectives of this study were:

1. To find existing day care guides, programs, and facilities.
2. To survey winter recreation (resort) areas.
3. To apply this information in planning a child care center for a recreation area.

Definition of Terms

The terms used throughout this thesis are hereby listed.

1. Child Care Center - a facility that specializes in the care of preschool children including all the aspects as discussed in the review of literature - children, staff, parents, physical facility, program, and equipment.
2. Day Care Center - a substitute for maternal care to meet the health and safety needs of the children whose parents are needing supplementary care for their children.
3. Developmental Day Care - a substitute for maternal care to serve the social, emotional, physical, and intellectual needs of the children whose parents are needing supplementary care for their children.

4. Nursery School - a supplement to home experiences with emphasis on selective educational experiences where the children can learn as they play and share, adults can learn as they have opportunity to observe and participate.

5. Leisure Time - refers to all time other than that spent on the job, in housework, and other necessary activities.

6. Recreation - used synonymously with leisure time as activities which are satisfying, constructive and engaged in for one's own sake, and from which the individual derives fun, relaxation, and pleasure. For children, these activities will be called play, but for adults, recreation. (Nash, 1953, p. 34)

7. Resort Area (Recreation Area)- a highly developed commercial area for the purpose of providing organized or unorganized leisure time activities such as skiing, golfing, fishing, etc., for the general public. The area may include facilities such as condominiums, hotels, lounges, restaurants, ski lifts, shops, and a nursery.

CHAPTER II

REVIEW OF LITERATURE

This study is primarily concerned with gathering information, which will aid in the planning of a quality child care center for preschool children in a resort area. Areas of concern in planning such a facility include: 1) preschool children, 2) staff, 3) parents, 4) physical facility including health and safety requirements, 5) program for preschool children and 6) equipment.

Preschool Children

Introduction

From a self-centered baby, the preschool child is emerging as a social being who can share and cooperate with others, who participates as a member of his family, and who is becoming ready for school. His pace of physical growth is slowing down, and many of his bodily activities are becoming routine. Physically, he is gaining control and is perfecting the use of his large and small muscles; emotionally and intellectually, development is apparent in his growing ability to express himself in speech and in his greatly increased interactions with his environment. (Duvall, 1957, p. 229)

Developmental Theories

Several theorists of child development believe in the regularity of human growth as well as in the partial predictability of human

behavior. They all assume that human life unfolds in an orderly process in an orderly world. (Maier, 1969, p. 228)

Gesell, Ilg and Ames

Gesell, Ilg and Ames (1955, p. 10) describe the unfolding of behavior patterns in children as processes that occur in an orderly sequence of stages.

> As we describe succeeding age levels, you will note that the same general kinds of things seem to be happening over and over again. Careful analysis of behavior trends in the first ten years of life - supplemented by later studies of the years from ten to sixteen - make it apparent that a rather distinctive sequence of behavior stages seems to occur repeatedly as a child matures. Thus the first cycle, and the one we know most about occurs between two and five years of age, repeats itself from five to ten, and occurs once again between the ages of ten and sixteen.

Gesell, Ilg and Ames are very descriptive in their behavioral characteristics of a child at a particular age but they (1955, p. 13) go on to explain:

> Any description of age levels such as that which we have just given you is a gross over simplification. When we describe characteristic behavior for any given age, we do not mean that all children of that age will behave just that way scarcely any of the time. However it is the order in which these stages follow each other which is most important - far more important than the exact age at which any certain child reaches any one of these stages. And each child gives his own individual twist to these age sequences.

Erik H. Erikson

For Erik H. Erikson, a child's development passes through

phases; the first six years of life includes those phases of achieving a basic sense of trust, autonomy and initiative. (Evans, 1971, p. 19) In each of these phases of development the child must face and master some central problem as his dilemma of that phase. As each dilemma is solved, the individual can move into the next phase. Thus, development is a continuous process with each phase equally a part of the continuum, since every phase finds its antecedents in previous phases and its ultimate solutions in those subsequent to it. (Maier, 1969, p. 3)

Jean Piaget

The qualitatively distinct developmental stages projected by Piaget (Evans, 1971, p. 205) are the sensory-motor stage (birth to two years), the stage of preoperational thought (two to seven years), concrete operational stage (seven to eleven years), and the period of formal operations (eleven years and beyond). This theory deals with the cognitive development of the child and is seen always as a combination of the following four sources:

1. Maturation (differentiation of the nervous system)
2. Experience (interaction with the physical world)
3. Social transmission (caring and education to affect the nature of the individual's experience)
4. Equilibration (self-regulation of cognitive adaptation) (Maier, 1969, p. 94)

The sequence of development has a fixed, defined order; to reach point "z" in development, a child must have started with "a" and proceeded through "b", "c", "d", "e" and so on. This order is said to be the same for all children, although individual differences in rate are possible and likely. (Evans, 1971, p. 204)

Evelyn Duvall

Duvall has compiled a list of developmental tasks that applies to every preschool child. They enable one to better understand the total growth patterns accomplished during the preschool years ($2\frac{1}{2}$ to 5 years). (See Appendix A)

Developmental stage theories are important in understanding the total growth and behavior patterns of preschool children, thus enabeling one to plan a program that will meet the needs of the children at each developmental stage.

Admission of Children to Child Care Facility

Criteria for Eligibility

The primary eligibility criteria for admission to the child care facility includes: 1) the individual child's emotional readiness to be separated from the mother, 2) the mother's readiness to share the care of the child, 3) the age of the child and 4) the health of the child. (Boguslawski, 1966, p. 21)

Age

Generally, the children included in a child care center are those from two to five years of age. Children under two are completely dependent; have a greater susceptibility to communicable diseases; require more constant mothering care, physical handling and supervision; and may have greater emotional difficulty with separation from the mother. The child of six or over is learning his way into a broader society through play and work experiences with his peers. He is learning much about himself by experiencing the reaction of his companions to his conduct, his intellect, his cooperation, his physical skills, and to his ability to lead and to follow. A more advanced program is needed to recognize his needs for total development. (State of Illinois, January, 1970, p. 29)

Health Requirements

A child entering a center on a permanent basis needs to present some type of evidence of the general state of his health and immunization appropriate to his age as prescribed by the health regulations in his locality. This can be accomplished by a physician's signature or parent's signature atesting to the child's health. (Montana, 1968, Part II, p. 8)

Size of Groups at Center

Authorities differ in the size of groups that should be maintained in a child care situation. Small groups ranging from

eight to twenty children per classroom are recommended. (Berson, December, 1965 - January, 1966, p. 8; Montana, 1968, Part I, p. 3; National Association for the Education of Young Children (NAEYC), p. 2; State of Illinois, January, 1970, p. 27)

Age-peer Grouping

When children are grouped according to a particular age range, the following Montana Standards (1968, Part I, p. 3) should be met:

2 to 4 year olds	12 to 15 children
4 to 5 year olds	15 to 20 children
5 years old or older	20 to 25 children

Each group should have its own facilities and program, in the same building or in separate buildings but on occasion, younger and older children should be together for constructive activity and play.

Mixed Age Grouping

Age-peer grouping is now under question as being universally appropriate for the school-aged child, particularly in the primary grades. If age-peer grouping is less relevant in the primary grades, it should be scrutinized even more carefully with younger children. The arguement is given that the older children of three and four are more active and tend to create problems and possible injuries for the two year olds who try to "keep up" with the older children expecially during vigorous play. The Frank Porter Graham Child Development

Center in Chapel Hill, North Carolina, used an extended-family or cottage-plan type of age-grouping and found that this plan provided a richer and more natural type of age-interaction without adding to staff requirements or to child hazards. (Office of Child Development (OCD), 1972, p. 7)

When considering mixed age groupings from two through five years of age, it is recommended that group size be not more than fifteen children per two staff members. (State of Illinois, January, 1970, p. 27)

Staff

The most important aspect of any day care setting is the adult staff - their own self-esteem and confidence, their flexibility, their genuine liking for children and their inexhaustible patience during the long day. (OCD, 1972, p. 11) Next to the children, the staff play a primary role in the preschool environment - setting standards, selecting activities and providing materials and equipment. The staff's personalities, attitudes and programs determine to a large extent, the atmosphere and environment which in turn develop attitudes and behaviors in young children. (Wylie, 1969, p. 7)

The quality and effectiveness of the child care services depend on the caliber, conviction, and understanding of the person or persons administering the program and the knowledge, skill, and

personal qualifications of the staff. (State of Illinois, January, 1970, p. 3) Services which provide maximum growth opportunities can be designed and implemented only by personnel who have the knowledge and ability. (Akers, March, 1970, p. 240)

Qualifications

Education

The qualified teacher should be a graduate of an accredited four-year college with a major in Early Childhood Education or a related field involving work with children. She/he should also have had supervised teaching experience with groups of young children. Theoretical and practical work in Early Childhood Education should include a basic knowledge of child psychology, growth and development, nutrition, mental hygiene, curriculum planning, parent education, and family and community relationships. (Boguslawski, 1966, p. 38; Leeper and Others, 1968, p. 104-105; NAEYC, p. 4)

The State of Illinois Day Care Licensing Standards (January, 1970, p. 14-15) recommend the following for the teaching staff:

> 1. It is recommended that the Director and/or Child Care Worker, who has over-all primary responsibility for planning, administering, supervising, and programming a child care center, have a Master's degree, preferably in childhood education and development, or in social work or a related field of child welfare, with at least three years of responsible experience in working in group programs for young children.

2. It is recommended that persons . . . directing the daily activities of a group of children, within the over-all program, have a bachelor's degree with specialization in childhood education and development.

3. It is recommended that persons . . . who serve in important assistant capacities and carry responsibility, under general supervision, for a group of children, have at least two years of college, preferably with specialization in childhood education and development that could lead to a bachelor's degree in the specialization.

Skills

Teachers of preschool children must be skilled in techniques for working with children. Components of the skills needed to work with young children are:

1. Safeguarding the children from physical danger.
2. Providing an environment equipped to foster the developing needs of children.
3. Fostering new areas of learning.
4. Broadening opportunities and interests.
5. Allowing freedom but standing ready to help.
6. Lending support instead of interference.
7. Encouraging independence.
8. Giving positive direction and not physical punishment.
9. Helping each child find his place in the group.
10. Giving guidance in social difficulties.
11. Handling day-to-day problems and emergencies. (Boguslawski, 1966, p. 41; McCartney, 1961, p. 4; Tarnay, 1965, p. 56)

Personality

There are fundamental, personal qualities which should be generally characteristic of all staff members whether they have direct charge of the children or are in related service positions. Many authorities (American Joint Distribution Committee (AJDC), 1962, p. 28; Boguslawski, 1966, p. 44, 48; Caldwell and Richmond, 1967, p. 75; Hosley, January, 1965, p. 138; Leeper and Others, 1968, p. 401; Montana, 1968, Part I, p. 2-3; NAEYC, p. 3; State of Illinois, January, 1970, p. 11-12) agree that personal qualifications include:

1. An interest in the welfare of young children with both theoretical understanding of and sensitivity to children's needs.
2. Affection, respect, and love for children.
3. Acceptance and enjoyment of children.
4. A warm, friendly, sympathetic personality.
5. An imagination and a sense of humor.
6. An emotionally healthy individual exhibiting flexibility, patience, security, self-confidence, maturity, responsibility, dependability, a liking of others, and a willingness to cooperate with the aims of the program.
7. Awareness of the limits of one's own ability, with a willingness to ask for and accept direction.
8. A capacity and desire to learn more about children and their needs.
9. Good physical health and an abundance of energy.

Health Requirements

Each adult in a child care setting needs to give proof of freedom from communicable disease. A physical examination prior to hiring a staff member needs to be required. There should be provisions for a substitute teacher in case of sickness to relieve the regular teacher of his/her duties during the acute phase of symptoms. The personal health habits of any staff member should be appropriate to protect the health of the children such as personal handwashing, prompt discarding of soiled tissues, and general personal cleanliness. (OCD, 1972, p. 31-34)

At least one adult care giver, the day care mother in a small group or one of the staff in a large group, should be trained by means of an appropriate course or job-related experience in observation of symptoms of illness, in taking oral or rectal temperatures, and in elementary principles of first-aid. (OCD, 1972, p. 19)

Number of Staff Members

There should be enough teachers both to guide the group and to take care of individual children's needs. Number of staff members depends on the hours and number of days the center is open; the age, the number, and the special needs of the children; the special features of the program; and the physical premises. (AJDC, 1962, p. 23; Boguslawski, 1966, p. 42; NAEYC, p. 2)

Montana's licensing laws (1968, Part I, p. 3) require at least two staff members on duty at all times. If the group exceeds twenty children an additional staff member is needed for each unit of children numbering up to ten. When considering mixed-age groups of children, there should be at least two staff members per fifteen children. (State of Illinois, January, 1970, p. 27)

Working Conditions

Working conditions must exist so that staff may perform efficiently and effectively in a wholesome atmosphere which is free from unnecessary tensions and disturbances. Every child care center must have some personnel policies and practices to regulate the work of the staff. Preferably the policies are in writing and developed through a joint effort by administration and staff representatives. Included in the policies and practices should be:

1. Purposes of the child care center.
2. Educational qualifications.
3. Job definitions and duties.
4. Hours of work.
5. Pay.
6. Employment procedures - references, physical exam, contracts, probationary period, tenure, resignation and dismissal.
7. Policies on sick leave, vacations, leaves of absence, and holidays.

8. Employee benefits - health, medical, workmen's compensation, and other insurance plans.

9. Procedures for periodic evaluation of performance.

10. Procedures for staff and parent meetings. (AJDC, 1962, p. 7; Boguslawski, 1966, p. 23-24)

Parents

Importance of Parents to the Program

What parents think, feel and do are very important in the child's world. (Read, 1971, p. 370) The quality of the teacher-parent relationship during this early period will have an influence upon the child throughout his formative years. (Leeper and Others, 1968, p. 373) As parents become involved in programs for their children and learn how to apply newly acquired knowledge and skills, they can better foster children's development and learning abilities. (Grothberg, January-February, 1972, p. 17) Parents may find it easier to accept their own child as he is when they learn the meaning of his behavior in relation to his needs. When this happens, parents and teachers can plan more constructively together for the good of the individual child as well as for that of all the children attending the center. (Project Head Start, 1967, p. 8)

Goals for Working with Parents

Parents can be helped to gain more confidence in themselves as parents. As they learn more about children, their expectations for

for their own child become more reasonable. They can be helped to enjoy watching the growth patterns of their child unfolding in an individual way. Parents can be given opportunities to meet together and learn through sharing their concerns with other parents, thus, relieving the parent of thinking he, alone, is facing a problem. The teacher, too, will increase her understanding of the parent-child relationship enabeling her to offer helpful suggestions to parents. (Read, 1971, p. 375-378)

Parent Involvement

Parent contacts with the center can take many forms. The center needs to provide some initial information about the program which should acquaint parents with the schedule, policies and activities. Other forms of parent contact include casual contacts when the parents bring and "pick-up" the child from the center, telephone conversations, home visits, parent observation at school, parent-teacher conferences and parent group meetings or educational programs.

If at all possible, parents should be encouraged to take part in the functioning of the center as a gardner, storyteller, bus driver, supply purchaser, field trip supervisor, librarian, meal-time helper, crafts helper, equipment manager, photographer, clerical helper, etc. (Leeper and Others, 1968, p. 376-389; Read, 1971, p. 379-384; Project Head Start, 1967, p. 8-9)

Physical Facility of Child Care Center

Importance of Physical Facility

Housing for the child care center is more than selecting building materials and drawing up building plans. It is considering the needs of the children and what will be conducive not only to learning but also to good social, emotional, and physical growth. It is an environment where both teachers and children can live and learn in an atmosphere conducive to effective and creative living. (Read, 1971, p. 67; Rogers, 1961, p. 1, 4)

> A facility should fit all the things pliant kids can be, the best of the age, the most comfortable qualities of the age, and the most mentally healthy functions of the age. A facility is needed that lets these children flow at the peak of their intellectual and social and emotional powers, so they can know they are not just like all other children but are in a very special time of life and stage of development, one they can learn to love, one they can feel proud of living. (Bureau of Educational Studies and Field Services, 1969, p. 6)

Location

The center should be located on the ground floor and preferably in a separate building. (AJDC, 1962, p. 9) It should be located within walking distance or short driving distance from the children's homes, on a site that is drained satisfactorily, on a site away from distracting noises and removed from people who will be annoyed by the children's noise while at play. Locating the facility in relation to safe traffic routes with provisions for adequate parking are important for the safety of children as they are transported to and

from school. (Leeper and Others, 1968, p. 405; Rogers, 1961, p. 3)

Indoor Space

Amount

Authorities (Boguslawski, 1966, p. 29; Green and Woods, 1967, p. 10; Montana, 1968, Part II, p. 5; NAEYC, p. 1; Rogers, 1961, p. 1) agree that there should be a minimum of 35 to 50 square feet of indoor play space per child. Play space needs to be large enough for children to live and work together without needing to be regimented.

Arrangement

Although a rectangular room may not be ideal because of its lack of privacy or intimacy, it makes supervision much easier. A room like this needs no partitions, it can be easily equipped with furnishings and low cabinets that are moveable for a variety of activities. (Berson and Chase, December, 1965 - January, 1966, p. 9; Deutsch and Others, 1970, p. 6)

Kinds of Space

Play Space

The play space for children should be large enough to accommodate a variety of areas - block building, dramatic play, carpentry, art, manipulative play, science, and a general area. For each of these activities the teachers and children should be free to seek out a physical setting that encourages rather than discourages play, a "place"

which helps to develop enthusiasm or responsiveness to their needs. (Bureau of Educational Studies and Field Services (BESFS), 1969, p. 21)

The block-building area should be alloted generous space for building with large blocks and driving small trucks and cars. A "small" room within the room serves as a dramatic play area housing child sized furniture for role playing. The carpentry area where worktables, wood, hammers, saws, etc, are ready for miniature carpenters will need definite physical boundaries. An art area for creative expression is needed where one can work with clay, paints, etc. With the art area one might find the manipulative play and science areas equipped with small child sized tables and chairs for the comfort of small children. The general area is a place where children can come together as a group for stories, music, discussion or where during free play, one can be alone. (Deutsch and Others, 1970, p. 8-16; Humpal, 1969a, p. 48-51; Noecker, December, 1969, p. 102)

Other Space Needs

In addition to actual playing space, there are related space needs which aid in the efficient operation of a child care center.

Toileting and handwashing facilities.- Toileting facilities are an integral part of the playroom and should be adjacent to it. They should be airy, easy to clean and equipped with toilets, sinks, some form of towels, cup dispensers, and mirrors preportional to the child's height.

Toilet fixtures should hang from the wall and vary from ten to thirteen inches from the floor. Lavetories should be situated twenty-three to twenty-four inches from the floor and be placed close to the door to remind children to use them after toileting. Lavetories should have automatically controlled tepid water - not hot - and should be equipped with disposal drains to accommodate clay, sand, etc. (Leeper and Others, 1968, p. 410)

The number of toilets and lavetories varies with the number of children attending. Standards from the State of Illinois licensing agency (January, 1970, p. 49) are as follows:

Number of children in center	Toilets and Lavetories
1 - 10	1
11 - 25	2
26 - 50	3
51 - 75	4
76 - 100	5

Locker Area.- Near the entrance of the playroom, each child needs a place of his own to store wraps and belongings. Individual "cubbies" or hooks may serve the purpose with shelves above and below to store clothing, toys, etc., that may accompany the child to the center. (Boguslawski, 1966, p. 30; BESFS, 1969, p. 26; Deutsch and Others, 1970, p. 19; Leeper and Others, 1968, p. 410)

Resting or sleeping facilities.- Children who attend the center more than a half day need a quiet area for napping. (Boguslawski, 1966, p. 32) Sufficient space for a cot, pad, or mat for each child is

necessary with a two foot aisle between the cots. (NAEYC, p. 1) Storage space for cots must be included.

Isolation.- There should be a suitable isolation room for the complete isolation of children who are ill, or suspected of having a communicable disease, where the child may be kept until arrangements can be made to send the child home. This room should be located close to toilet facilities and where a staff member can always be close by. First aid supplies and other medical supplies can be stored here out of reach of small children. (Boguslawski, 1966, p. 32; Montana, 1968, Part II, p. 5; NAEYC, p. 1)

Dining Area.- For those children who attend longer than four hours, meals and snacks should be part of the program and space for eating can usually be found in the regular playroom. The same tables and chairs used for art activities and manipulative play can also be used for meal and snack time. (Boguslawski, 1966, p. 32)

Kitchen.- If dining is part of the program, a kitchen is needed for food preparation. It should be located close to the children's rooms for easy transportation of food to tables. An entrance accessible to the outside can be used for grocery deliveries and garbage removal. (Boguslawski, 1966, p. 31; Sale, 1970, p. 28)

Adminstration, Staff and Parents.- Administration, staff and parents are related to the functioning of the center and need space to carry out responsibilities other than supervising children, such

as filing records, answering correspondence and conducting parent meetings. A minimal amount of space would include a reception area, private offices for staff, rest rooms for the staff, and a room for group meetings. (Boguslawski, 1966, p. 33)

Storage.- An orderly and neat appearance is important and also reduces the number of stimuli causing distraction to children. (Deutsch and others, 1970, p. 21)

Storage is needed for:

- . . . Program supplies (playroom)
- . . . First aid supplies (isolation room)
- . . . Bathroom supplies (toilet rooms)
- . . . Napping cots (naproom)
- . . . Toys and play materials (playroom)
- . . . Kitchen equipment (kitchen)
- . . . Office supplies (office)
- . . . Cleaning supplies (utility room)
- . . . Personal belongings (lockers or closets)
- . . . Personnel and children's records (office)

(Boguslawski, 1966, p. 32-34; Leeper and Others, 1968, p. 411; Sale, 1970, p. 22)

General Comfort Needs

Electrical Wiring

There should be electrical outlets with protective coverings every ten to twelve feet located at adult height. No electrical wiring needs to be exposed and the fuse box needs to be out of reach of children but convenient for adult use. (Leeper and Others, 1968, p. 409; Sale, 1970, p. 25)

Heat

Thermostats and thermometers need to be located at the child's eye level or breathing level when seated. Some form of protective cap on the thermostat will prevent use by children. The humidity range can vary from fifty percent to sixty-five percent and the temperature is comfortable between sixty-eight and seventy-two degrees Fahrenheit. Any heaters, registers, and fans must have a heavy safety guard. Portable fans and heaters should not be within the children's reach. (Boguslawski, 1966, p. 39; Leeper and Others, 1968, p. 409)

Illumination

Artificial lighting with no glare is necessary in every room. The lights should be incandescent or fluorescent exhibiting seventy foot candles in all indoor activity areas. Incandescent lighting can highlight special activity areas and create visual variety. Natural lighting from windows should be plentiful. (BESFS, 1969, p. 25; Sale, 1970, p. 25; State of Illinois, January, 1970, p. 47)

Ventilation

There should be sufficient fresh air and draft-free cross ventilation provided by open windows. A ventilation fan above the stove in the kitchen is necessary to remove kitchen cooking odors and smoke. The adult and children's bathrooms need to be equipped with exhaust fans. An air conditioning system equipped to handle ventilation needs may be practical. (Boguslawski, 1966, p. 39; Leeper and Others, 1968, p. 409)

Acoustics

To eliminate some sound, draperies can be hung on the windows, carpets laid on the floors, soft materials stretched over the walls and ceiling and padding placed on the furniture. Also, provisions for fewer permanent walls, more moveable walls, semi-insulation, satisfactory room arrangement and isolation of the plumbing will eliminate more sound. Acoustical absorption underfoot appears to be more efficient per dollar invested than materials placed over head. (Leeper and Others, 1968, p. 407)

Walls

Many materials are suggested for the walls - washable, non-poisonous paints, heavy duty wall papers that are washable, laminated plywood, veneer paneling, or a vinyl porous material. Moveable inside walls provide for a wider variety of activities and a greater use of space. There needs to be an abundance of "pinning space" at children's eye level to display their work and, also, spaces for bulletin boards and chalk boards at the children's eye level. (Leeper, 1968, p. 407; Sale, 1970, p. 26)

Floors

Floor coverings should be warm resilient, easily cleaned, durable, and absorb as much sound as possible. A variety of flooring materials gives a feeling of contrast and helps define areas for quiet work and those for noisy activities. Floor coverings which are

suitable are: asphalt tile, vinyl asbestos tile (easy to maintain, heavy guage or 1/8 inch recommended for school use), vinyl treated linoleum, washable indoor-outdoor carpeting, cork tile, a variety of woods and rubber or plastic tiles. (BESFS, 1969, p. 23; Deutsch, 1970, p. 7; Leeper, 1968, p. 408; Sale, 1970, p. 17; Schneider, 1957, p. 43-44)

Windows

Windows need to be low enough so children can see out and provide a view without a glare. An over hanging roof or awning helps to eliminate the glare. Windows need to be made of safety glass; open and close easily; fitted with shades or blinds preferably translucent shades or venetian blinds; fitted with guards, screens or both; and have hooks that are out of reach of children. (Boguslawski, 1966, p. 39; Leeper, 1968, p. 408-409; Read, 1971, p. 67; Sale, 1970, p. 21, 25)

Doors

All doors should open out of the playroom with high or low door knobs depending on where the door leads. If doors are used by the children they should be lightweight for easy handling. Doors should be equipped with locks that can be opened from the inside. Knobs on cabinets need to be placed so there is no chance of bumping into them. Double doors leading out to the playground are desirable. (Leeper, 1968, p. 408; OCD, 1972, p. 10; Sale, 1970, p. 19)

Color

Carefully selected colors can add to the light available in the room and preferably the wall colors selected should be of light, subdued tones. Rooms with walls in a variety of colors provide beauty and challenge as well as add to the feeling of spaciousness. (Boguslawski, 1966, p. 39; Leeper, 1968, p. 407-408; Sale, 1970, p. 25)

Outdoor Space

Amount of Space

It is recommended that 100 to 200 square feet per child be allowed for outdoor play space. (Boguslawski, 1966, p. 35; Leeper, 1968, p. 411) The playground should be adequate in size for the active play of the number of children attending the center. Active outdoor play includes running, jumping, climbing, digging, rolling, etc.

Arrangement

A continuous indoor-outdoor play area which enables children to play in both areas simultaneously is a desirable arrangement. (Report of the ASA Commission, 1967, p. 89) If this arrangement is not feasable, the outdoor area should be adjacent to the building so that close supervision of both areas is possible. (Berson and Chase, December, 1965-January, 1966, p. 10)

Planning for Outdoor Space

> The majority of outdoor play areas are places of tradition, basically unchanged in design since the late 1800's and early 1900's when playgrounds were first built in this country . . .

> they are sterile, cold, drab and unimaginative. (Miller, 1972, p. 2)

Traditional playgrounds are of asphalt and concrete. Places or spaces for play can be released from these stereotypes and be planned to induce effort and thinking, to stimulate adventure, challenge, and creativeness. A playground that has the blending of the land-scape or the sea-scape, of natural flora and fauna, rouses pride such as no barren heavily metalled and concrete place can. (Grey, May, 1969, p. 494)

Miller (1972, p. 26-35) has some specific guides for developing creative outdoor play areas.

1. Integrate the land around and adjacent to the creative outdoor play area.
2. Utilize the natural features of the outdoor area - hills, mounds, moguls, ponds, streams, creeks, boulders, ravines, trees, shrubs, flowers, cliffs, rock outcroppings, large open spaces, paths, trails, etc.
3. Make the area aesthetically pleasing in color, shape, and texture.
4. Use inexpensive and easily accessible materials for play equipment, especially natural materials such as logs, flagstone, tree stumps, and railroad ties.
5. Assess the existing community resources and take advantage of their ideas, materials, time, etc.
6. Make a safe playground with control for traffic and maintenance. Any stable, permanent equipment should be sunk eighteen inches into concrete.
7. Provide for maximum use by individuals and groups.

8. Make the play area useable all year round.

Other recommendations (Baker, 1966, p. 3-21; Berson and Chase, December, 1965-January, 1966, p. 10; Boguslawski, 1966, p. 35; Green and Woods, 1967, p. 11; Humpal, 1969b, p. 41; Leeper, 1968, p. 411; McCord, 1971, p. 342; Sale, 1970, p. 37; Schneider, 1957, 29-39) for outdoor play areas are:

9. Provide for good drainage.

10. Use various surface coverings.

11. Provide for areas of sun and shade.

12. Enclose the area with a fence that does not tempt climbing and one that adds to the attractiveness of the play yard. A child proof gate should be included which leads to the outside of the play area.

13. Provide a variety of areas that stimulate many activities - sand play, water play, climbing, running, riding, sliding, building, role playing, gardening, sculpturing, painting, quiet meetings, and caring for animals.

14. The outdoor play area should be easily accessible to toilet facilities.

Types of Surfaces

Different kinds of surfaces contribute to the development of tactile perception. Surfaces such as sand, small smooth gravel, tough natural grass, black top or asphalt, concrete, outdoor carpeting, imitation turf, shredded tree bark, shredded wood and tall weeds, all contribute to the learning experiences of young children.

Surfaces should be selected according to location and use of

play equipment. For example, soft surfaces should be utilized under climbing equipment; concrete surfaces are needed for mobile toys; and furrowed soil is necessary for digging, raking or planting. (Miller, 1972, p. 34-35)

Economically, a minimum amount of maintenance must be considered when choosing the different types of surfaces. Grass, flowers and shrubs will need constant care and maintenance. Concrete, gravel or sand may need only occasional maintenance and repair.

General Health and Safety Requirements of Physical Facility

The State Department of Public Welfare in Helena, Montana, provides health and safety regulations for child care centers in Montana. (Montana, 1968) Appendix B contains a list of general safety procedures that should be incorporated wherever applicable in the operation of child care centers located in Montana.

Program

Background for Planning

Importance of Early Years

The most fundamental influence in planning programs for young children has been the steady flow of information about the importance of the early childhood years. Evidence has rapidly accumulated since 1965 that certain kinds of experiences during the early years greatly influences how a child grows up in this society. (Caldwell,

1971, p. 48). Through experiences during the early years, the child constructs his own concepts and is engaged in an endless process of approximation, testing, reconstructing and acting on the growing and changing notions he fashions. (BESFS, 1969, p. 9)

A study reported in 1964 by Benjamin S. Bloom (1964, p. 89, 205, 214) emphasized the conclusion that early environment and experience are critical in human development and learning. Bloom, through his research techniques, reached the conclusion that by age five, a person has already attained fifty percent of the development he will exhibit at ages eighteen to twenty in the following characteristics:

	Age in years of 50% attainment
Characteristic height	$2\frac{1}{2}$
General intelligence	4
Intellectual interests	4
Aggressiveness in Males	3
Dependency in females	4

Bloom draws additional information from research concerning the effect of environmental factors on the development of intelligence, particularly in the early years:

> A conservative estimate of the effect of extreme environmental conditions on intelligence is about twenty I.Q. points. This could mean the difference between a life in an institution for the feeble-minded or a productive life in society.
>
> It could mean the difference between a professional career and an occupation which is at the semi-skilled or unskilled level. A society which places great emphasis on verbal learning and rational problem solving and which greatly needs highly skilled and well-trained individuals to carry on political-social-economic functions in an increasingly

> complex world cannot ignore the enormous consequences of deprivation as it affects the development of general intelligence . . . Where significantly lower intelligence can be clearly attributed to the effects of environmental deprivations, steps must be taken to ameliorate these conditions as early in the individual's development as education and other social forces can be utilized.

Needs of the Developing Child

Today the interdependence of the child's physical, emotional, intellectual, and social growth needs is recognized. A good child care center establishes a program to provide for these basic growth needs of every young child and, at the same time, takes into consideration the needs of the individual child and his family. (Boguslawski, 1966, p. 1, 56)

> All human beings have certain fundamental needs and each need of the growing personality must be readily fulfilled at the proper stage in order for the next to develop. General needs are often grouped within four broad categories: 1) physical, 2) intellectual, 3) social, and 4) emotional. All these needs are important for the early childhood years as a period of time when the child lays a foundation for later growth and development. (Taylor, 1954, p. 111)

Developmental Stages

A creative and constructive program must be based on knowledge of what a young, growing and developing child is like and how he is likely to behave at a certain age and stage of development. The specific planning and experiences available must be flexible and modified for individual differences in their development, interests and needs and the differences in the characteristics of the group as

a whole. (State of Illinois, January, 1970, p. 24)

A Program of Play

Preschool educators have long reasoned that it is through organized and free choice of play that a child learns to know himself, his capabilities and the realities of social existance. Play is also thought to provide a medium through which aesthetics and self-expression activities may be elaborated. (Evans, 1971, p. 14)

Play is a child's work. Through play a child 1) develops the use of fine and large muscle coordination, 2) expresses emotions and feelings, 3) practices future roles as an adult, 4) explores and orients himself to the actual world of space and time, of things, animals, structures, and people, 5) develops his self-concept, 6) learns to solve problems, 7) masters a task which enables him to move on to the next task, 8) gains in self confidence, 9) builds social relationships, and 10) learns to communicate. (Leeper, 1968, p. 311-313)

Through play the child advances toward new mastery and new developmental stages. Maier (1969, p. 156) describes Erikson's feelings about play:

> In the child's development, play is particularly important. Play is one of the major ego functions. Play deals with life experience which the child attempts to repeat, to master, or to negate in order to organize his inner world in relation to his outer. Play involves self-teaching and self-healing; the child uses play to make up for defeats, sufferings, and frustrations, especially those resulting from a technically and culturally limited use of language. "Playing it out"

> is a common expression for this form of behavior. In childhood, play activity becomes the child's means of reasoning, and permits the child to free himself from ego boundaries of time, space, and reality, and yet to maintain a reality orientation, because he and others know it is "just play".

Until the child is old enough to establish the full symbolic equivalence of emotional expression in words, the child will speak in his own tongue - play. In free and unstructured play he will display the joys and pains of childhood as his interactions with his world increase and his personal identity becomes differentiated from it. (Mills, 1972, p. 125)

A Program of Learning

In a good preschool environment there should be no distinction between learning and playtime, because playing is learning and learning is fun. (Levitan, August, 1967, p. 54) Every moment of a child's life is learning through the natural tendencies of exploring and creating on his own. He takes in the environment about him through his senses and through continuous activity - looking, listening, smelling, tasting, touching, manipulating and interacting. (Barringer, 1970, p. 21; Berson and Chase, December, 1965-January, 1966, p. 11; Dinkmeyer, 1965, p. 119; Report of Forum 17, December, 1970, p. 12)

Because there is so much to learn, the young child, unhampered by a large number of previous experiences, finds the world a fascinating place. As a result he learns easily and acquires knowledge and

skills at a very rapid rate when his environment provides an opportunity for him to do so. (Leeper, 1968, p. 29)

The Traditional Program

The traditional concept of quality child care is perhaps best illustrated by the following schedule of activities typical of American programs for four-year-olds (Evans, 1971, p. 13):

Arrival and health inspection	
Outdoor and/or indoor play	20 - 30 minutes
Toilet and clean-up	10 minutes
Music	10 - 20 minutes
Snack	10 - 15 minutes
Rest	15 minutes
Indoor free play	20 - 30 minutes
Storytime; toilet, clean-up	15 - 30 minutes
Outdoor play and departure	15 - 30 minutes

This schedule reflects several emphasis commonly found in traditional, quality child care centers:

1. Accent upon basic socialization and child's physical health needs.

2. Fantasy play to promote sensory-motor and emotional development. (Evans, 1971, p. 14)

Activities

McCartney (1961, p. 3) explains the activities carried on in the traditional preschool program:

> Indoors young children need space for building with various sizes and kinds of blocks; for play with puzzles and other manipulative materials; and for dramatic play with housekeeping equipment, fireman or train props, or the small cars and trucks that add so much to block play. A supply of materials for creative and sensory experiences is essential. A place for water play; opportunities to enjoy music experiences

and to listen to stories and poems; opportunities to practice social, cooperative play; time and materials to learn something of the wonders of the world about them - all these and many more have a place in the program's activities.

Young children need outdoor space and equipment for development of the large-muscles, vigorous activities which they so love and need. Outdoors should give space, freedom and challenge. To be able to run, ride, climb, build, swing and balance, to give vent to all one's energies in vigorous dramatic play; to "cook", dig or just dream in the sand pile; to become aware of, enjoy and learn of nature and the physical world - how much these add to the total of a good day!

Objectives

The traditional type of child care provides a program of well-balanced and constructive activities geared to the age needs and developmental levels of the children served. The activities are conducted in such a manner that the children are protected from over stimulation, fatigue, and other stresses harmful to their physical, social, intellectual, and emotional well-being. In this respect, the program provides: 1) reasonable regularity in routines such as eating, napping and toileting, 2) a good balance of active and quiet play with a time to rest each day, 3) sufficient time for activities and routines, so that children can manage them and progress at their own developmental rate, 4) an experience in living in a group, under the guidance of trained teachers who allow a child to play alone or with a chosen number of peers, 5) an opportunity for the free selection of activities where children are not required, at all times, to move from one activity to another in a group as a whole, 6) activities, both indoors and outdoors, in which children make use of large and small

muscles, 7) an opportunity to learn about the world around him through pictures, stories, personal encounters, songs, sensory materials and educational toys, 8) an opportunity for developing healthy habits and attitudes which will go far towards insuring their favorable adjustment to later life in school and in the outside world - food habits, toilet habits, sex attitudes, etc., 9) adequate health and safety protection through play supervision, health inspection, isolation of sick children, procedures to follow in case of emergencies and hygenically prepared meals and snacks. (AJDC, 1962, p. 4-5; Boguslawski, 1966, p. 57; Green and Woods, 1967, p. 2-4; State of Illinois, January, 1970, p. 24-25)

The Academic Program

To date most child care programs have not dealt in specific ways with the matter of academic readiness. (Evans, 1971, p. 14) The academic approach can supplement the traditional program with an exploratory, self-learning type of program which offers an enriched curriculum including language arts, science, social studies, and mathematics.

Activities Included in the Academic Program

Language Arts

The foundation for a child's later learning of reading, listening, writing and speaking is laid in the preschool years. It is important to acquaint the child with many kinds of good literature,

give him an opportunity to widen his vocabulary in many ways, offer materials which will increase his ability to discriminate visually between various shapes of letters and objects, provide manipulatory media which will strengthen finger and arm muscles the child will use in writing and give him the rich background necessary for understanding the written word. (Matchett, 1969, p. 71)

Reading.- Some investigators believe children from two to five can be taught to read; others have suggested it harmful. Leeper (1968, p. 177) has this to say:

> In analyzing the controversy regarding early reading, it is important to distinguish between pre-reading activities and formal reading instruction. It is also important to note whether the formal reading instruction is intended for all children or whether it is recommended for those children who are ready for or are already reading. The evidence seems to indicate that instruction for all five-year-olds on a wholesale basis is questionable and may well be harmful for some children.

Concepts that preschoolers can learn about reading are: 1) written words have meaning, 2) words are ideas written down and 3) reading procedes from top to bottom and from left to right. (Leeper, 1968, p. 177)

Listening.- Listening involves recognizing sounds, giving them meaning from one's experience, reacting to or interpreting them and integrating them with one's knowledge and experience. (Leeper, 1968, p. 177) Activities such as stories, music, poetry, sharing and direction-giving activities can be planned to strengthen listening habits.

Writing.- Writing, to communicate or express an idea, is not taught at the preschool level. Individual guidance can be given the child at the time he asks and is ready to write. For those who indicate a "readiness", large sheets of unlined paper should be provided. For those who are working up to the "readiness" stage in writing, activities such as clay, finger paint, easel paints, and brushes, blocks, crayons, hammers and nails, puzzles, paste and many other media are needed. Through these exercises that involve arm and finger movement, eye-hand coordination, and muscular control, a child will gain essentials for learning to write. (Leeper, 1968, p. 181)

Speaking.- A child gains experiences in speaking when he talks to the other children during free play or during a planned activity that stimulates verbal communication. A child talks to the teacher and in turn is responded to with support that stimulates further discussion. Various experiences and activities, such as storytelling, poetry, sharing and dramatization help develop this skill. (Leeper, 1968, p. 153)

Science

As the young child watches, wonders, studies, and questions, he is experiencing science as a part of his every day living. Such experiences involve simple ideas which lay a foundation for understanding more complex ones later as children grow through constantly enlarging experiences. A child can gain an understanding from all

major areas of science - earth and the universe, living things and their activities, man and his environment, matter and energy. The child integrates these learnings with other experiences - how science is related to one's own life; the social implications of science in relation to community activities, etc.

A variety and balance of science activities for the child can include field trips, experiments, educational media, observations and resource people. (Leeper, 1968, p. 277)

Social Studies

Social Studies provide an understanding of the physical environment and its effects upon man's ways of living, of the basic needs of man and the activities in which he engages to meet his needs, and of the institutions man has developed to perpetuate his way of life. Social Studies at this level focus on the immediate environment and experiences of the child. Themes for young children can be related to the child's experiences in the here and now - living together in home and school, community helpers, citizenship and education, civics, conservation, economics, international understandings, etc. (Leeper, 1968, p. 237, 242)

Mathematics

The preschool child is beginning to establish mathematical skills and understandings. He makes judgements - the beginnings of the reasoning process - as he guages the space he needs to get his

tricycle through the door, as he estimates how high to raise his foot to climb on the jungle gym, or as he counts the cookies he has decorated for snack time. No formalized period is needed for teaching number concepts. The activities and experiences are so planned that the teaching is developed through incidental and not accidental experiences which provide opportunities for learning. Teaching materials and resources include real experiences, manipulative materials, pictoral materials and symbolic materials, all of which should be available and functional in the life of the child at home and at school. (Leeper, 1968, p. 212, 219, 228; Ovitt, 1969, p. 129; Read, 1971, p. 214, 215)

Equipment

With increasing motor independence and control, with an ever-broadening curiosity about "things" and people, and with a constant exploration of the surrounding environment, it is evident that careful consideration be given to the tools of play. As Shoemaker states in a publication edited by Rasmussen (1963, p. 7), "Because play is a child's way of learning, toys, materials and equipment are learning tools. We need to choose these with great care."

Criteria for Selecting Equipment

Criteria for selecting proper equipment has been expressed by several authorities (Abramson, 1970, p. 6; AJDC, 1962, p. 14, 32; BESFS, 1969, p. 11; Boguslawski, 1966, p. 40-41; Deutsch, 1970,

p. 30; Green and Woods, 1967, p. 49; Leeper, 1968, p. 412-413; Project Head Start, 1967, p. 2; Rasmussen, 1963, p. 5, 7, 16-21; Sale, 1970, p. 8; State of Illinois, January, 1970, p. 5, 50; The Child Development Center Manager (TCDCM), May, 1969, p. 9) whose ideas have been combined in an attempt to avoid repetition.

Considering the age range and developmental range of the participating children, the equipment needs to be flexible or adaptable to more than one purpose, to more than one child or to more than one age level to permit progression of use for growing minds and bodies. Equipment provided needs to encourage a wide variety of activities and experiences including opportunities for both active and quiet play. Equipment should be selected to encourage creativity and imagination; to aid manipulation or construction; to provide for expressive outlets of feelings, thoughts and ideas; and to foster development of motor skills such as climbing, balancing, pushing, pulling, lifting and carrying.

There should be sufficient equipment to fully occupy all the children. Since the center's program is oriented towards the group, there should be sufficient equipment of the same type to stimulate and allow for group play. Preschool children tend to be restless, quarelsome and destructive if there is not enough equipment for each child.

Equipment should be of durable quality because of the use it

will receive by large numbers of children. Health and safety measures should be employed when selecting equipment for preschool children. Equipment exhibiting sharp edges and protruding nails need not be included nor should those toys that are fragile and painted with a lead-content paint be included. Periodic inspections are necessary to maintain safety in use of play equipment.

General Types of Equipment Included in the Traditional Program

A more specific picture of exact types of equipment which provide for a variety of experiences are:

1. Building materials, such as a variety of blocks and boards.
2. Transportation and wheel toys.
3. Dramatic play materials such as dolls and housekeeping equipment, costume box, doctor's and nurse's kits.
4. Manipulative play materials such as puzzles, peg boards and nested blocks.
5. Creative materials, such as easels, paints, finger paint, clay and crayons.
6. Literature, such as story and picture books and children's poetry.
7. Music, such as records and rhythm instruments.

To broaden sensory experiences, the center should be alive with natural creatures and materials - animals, plants, rocks, sand, wood, shells, birds, fish, fur, leather, etc.

Equipment Storage

Open storage shelves that are child-height are particularly important so that children may easily select and return their own equipment and materials. The storage units should be wheeled so that various activity areas, separated by storage units, can expand or change as the children's needs change.

Outdoor Equipment

Stereotyped outdoor equipment such as swings, slides, teeter-totters, etc, is no longer recommended. While such equipment allows a child limited exercise of muscles and development of physical skill, it does little to stimulate imagination. Authorities (BESFS, 1969; McCord, August, 1971) are now emphasizing a "different" playground - one that would express a regard for the natural creativity and curiosity of young children. (McCord, August, 1971, p. 342) Climbing, swinging, crawling through and sliding can all take place in a kaleidoscope of movement if the outdoor area is designed as a continuous play scape rather than as a collection of isolated objects, turn-taking devices or dull single-use equipment. (BESFS, 1969, p. 28)

Most outdoor play equipment can be placed in the following categories: 1) dramatic play; 2) climbing; 3) jumping, leaping and hopping; 4) swinging and hanging; 5) balancing; 6) co-ordination-"patterning"; 7) throwing; 8) running, galloping and skipping;

9) constructing; 10) drawing, painting and sculptoring; 11) other purposes. (Miller, 1972, p. 40)

Miller (1972, p. 38-40) has a suggested list of guidelines for selecting creative outdoor equipment. One should select equipment that will:

> . . . be natural and inexpensive, such as logs, railroad ties and old tires.
>
> . . . stimulate imagination and creativity, such as log animals, culverts and old vehicles.
>
> . . . enable preschool children to interpret for themselves what the alternatives are, such as wooden barrels of various sizes, large modular hollow boxes made of plywood and tree houses of different levels.
>
> . . . free instead of limit play, such as tree stumps, horizontal ladders and dead tree climbers.
>
> . . . move and rearrange, such as wooden building boxes, wooden barrels of various sizes and balancing boards.
>
> . . . provide for use of large and small muscles such as knotted ropes hanging from trees, boulder piles and culverts positioned vertically with holes cut for handgrips and footholds.
>
> . . . contribute to perceptual-motor development, such as balancing equipment, tactile exploratory areas and acquatic experiences.
>
> . . . be attractive, such as bright colored equipment, attractively arranged equipment and repaired equipment.

Other creative ideas are available from authorities (Baker, 1966; Grey, May, 1969; Humpal, 1969b; McCord, August, 1971; Miller, 1972; Report of Forum 19, 1970; Schneider, December, 1957; Swenson, February, 1967) of modern playground design.

CHAPTER III

PROCEDURES

Purpose

The purpose of this study was to gather information to aid in making recommendations for a child care center in a winter resort area.

The Survey

Determining the Sample

The sample was selected from a ski guide (Ski Directory, 1968 and 1969) listing all ski areas in the United States. This ski guide was chosen because it included every established winter recreation area in the United States; it also listed the area's facilities and an address for each area. Ninety-four ski resorts were listed as having child care services and all ninety-four were included in the sample.

Development of the Questionnaire

The questionnaire used for this study was adapted from a survey conducted by Mrs. Jean Barringer (1970) and a survey conducted by Mary Stewart Brown (1971). The format of these questionnaires was maintained but terminology and alternatives to the questions were changed to fit a resort child care situation. The questionnaire was reviewed by several professors and graduate students. Their comments and suggestions were considered when compiling the final

questionnaire. (See Appendix C)

Collecting the Data

A nation wide survey of resort areas having child care centers was conducted. The distances involved made a questionnaire the best method of collecting the data.

The questionnaire was sent to the directors of ninety-four child care services along with a cover letter explaining the purpose of the study and asking for their cooperation. (See Appendix C) A self-addressed, stamped envelope was included with each questionnaire. A follow-up letter and questionnaire were sent to those directors who did not respond to the first questionnaire. (See Appendix C) Those respondents who answered the questionnaire are listed in Appendix D.

Personal Contact

Big Sky of Montana, Inc., was contacted by mail and by a personal interview about the proposed plan. There was positive encouragement and support given for this idea. (See Appendix C)

CHAPTER IV

RESULTS

One objective of this study was to obtain information about child care facilities operating in winter resort areas throughout the United States. This information will be used in planning a child care center for a resort area.

Questionnaires were sent to 94 resort child care facilities. Responses returned numbered 53 (56.38%). Of these 53 responses, 17 could not be included in the final analysis: 8 with no service, 3 discontinued services, 3 with babysitters on request, and 3 returned but not completed. The remaining 36 (38.30%) of the total sample (94) or 67.92% of the responding sample (54) were used for analysis.

Background Information about Facilities

Location and Classification

The 36 respondents were concentrated in the Northern and South-Western states where snowfall is sufficient to permit at least four months of skiing. A list of those who responded can be found in Appendix D.

Of the 36 respondents, 19 (52.78%) were classified as day care centers, 9 (25.00%) were classified as other - 8 (22.22%) babysitting services and 1 (2.78%) ski school - 6 (16.67%) were classified as Nursery Schools, and 2 (5.56%) were classified as Developmental Day Care Centers. (See Table 1) Here is a strong indication that resort

child care facilities were designed to meet health and safety needs of children rather than their social, emotional, mental and physical needs.

TABLE 1

CLASSIFICATION OF RESORT CHILD CARE FACILITIES

Type of Facility	No. of Facilities	Percentage of Total
Day Care Center	19	52.78
Other	9	25.00
Nursery School	6	16.67
Developmental Day Care	2	5.56
Total	36	100.01

Establishment

The establishment of resort child care facilities was most frequent from 1965 to 1969. During that period of time, 21 (60.00%) of the 35 (97.22%) respondents began a facility. Two (5.71%) child care centers were established before 1960, 7 (20.00%) were established from 1960 - 1964, and 5 (14.29%) centers were established after 1970. (See Table 2)

TABLE 2

DATES RESORT CHILD CARE FACILITIES WERE ESTABLISHED

Dates	No. of Facilities	Percentage of Total
Before 1960	2	5.71
1960 - 1964	7	20.00
1965 - 1969	21	60.00
After 1970	5	14.29
Total	35	100.00

Purpose for Establishment

Of the 36 (100.00%) respondents, 29 (80.56%) reported the main purpose for which child care facilities were established was to relieve busy vacationers of their children. The other reasons for which a facility was established included 10 (27.78%) responses in the Other category - 9 (25.00%) who stated it was a service to skiers with children and 1 (2.78%) who wanted to provide a safe ski-school program for children. Four (11.11%) respondents wanted a facility during working hours for children of employees, 2 (5.56%) reported their facility served as a money making venture and 4 (11.11%) respondents considered all these factors. (See Table 3)

TABLE 3

FACTORS WHICH PROMPTED THE BEGINNING OF RESORT CHILD CARE FACILITIES

Factors which prompted opening	No. of Facilities	Percentage of Total
Relieve busy vacationers of children	29	80.56
Other	10	27.78
Give area employees a place for children	4	11.11
All factors were equally important	4	11.11
Serve as money making venture	2	5.56

Present Objectives

Of the 35 (97.22%) respondents, 34 (97.14%) stressed that they were a service to parents who were working or relaxing. Many facilities replaced the words "working and relaxing" with just "skiing". To

build healthful, happy relations among children accounted for 14 (40.00%) responses, 13 (37.14%) wanted to improve a child's physical abilities, 7 (20.00%) aided in the emotional, social and mental development of the children, 2 (5.71%) respondents trained teachers of young children and 1 (2.86%) respondent stressed a desire to provide a safe ski-school program for children. No respondents proposed to educate parents or provide research opportunities as "present objectives". (See Table 4)

TABLE 4

PRESENT OBJECTIVES OF RESORT CHILD CARE FACILITIES

Objectives	No. of Facilities	Percentage of Total
Provide service to parents while relaxing	34	97.14
Build healthful, happy relations among children	14	40.00
Improve child's physical abilities	13	37.14
Aid in emotional, social, mental development	7	20.00
Train teachers of young children	2	5.71
Other	1	2.86
Educate parents	0	00.00
Provide research opportunities	0	00.00

Sponsorship and Type of Building

Out of 28 (77.78%) respondents, 11 (39.29%) facilities were privately owned, 10 (35.71%) were classified as Other - 9 owned by the resort area and 1 paid a percentage of the profits to the resort area - 6 (21.43%) were leased from the resort area, and 1 (3.57%) was used free, plus utilities. (See Table 5)

TABLE 5

SPONSORSHIP OF RESORT CHILD CARE FACILITIES

Sponsorship of Building	No. of Facilities	Percentage of Total
Privately owned	11	39.29
Other	10	35.71
Leased from resort area	6	21.43
Used free, plus utilities	1	3.57
Total	28	100.00

Buildings in which child care centers are located were either built for the purpose or remodeled, 12 (42.86%) were remodeled buildings and 12 (42.86%) were originally built for this purpose. The remaining 4 (14.29%) of the 28 (77.78%) respondents used a room in the lodge, hotel or condominium which could probably be considered a remodeled building. (See Table 6)

TABLE 6

TYPE OF BUILDING IN WHICH RESORT CHILD CARE FACILITIES ARE LOCATED

Type of Building	No. of Facilities	Percentage of Total
Remodeled for this purpose	12	42.86
One originally built for this purpose	12	42.86
Other	4	14.29
Total	28	100.01

Facility Use

Months of Attendance

Table 7 shows the monthly frequency of attendance at resort child care facilities. The frequency of attendance is divided into 4 categories: 1) above average in numbers of children attending, 2) average in numbers of children attending, 3) below average in numbers of children attending, and 4) closed. (See Table 7)

Thirty-two (88.89%) respondents qualified for analysis. For purposes of analysis, the raw data was combined into 4 seasonal periods which reflected major variations in resort child care facility use. During the Fall season (Sept., Oct., Nov.) 7 (7.29%) respondents indicated average or above average attendance as compared to the Winter season (Dec., Jan., Feb.) when 90 (93.75%) respondents reported average or above average attendance. Thirty-nine (40.63%) respondents reported average or above average attendance during the Spring season (March, April, May) and the Summer season (June, July, August) was lower in average or above average attendance with 7 (7.29%) responses.

When reviewing the below average in attendance and closed facilities during the Fall season, 6 (6.25%) respondents indicated below average attendance or closed facilities during the Winter season, 57 (59.38%) and 89 (92.71%) respondents reported below average attendance or closed facilities during the Spring and Summer seasons respectively. (See Table 8) The peak or busiest time reported for

TABLE 7

MONTHLY VARIATIONS IN RESORT CHILD CARE FACILITY USE

No. of Children Attending	Jan.	Feb.	Mr.	Apr.	May	Jn.	Jl.	Aug.	Sept.	Oct.	Nov.	Dec.
Above Ave. in No. of Children	10	16	12	3	0	0	1	1	0	0	2	12
Ave. in No. of Children	20	15	17	7	0	1	2	2	0	0	5	17
Below Ave. in No. of Children	2	1	3	8	1	1	0	0	2	1	10	2
Closed	0	0	0	14	31	30	29	29	30	31	15	1

TABLE 8

SEASONAL VARIATIONS IN RESORT CHILD CARE FACILITY USE

No. of Children Attending	Fall (Sept., Oct., Nov.)		Winter (Dec., Jan., Feb.)		Spring (Mr., Apr., May)		Summer (Jn., Jl., Aug.)	
	No. of cases	Percent	No. of cases	Percent	No. of cases	Percent	No. of cases	Percent
Above Ave. in No. of Children	2	2.08	38	39.58	15	15.63	2	2.08
Ave. in No. of Children	5	5.21	52	54.17	24	25.00	5	5.21
Below Ave in No. of Children	13	13.54	5	5.21	12	12.50	1	1.04
Closed	76	79.17	1	1.04	45	46.88	88	91.67

resort child care facilities was during the Winter season with a lessening of business during the Spring season. The Summer season was almost nonexistant as far as use of the child care center was concerned and continued at the same slow rate during the Fall Season.

Hours and Days Facilities are Open

The hours per day a facility was in operation varied. Twenty-six (72.22%) of the facilities were open at 9:00 am and closed before or at 5:00 pm. The remaining 10 (27.78%) respondents reported that facilities varied in hours open each day as a result of local circumstances. The majority (31 facilities or 86.11%) of the 36 respondents operated their facilities seven days a week for approximately 8 or 9 hours per day. (See Table 9)

Children

Number in Attendance

Slow Periods

The majority of the 36 respondents - 30 (83.33%) for the morning session and 31 (86.11%) for the afternoon session - had less than 10 children to care for during the slow periods. Six (16.67%) respondents for the morning session and 5 (13.89%) respondents during the afternoon session reported caring for 10 - 19 children during the slow periods. The mean number of children attending a facility during the slow periods was from 2 to 11 children during the morning session and 1 to 10 children during the afternoon session. (See Table 10)

TABLE 9

HOURS AND DAYS THAT RESORT CHILD CARE FACILITIES ARE OPEN

Hours open/day	Sun.	Mon.	Tue.	Wed.	Thr.	Fri.	Sat.	Total	Percent
8:00am - 5:00pm	1						1	2	.81
8:30am - 4:00pm	1	1	1	1	1	1	1	7	2.83
8:30am - 4:30pm	3	2	2	2	2	2	3	16	6.48
8:30am - 5:00pm	1	1	1	1	1	1	1	7	2.83
9:00am - 3:00pm			1		1			2	.81
9:00am - 4:00pm	11	12	11	12	11	12	11	80	32.39
9:00am - 4:15pm	1	1	1	1	1	1	1	7	2.83
9:00am - 4:30pm	8	7	7	8	8	7	8	53	21.46
9:00am - 5:00pm	4	5	5	5	5	5	4	33	13.36
9:15am - 4:00pm	1	1	1	1	1	1	1	7	2.83
9:30am - 4:30pm	1	1	1	1	1	1	1	7	2.83
10:00am - 4:00pm	1	1	1	1	1	1	1	7	2.83
10:00am - 4:30pm	1	1	1	1	1	1	1	7	2.83
10:00am - 6:00pm	1	1	1	1	1	1	1	7	2.83
7:00pm -10:00pm			1	1	1	1	1	5	2.02
Total	35	34	35	36	36	35	36	247	99.97

Busy Periods

The number of children attending a facility during the busiest periods varied. Of the 35 (97.22%) respondents, 2 (5.71%) cared for fewer than 10 children during the morning and afternoon sessions, 9 (25.71%) and 8 (22.86%) respondents cared for 10 - 19 children during the morning and afternoon sessions respectively, 9 (25.71%) and 11 (31.43%) respondents reported caring for 20 - 29 children during the morning and afternoon sessions respectively, 9 (25.71%) respondents cared for 30 - 39 children during both sessions, 3 (8.57%) and 2 (5.71%)

TABLE 10

CHILDREN ATTENDING RESORT CHILD CARE FACILITIES DURING SLOW PERIODS

	Morning Session			Afternoon Session		
No. of Children per Session	No. of Facilities	Total No. of Children	Percentage	No. of Facilities	Total No. of Children	Percentage
Less than 10 (0-9)	30	0 - 270	83.33	31	0 - 279	86.11
10 - 19	6	60 - 114	16.67	5	50 - 95	13.89
20 - 29	0	0 - 0	00.00	0	0 - 0	00.00
30 - 39	0	0 - 0	00.00	0	0 - 0	00.00
40 - 49	0	0 - 0	00.00	0	0 - 0	00.00
Over 50	0	0 - 0	00.00	0	0 - 0	00.00
Total	36	60 - 384	100.00	36	50 - 374	100.00
Mean No. of Children		1.67 - 10.67			1.39 - 10.39	
Median No. of Children		Less than 10 (0-9)			Less than 10 (0-9)	

respondents cared for 40 - 49 children during the morning and afternoon sessions respectively and 3 (8.57%) respondents cared for over 50 children during each session.

The mean number of children attending a resort child care facility during the busiest seasons was a minimum range of 23 to 32 children during the morning sessions and a minimum range of 23 to 31 children during the afternoon sessions. (See Table 11)

Maximum Numbers

The highest or maximum number of children ever cared for at one time varied from 0 to over 50 children. Of the 35 (97.22%) respondents, 2 (5.71%) had a maximum of fewer than 10 children, 2 (5.71%) cared for 10 - 19 children as a maximum, 12 (34.29%) respondents checked 20 - 29 children as a maximum, 9 (25.71%) had from 30 - 39 children as a maximum, 5 (14.29%) cared for a maximum of 40 - 49 children, and 5 (14.29%) respondents had over 50 children at one time. When the mean was figured, respondents had a minimum maximum range of 28 to 35 children to care for at one time. (See Table 12)

Schedule of Attendance

Attending on a regular basis means that the children are scheduled to attend a specific number of days per week for a series of weeks, months, etc. Attendance on an irregular basis means that the children come at any time; attendance is not pre-arranged.

TABLE 11

CHILDREN ATTENDING RESORT CHILD CARE FACILITIES DURING BUSY PERIODS

	Morning Session			Afternoon Session		
No. Children per Session	No. of Facilities	Total No. of Children	Percentage	No. of Facilities	Total No. of Children	Percentage
Less than 10 (0-9)	2	0 - 18	5.71	2	0 - 18	5.71
10 - 19	9	90 - 171	25.71	8	80 - 152	22.86
20 - 29	9	180 - 261	25.71	11	220 - 319	31.43
30 - 39	9	270 - 351	25.71	9	270 - 351	25.71
40 - 49	3	120 - 147	8.57	2	80 - 98	5.71
Over 50	3	150 - 150	8.57	3	150 - 150	8.57
Total	35	810 -1098	99.98	35	800 -1088	99.99
Mean No. of Children		23.14 - 31.37			22.86 - 31.09	
Median No. of Children		20 - 29			20 - 29	

TABLE 12

MAXIMUM NUMBERS OF CHILDREN CARED FOR AT ONE TIME AT RESORT CHILD CARE FACILITIES

Maximum per Session	No. of Facilities	Total No. of Children	Percentage
Less than 10 (0-9)	2	0 - 18	5.71
10 - 19	2	20 - 38	5.71
20 - 29	12	240 - 348	34.29
30 - 39	9	270 - 351	25.71
40 - 49	5	200 - 245	14.29
50 or more	5	250 - 250	14.29
Total	35	980 -1250	100.00
Mean No. of Children		28.00 - 35.71	
Median No. of Children		30 - 39	

All 31 (86.11%) respondents said children attended on an irregular basis. Of those responding, 23 (74.19%) of these same respondents had children on a regularly scheduled basis. Having children scheduled on a regular basis for less than one day accounted for 2 (8.70%) respondents, 2 (8.70%) scheduled children on a regular basis of one day a week, 6 (26.09%) scheduled children on a regular basis of two days a week, 2 (8.70%) respondents cared for children on a regular basis of three days a week, 4 (17.40%) scheduled children on a regular basis of five days a week, 2 (81.70%) respondents had children scheduled on a regular basis of six days a week, and 5 (21.74%) respondents had children on a regularly scheduled basis of seven days a week. (See Table 13)

TABLE 13

SCHEDULE OF REGULAR ATTENDANCE AT RESORT CHILD CARE FACILITIES

Regularly Scheduled Basis of:	No. of Facilities	Percentage
Less than one day	2	8.70
1 day a week	2	8.70
2 days a week	6	26.09
3 days a week	2	8.70
4 days a week	0	00.00
5 days a week	4	17.40
6 days a week	2	8.70
7 days a week	5	21.74

Length of Enrollment

Over half - 20 (64.51%) - of the 31 (86.11%) respondents reported that the average length of stay for a child was three days or less. Eleven (35.48%) reported that children stayed only one day, 4 (12.90%) respondents had children staying on the average of two days and 5 (16.13%) said children stayed on the average of three days. The remaining respondents reported from 4 to 14 days as the average length of stay for a child. When the mean was figured, the average length of stay for a child was 3.52 days. (See Table 14)

Selection Criteria of Children

Although the majority of the respondents cared for children of temporary vacationers who were staying at the resort, some accepted children of employees and children who lived in close proximity to the

resort area. Of the 36 respondents, 33 (91.67%) indicated their facility was open to children of temporary vacationers staying at the resort, 20 (55.56%) accepted children of area employees, 18 (50.00%) accepted children from the surrounding area residents, 18 (50.00%) were open to the general public, and 17 (47.22%) respondents cared for children from the condominiums. (See Table 15)

TABLE 14

AVERAGE LENGTH OF STAY FOR A CHILD AT RESORT CHILD CARE FACILITIES

Average Length of Stay	No. of Facilities	Total No. of days	Percentage
One day	11	11	35.48
Two days	4	8	12.90
Three days	5	15	16.13
Four days	1	4	3.23
Five days	3	15	9.68
Six days	0	0	00.00
One week (seven days)	6	42	19.36
Two weeks (fourteen days)	1	14	3.23
Three weeks (twenty-one days)	0	0	00.00
One Month	0	0	00.00
Longer than one month	0	0	00.00
Total	31	109	100.01
Mean Length of stay		3.52 days	
Median length of stay		3 days	

TABLE 15

SELECTION CRITERIA OF RESORT CHILD CARE FACILITIES

Criteria for Selection	No. of Facilities	Percentage
Children of temporary vacationers	33	91.67
Children of area employees	20	55.56
Children from area residents	18	50.00
Open to general public	18	50.00
Children from condominiums	17	47.22
Other	0	00.00

The lower percentage of children from condominiums may be due to the lack of condominiums in many areas. Many respondents emphasized that they would care for only those children whose parents were specifically skiing.

Attendance Restrictions

Many respondents placed attendance restrictions on the children. All respondents placed restrictions upon age but this fact is discussed in a separate question. Of the 36 respondents, 14 (38.89%) had no restrictions, 12 (33.33%) restricted those children with special needs such as medication, rest, etc., 8 (22.22%) did not allow children who were not toilet trained and 8 (22.22%) respondents restricted emotionally disturbed children. Mentally handicapped children could not attend 7 (19.44%) programs, physically handicapped children were restricted from 5 (12.89%) facilities, and 4 (11.11%) respondents stated other reasons for restriction such as behavior, illness and

an inability to ski. (See Table 16)

TABLE 16

ATTENDANCE RESTRICTIONS OF RESORT CHILD CARE FACILITIES

Restrictions	No. of Facilities	Percentage
None	14	38.89
Special Needs (medication, rest, etc.)	12	33.33
Not toilet trained	8	22.22
Emotionally disturbed	8	22.22
Mentally handicapped	7	19.44
Physically handicapped	5	13.89
Other	4	11.11

Age Ranges of Children

The respondents - 35 or 97.22% - cared for a wide variety of age ranges from less than 1 year to over 8 years. The most common ages cared for were those between the ages of less than 1 year (19 respondents or 54.29%) to 7 years (26 respondents or 74.28%) (See Table 17)

Grouping of Children

Of the 35 respondents to this question, 10 (28.57%) respondents divided their number of children into smaller groups and 25 (71.43%) did not. Of the 10 respondents who did separate their number of children into smaller groups, 6 (60.00%) separated the number of children according to age, 6 (60.00%) separated the number of children according to activity, and 3 (30.00%) respondents separated the number of children according to group size. (See Table 18)

TABLE 17

AGE RANGES OF CHILDREN AT RESORT CHILD CARE FACILITIES

Age Range	No. of Facilities	Percentage
Less than 1 yr. to 4 yrs.	1	2.86
Less than 1 yr. to 5 yrs.	1	2.86
Less than 1 yr. to 5½ yrs.	1	2.86
Less than 1 yr. to 6 yrs.	7	20.00
Less than 1 yr. to 6½ yrs.	1	2.86
Less than 1 yr. to 7 yrs.	4	11.43
Less than 1 yr. to 7½ yrs.	2	5.71
Less than 1 yr. to over 8 yrs.	2	5.71
1½ to 4½	2	5.71
1½ to 6	2	5.71
2 to 6½	2	5.71
2 to 7½	1	2.86
2 to over 8	3	8.57
2½ to 6	2	5.71
3 to 6	1	2.86
3 to 7	2	5.71
5 to over 8	1	2.86

TABLE 18

DETERMINING FACTORS IN THE SEPARATION OF GROUPS AT RESORT CHILD CARE FACILITIES

Factor in Separation	No. of Facilities	Percentage
Age	6	60.00
Activity	6	60.00
Group size	3	30.00
Other	0	00.00

Records

Record keeping was reported by 31 (93.94%) respondents. Daily attendance records were kept at 17 (50.00%) facilities, 12 (35.29%) respondents had no records, and 11 (32.35%) respondents kept financial records. Health records were recorded at 5 (14.71%) facilities, and 3 (8.82%) respondents kept records of parent's names and addresses. There were none who reported keeping weight and height records or developmental records. (See Table 19)

TABLE 19

RECORDS KEPT AT RESORT CHILD CARE FACILITIES

Type of Records	No. of Facilities	Percentage
Daily attendance	17	50.00
No records	12	35.29
Financial records	11	32.35
Health records	5	14.71
Names and Addresses	3	8.82
Weight and Height records	0	00.00
Developmental	0	00.00

Program

Activities

Of the 33 (91.67%) respondents, the most frequent activities were those generally labeled quiet activities - 28 or 84.85%. In addition to the quiet activities, rest periods (17 facilities or 51.52%) and naps (20 facilities or 60.61%) were also included in the programs. Active play, judging from those who reported outdoor play

in their programs (17 facilities or 51.52%), was not included as frequently in the programs.

Regular meals (15 facilities or 45.46%) and snacks (51 facilities or 52.00%) were part of the program in at least half of the resort child care facilities. The most frequent conceptual item was number, color and shape (14 facilities or 42.42%). Science experiences, safety and health concepts and learning about others ranked lower in frequency. (See Table 20)

TABLE 20

ACTIVITIES INCLUDED IN RESORT CHILD CARE FACILITIES

Activity	No. of Facilities	Percentage
Variety of quiet activities	28	84.85
Naps	20	60.61
Rest period(s)	17	51.52
Play outdoors every day	17	51.52
Health inspection of children	2	6.06
Snacks	17	51.52
Regular meals	15	45.56
Number, color, shape concepts	14	42.42
Learning about others	5	15.15
Science Experiences	4	12.12
Safety and health concepts	3	9.09
Creative Expression	18	54.54
Walks, trips, excursions	11	33.33
Dramatic play	8	24.24

Expressive Opportunities

The expressive opportunities included were those developing the

fine muscles or use of the hands and arms. Out of 29 (80.56%) responses, the most prominent expressive outlet was use of coloring books (27 facilities or 93.10%), followed by free hand drawing (26 facilities or 89.65%). Making collages was found in 15 (51.72%) programs. Finger painting, easel painting, dressing-up like adults, carpentry tools, water play and food preparation were not frequent activities at resort child care centers. (See Table 21)

TABLE 21

EXPRESSIVE OPPORTUNITIES FOR CHILDREN IN RESORT CHILD CARE FACILITIES

Opportunity	No. of Facilities	Percentage
Coloring books	27	93.10
Free hand drawing	26	89.65
Making of collages	15	51.72
Finger painting	9	31.03
Easel painting	8	27.59
Ski Instruction	6	20.69
Dress-up like adults	5	17.24
Water play	5	17.24
Food preparation	5	17.24
Other (Horse riding)	1	3.45

Equipment

Resort child care facilities had a limited selection of equipment. Of the 35 respondents, 100% had books and pictures, 34 (97.14%) respondents had large and small blocks, 31 (88.57%) had housekeeping equipment, wheel toys and puzzles, and 23 (65.71%) respondents provided a record player with records. Among the least provided types

of equipment were riding vehicles, large apparatus for climbing and musical pieces. (See Table 22)

TABLE 22

EQUIPMENT AVAILABLE TO CHILDREN IN RESORT CHILD CARE FACILITIES

Type of equipment	No. of Facilities	Percentage
Books, pictures	35	100.00
Large and small blocks	34	97.14
Dolls, dishes, play housekeeping equipment	31	88.57
Wheel toys (trucks, cars, etc.)	31	88.57
Puzzles	31	88.57
Phonograph and records	23	65.71
Vehicles (wagons, trikes)	13	37.14
Musical pieces	11	31.43
Large apparatus for climbing	8	22.86

Space

Indoor Space

The total indoor space allotment for resort child care facilities varied from less than 350 square feet to more than 1600 square feet. Sixteen (53.34%) of the 30 (83.33%) respondents had 849 square feet or less and 11 (36.67%) respondents had from 850 to 1299 square feet. Only 3 (10.00%) respondents reported having more than 1600 square feet of indoor space. The mean indoor space allotment for the 30 facilities was a minimum range of 609.17 square feet to 845.77 square feet. (See Table 23)

Outdoor Space

Only 14 (38.89%) respondents reported their outdoor space

allotments, possibly, because many facilities had no outdoor space. Half of the respondents (7 or 50.00%) reported having less than 2000 square feet. The other half reported over 3000 square feet because these areas offered skiing lessons to the children. For those respondents with outdoor areas, the mean outdoor space allotment was a minimum range of 1857.14 square feet to 2213.79 square feet. (See Table 24)

TABLE 23

INDOOR SPACE ALLOTMENTS FOR RESORT CHILD CARE FACILITIES

Square feet	No. of Facilities	Total No. of sq. Ft.	Percentage
Less than 350 sq. ft.	7	0 - 2443	23.33
350 - 499	5	175 - 2495	16.67
500 - 649	2	1000 - 1298	6.67
650 - 849	2	1300 - 1698	6.67
850 - 999	3	2550 - 2997	10.00
1000 - 1149	5	5000 - 5745	16.00
1150 - 1299	3	3450 - 3897	10.00
1300 - 1449	0	0 - 0	00.00
1450 - 1599	0	0 - 0	00.00
1600 or more	3	4800 - 4800	10.00
Total	30	18275 - 25375	100.01
Mean No. of square feet		609.17 - 845.77	
Median No. of square feet		650 - 849	

TABLE 24

OUTDOOR SPACE ALLOTMENTS FOR RESORT CHILD CARE FACILITIES

Square feet	No. of Facilities	Total No. of Sq. Ft.	Percentage
Less than 1000 sq. ft.	3	0 - 2997	21.43
1000 - 1499	2	2000 - 2998	14.29
1500 - 1999	2	3000 - 3998	14.29
2000 - 2499	0	0 - 0	00.00
2500 - 2999	0	0 - 0	00.00
3000 or more sq. ft.	7	21000 - 21000	50.00
Total	14	26000 - 30993	100.01
Mean No. of square feet		1857.14 - 2213.79	
Median No. of square feet		2000 - 2499	

Staff

Teaching Staff

Resort child care facilities employed full-time and part-time teachers. Teachers refer to those who work directly with the children. Twenty-eight (77.78%) respondents reported a teaching staff. Of those reporting, 21 (75.00%) respondents employed full-time teachers and 25 (89.29%) employed part-time teachers. The majority of respondents (19 or 90.48%) employing full-time teachers had three or fewer teachers with the remaining 2 (9.52%) respondents having four or five teachers working full time.

Respondents varied in the number of part-time teachers employed. All but one respondent (24 or 96.00%) employed five or less part-

time teachers.

The mean number of full-time teachers per 21 facilities was 2. and the mean number of part-time teachers per 25 facilities was 3. (See Table 25)

Non-teaching Staff

Of the 13 (36.11%) respondents, 4 reported full-time, non-teaching staff members - one nurse, one janitor, and two full-time ski instructors. There were 15 reports of part-time, non-teaching employees with most of these holding positions such as janitor, ski instructor and student aide. (See Table 26)

TABLE 26

NON-TEACHING STAFF AT RESORT CHILD CARE FACILITIES

Non-Teaching Position	Full Time No. of Facilities	Full Time Percentage	Part Time No. of Facilities	Part Time Percentage
Nurse	1	25.00	2	13.33
Cook	0	00.00	1	6.67
Bookkeeper	0	00.00	1	6.67
Secretary	0	00.00	1	6.67
Janitor	1	25.00	3	20.00
Bus driver	0	00.00	1	6.67
Other	2	50.00	6	40.00
Total	4	100.00	15	100.01

Dual Role Personnel

Some respondents reported personnel serving in a dual capacity which means one person was serving as a teacher and performing a non-

TABLE 25

FULL-TIME AND PART-TIME TEACHERS ON THE STAFF OF RESORT CHILD CARE FACILITIES

Number on Staff	Full-Time			Part-Time		
	No. of Facilities	Total No. of Staff	Percentage	No. of Facilities	Total No. of Staff	Percentage
One	8	8	38.10	5	5	20.00
Two	6	12	18.57	7	14	28.00
Three	5	15	23.81	6	18	24.00
Four	1	4	4.76	2	8	8.00
Five	1	5	4.76	4	20	16.00
Six	0	0	00.00	0	0	00.00
Seven	0	0	00.00	0	0	00.00
Eight	0	0	00.00	1	8	4.00
Total	21	44	100.00	25	73	100.00
Mean No. of Staff		2.10			2.92	
Median No. of Staff		2			3	

teaching duty or one person was performing two or more non-teaching duties. Of the 31 (86.11%) reports, 9 (29.03%) respondents had dual role personnel serving as teachers as well as performing other non-teaching duties such as nurse, bookkeeper, cook, janitor or bus driver. (See Table 27)

TABLE 27

STAFF THAT SERVE IN A DUAL CAPACITY AT RESORT CHILD CARE FACILITIES

Dual Role of Staff Member	No. of Facilities	Percentage
Teacher + bookkeeper	6	66.67
Teacher + cook	5	55.56
Teacher + janitor	4	44.44
Teacher + nurse	3	33.33
Teacher + bus driver	1	11.11
Other (teacher + ski instructor)	1	11.11
Cook + nurse	0	00.00
Janitor + bus driver	0	00.00
Secretary + bookkeeper	0	00.00

Educational Background

There were 27 (75.00%) respondents many of which reported teaching personnel with High School diplomas (23 facilities or 85.19%). Less than half of the respondents (11 or 40.74%) reported teachers with a Bachelors degree and a few (4 facilities or 14.82%) reported teachers with masters degrees. The other types of qualifications included one teacher with a Nursery School Certificate and one teacher with vocational education. (See Table 28)

TABLE 28

EDUCATIONAL BACKGROUND OF TEACHING STAFF AT RESORT CHILD CARE FACILITIES

Education	No. of Facilities	Percentage
Graduated from high school	23	85.19
Completed 1 or 2 yrs. of college	10	37.04
Completed 3 or 4 yrs. of college	11	40.74
Bachelors degree	11	40.74
Masters degree	4	14.82
Other	2	7.41

Background Experience

The most frequent background experience given by the 31 (86.11%) respondents, was caring for children of friends or relatives - 22 facilities or 70.97%. This was followed by "just enjoys children" (19 facilities or 61.29%) and personal experience raising own children (18 facilities or 58.05%). Ten (32.26%) respondents indicated they had teachers who were previously elementary school teachers and 10 (32.26%) respondents reported teachers who had preschool experience elsewhere. The remaining items, Sunday school teacher, kindergarten teacher, secondary school teacher and nurse did not rank as high. The Other category included experiences such as governess, recreation leader, hospital day care and camp counselor. (See Table 29)

TABLE 29

BACKGROUND EXPERIENCE OF TEACHING STAFF AT RESORT CHILD CARE FACILITIES

Type of Experience	No. of Facilities	Percentage
Caring for children of friends	22	70.97
Just enjoys children	19	61.29
Personal experience raising own children	18	58.07
Elementary school teacher	10	32.26
Preschool teacher (elsewhere)	10	32.26
Sunday school teacher	7	22.58
Other	7	22.58
Kindergarten teacher	6	19.36
Secondary school teacher	2	6.45
Nursing experience in pediatrics	2	6.45

Health and Safety

Licensing

There were 30 (83.33%) respondents of which 19 (63.33%) reported that their state did not require a license to operate.

Inspection

Many facilities were inspected by the fire and health departments even though the state did not require inspections; local laws may have required inspections. Twenty-four (82.76%) respondents out of 29 (80.56%) reported facilities inspected by the fire department. Twenty-three (76.67%) respondents out of 30 (83.33%) reported facilities inspected by the health department. The remaining respondents in each category reported inspections of facilities were not required. (See Table 30)

TABLE 30

FIRE AND HEALTH INSPECTION OF RESORT CHILD CARE FACILITIES

Inspection made	Fire		Health	
	No. of Facilities	Percentage	No. of Facilities	Percentage
Yes	24	82.76	23	76.67
No	0	00.00	0	00.00
Does not require	5	17.24	7	23.33

Out of 24 facilities inspected by the fire department, 100% were acceptable. Of those 23 facilities inspected by the health department, 22 (95.65%) were acceptable and 1 (4.35%) received a provisional endorsement. (See Table 31)

TABLE 31

FIRE AND HEALTH INSPECTION ACCEPTANCE OF RESORT CHILD CARE FACILITIES

Inspection acceptance	Fire		Health	
	No. of Facilities	Percentage	No. of Facilities	Percentage
Acceptable	24	100.00	22	95.65
Provisional	0	00.00	1	4.35
Unacceptable	0	00.00	0	00.00

Fire Protection

Most of the facilities had some type of fire protection available. The most common method reported by the 32 (88.89%) respondents was the use of portable extinguishers - 25 facilities or 78.13%. Other methods employed were the use of ceiling sprinklets,

hosing and hydrant, ceiling sensors, fire alarms and resort area fire departments. Only 2 (6.25%) respondents had no fire protection (See Table 32)

TABLE 32

TYPE OF FIRE PROTECTION AVAILABLE IN RESORT CHILD CARE FACILITIES

Type of Protection	No. of Facilities	Percentage
Portable extinguishers	25	78.13
Other	8	25.00
Ceiling sprinklets	6	18.75
Liquid "bombs"	2	6.25
None	2	6.25

Outside Exits

All but 1 (3.13%) of the 32 (88.89%) respondents had two or more outside exits. (See Table 33)

TABLE 33

NUMBER OF OUTSIDE EXITS IN RESORT CHILD CARE FACILITIES

Number of exits	No. of Facilities	Percentage
one	1	3.13
two	15	46.88
three	8	25.00
four	3	9.38
five	2	6.25
six	2	6.25
seven	1	3.13

Isolation and First Aid

Of the 32 (94.44%) respondents, over half (21 facilities or 61.67%) did not provide a special place for the isolation of a sick child, but 100% of the respondents were in close contact with a person trained in first aid. Eleven (42.31%) respondents reported first aid available in the same building and 18 (69.23%) respondents could reach first aid services by telephone call.

Parent-Center Relationships

At resort child care facilities parents ordinarily did not stay with their children for a session or several sessions until an adjustment was made by their child. Of the 32 (88.89%) respondents, 5 (15.63%) reported that parents stayed and 27 (84.37%) respondents indicated parents did not stay.

There was an affirmative response when asked if parents observed their children. Of the 31 (86.11%) respondents, 17 (54.84%) reported that parents did observe but usually only for a few minutes at lunch time. Parents observed mostly if their children were given skiing lessons by instructors at the facility.

Twenty-two (73.33%) respondents out of 30 (83.33%) total reported parents were interested in the types of activities planned for their children.

Additional Services

Out of 32 (88.89%) responses, 11 (32.38%) respondents reported that they did have a babysitting service for parents who did not wish to leave their children at the child care facility. Over half (21 or 65.62%) of the respondents did not offer this service.

Of the 35 (97.22%) responses, 22 (62.86%) respondents provided a service for the care of infants (children under 2 years of age).

Ten (27.78%) respondents reported that their resort area provided a special facility for the schoolage children and teenagers; 26 (72.22%) did not. Of the 10 respondents that did offer a special facility for schoolage children and teenagers, 8 (80.00%) respondents had a facility for 6 to 9 year olds, 6 (60.00%) respondents provided a special facility for the 10 to 13 year olds, and 4 (40.00%) respondents offered the 14 to 17 year olds a special facility. Out of the 26 respondents that did not have special facilities for the various age groups, 5 indicated that they needed these facilities. (See Table 34)

TABLE 34

SPECIAL FACILITIES FOR SCHOOL AGE CHILDREN AND TEENAGERS AT RESORT AREAS

Age of group	Facility provided	Percentage	Facility needed but not provided	Percentage
6 - 9 years of age	8	80.00	1	3.85
10 - 13 years of age	6	60.00	2	7.70
14 - 17 years of age	4	40.00	2	7.70

CHAPTER V

PHYSICAL FACILITY FOR A RESORT AREA

Specifications

The following are specifications for the amount of space needed to provide adequately for a quality child care center in a resort area. It is designed for approximately thirty-five children. This figure allows for the maximum number of children according to the survey and will serve adequately for a beginning resort area. Outward room for future expansion needs to be considered.

Standards that apply to preschool environments to meet the developing needs of preschool children and to satisfy state licensing requirements in the State of Montana are recognized. These include an indoor play area allotment of thirty-five square feet per child and other indoor space needs such as office, staff, kitchen and bathroom space. The amount of outdoor space required is based upon 100 square feet per child; with additional staff this amount of space can be divided in half if half of the group of thirty-five children are scheduled for outdoor play while the remaining half of the group participate in scheduled indoor activities. Groups can rotate from indoor to outdoor play.

The desired total space in square feet of area includes:

Area	Square Feet
Indoor play space	1225
Other indoor space	504
Outdoor space	1750
TOTAL	3479

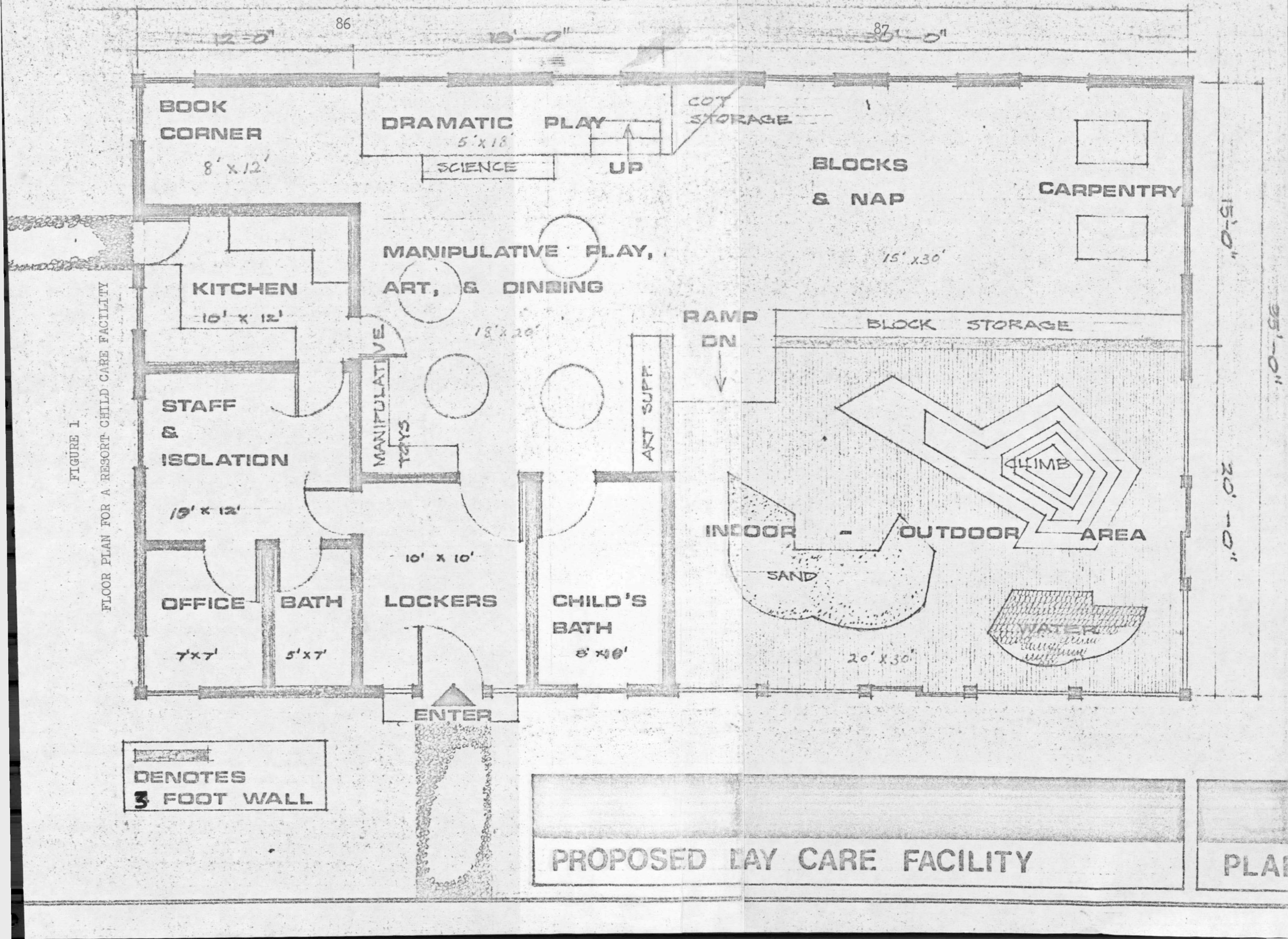
When designing the child care center, a portion of the outdoor space was converted into an indoor-outdoor area. This area located indoors, offers outdoor play activities in any kind of weather. The total amount of space remains the same but specific areas are changed.

The desired space requirements in this plan are as follows:

Area	Square Feet
Indoor play space	1596
Other indoor space	504
Outdoor space	1379
TOTAL	3479

(See Floor Plan, Figures 1 and 2)

FIGURE 1 FLOOR PLAN FOR A RESORT CHILD CARE FACILITY



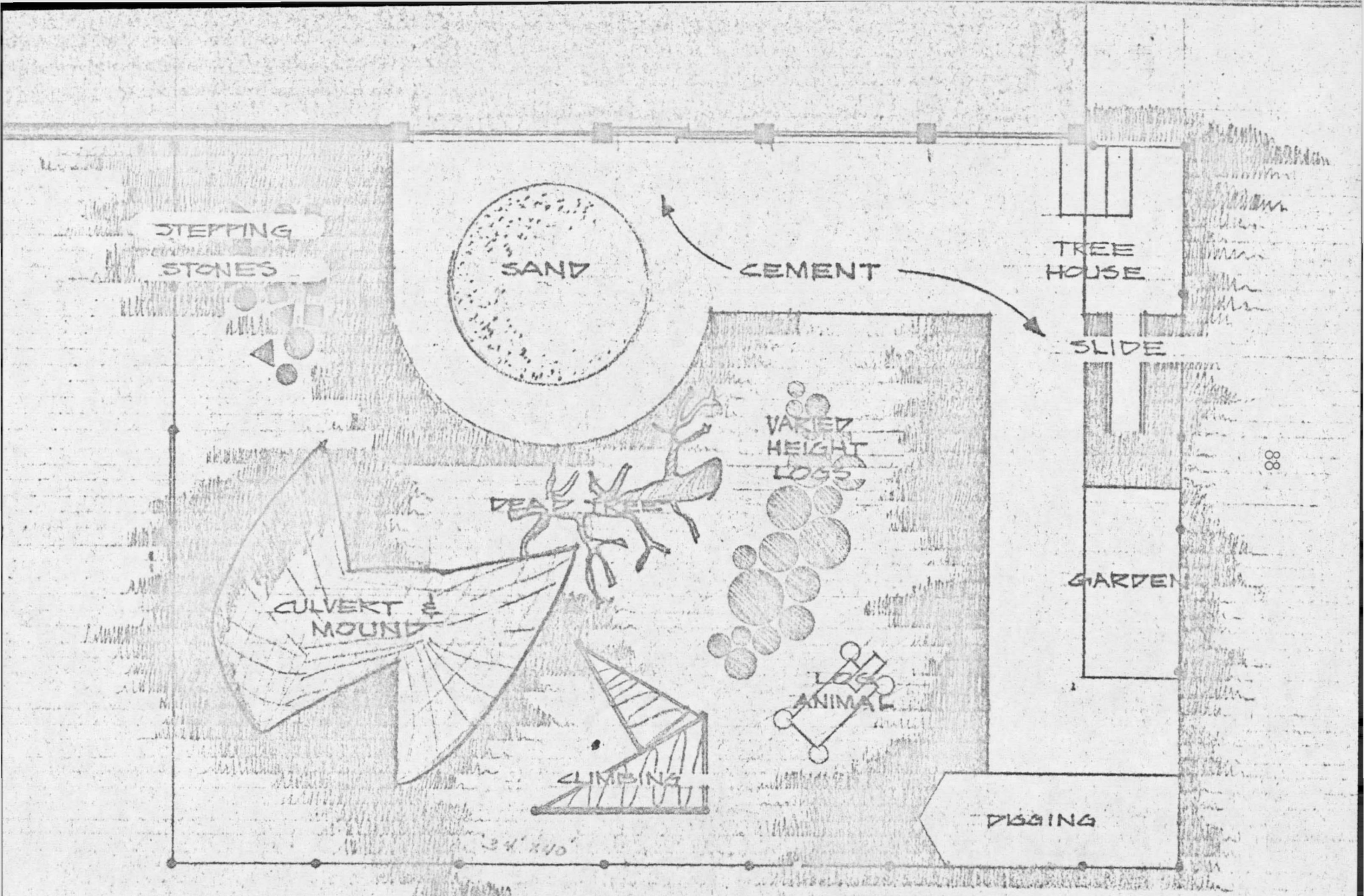


FIGURE 2

OUTDOOR PLAY YARD

Specific Areas And Needs

Manipulative, Art and Dining Areas

Description - 360 square feet.

This is an area for the manipulation of small blocks, puzzles and various educational toys. A child can learn to identify colors and develop perceptions of size and form; he can learn mathematical concepts and science concepts; and he can develop coordination in the use of his small muscles. The area, too, serves as a creative art center offering finger-painting, easel painting and other art projects. This area can be converted into a dining area when serving lunch and snacks.

Needs

Electrical Wiring.- Electrical outlets with protective caps every twelve feet located at adult height; no exposed electrical wiring.

Heat.- Thermostat with protective covering located at child's eye level when seated; if natural gas is available, the furnace should be a forced air centralized heating unit with adult height or ceiling vents; if natural gas is not available, electricity can be used as a source of heating energy in the same type of furnace; an air conditioning unit can be installed as part of the entire heating-ventilation system.

Illumination.- Flourescent lighting exhibiting seventy foot candles.

Ventilation.- Ample windows will provide natural, draft free, cross ventilation. The air conditioning unit installed as part of the furnace system will take care of artificial ventilation.

Ceiling.- Ten to eleven feet high; washable acoustical panels or acoustical ceiling tiles; white.

Walls.- Washable, non-poisoness paint; pale yellow; wall space for cork bulletin board and green chalk board; partial wall or divider will be either a wrought iron or wooden railing approximately three feet high.

Floor.- Vinyl-asbestos tile, heavy guage or 1/8 inch; geometric design; white-yellow-orange-green color.

Windows.- None.

Doors.- One half door leading into kitchen; one door leading into locker room and one door leading into the child's bathroom.

Furnishings.- Five child height tables, eighteen inches or twenty-two inches high; thirty-five child height chairs, nine or eleven inches high; low open-storage shelves for manipulative toys; enclosed cupboard for art supplies and close to a water supply.

Science Area

Description - Part of manipulative play area.

Here is an area for watching live animals and learning basic scientific concepts using magnets, magnifying glasses, scales, thermometers, etc.

Needs - Same*

Book Corner

Description - 96 square feet

A cozy window corner for reading books and listening to records. This is an area for a child to be alone and away from the pressures of the group. This area can also be used as a general area where the whole group comes together for stories, music and discussion. The area should be physically defined and removed from active and noisy play.

Needs

Electrical wiring, Heat, Illumination, Ventilation, Ceiling.- Same*

Walls.- Washable, non-poisoness paint; pale yellow-green; wall space for cork bulletin board, a flannel board, and a green chalk board.

Floor.- Dark green indoor-outdoor carpeting.

Windows.- Corner windows with window seat; window seat approximately twenty-two inches high with windows positioned right above the window seat; green and yellow drapes on windows.

*Same - Refer to manipulative play area.

Doors.- Archway leading into manipulative play area but no door.

Furnishings.- Window seat; stacked pillows for children to sit on; book display shelf not over three feet high; storage shelf for books, records, and record player; peg board for hanging musical instruments.

Dramatic Play

Description - 90 square feet.

This small "room" within a room allows children opportunity to role play with child-sized household furniture. The physical setting should allow children to feel a sense of privacy and at the same time give the teacher a chance to observe the children in that area.

Needs

Electrical wiring, Heat, Illumination, Ventilation, Ceiling.- Same*

Walls.- Washable, non-poisoness paint; pale yellow; partial wall or divider will be a wrought iron or wooden railing approximately three feet high.

Floor.- Situated on a platform two feet above the main floor; three steps lead into the area; vinyl-asbestos tile, heavy guage; geometric pattern; white-yellow-green-orange.

Windows.- Child-height windows; yellow-orange-green-white flowered curtains.

Doors.- Stairs leading into area, no door.

Furnishings.- Child-sized domestic furniture.

Block, Carpentry and Nap Areas

Description - 450 square feet.

This is an area for building with large and small blocks, steering large wooden trucks, and playing with rubber animals, people, etc. The block building area can provide a child with a variety of learning experiences - self-expression, imagination,

*Same - Refer to manipulative play area.

sensory-motor skills and cognitive skills. There should be generous space to allow for free movement of every child.

Should it be necessary for some children to take naps, this area would provide ample room for cots and would be enclosed by a portable curtain to close out noise.

Needs

Electrical wiring, Heat, Illumination, Ventilation, Ceiling.- Same*

Walls.- Washable, non-poisoness paint; pale yellow-orange; partial wall will be a wrought iron or wooden railing approximately three feet high; portable curtain to enclose nap area.

Floor.- Orange-yellow-green indoor outdoor carpeting.

Windows.- Child height windows; orange-yellow-green curtains.

Doors.- None.

Furnishings.- Low, open storage shelves for blocks and other equipment; child height work benches with vises; enclosed storage cupboard for cots.

Indoor-outdoor Area

Description - 600 square feet.

An area indoors designed to provide outdoor activities in any weather. This area offers such play activities as water play, sand play and use of climbing equipment. The area is lowered two feet below the main floor to relieve the sense of sameness and provide variety.

Needs

Electrical wiring, Heat, Illumination, Ventilation, Ceiling.- Same*

Walls.- Washable wood paneling.

Floor.- Concrete around sand and water areas; cushioned, green, vinyl-asbestos tile under climbing area; ramp leading into area.

*Same - Refer to manipulative play area.

Windows.- Child height windows; green and yellow curtains.

Doors.- Doorway leading into area from block area; no door; double glass sliding doors leading into outdoor play yard.

Furnishings.- Sand pit; water play trough; creative climbing apparatus.

Locker Area

Description - 100 square feet.

The children need a place of their own for hanging coats and storing other belongings that may accompany the child to the center.

Needs

Electrical wiring, Heat, Illumination, Ventilation, Ceiling, Floor.- Same*

Walls.- Washable, non-poisoness paint; pale yellow; space for one child height cork bulletin board and one adult height bulletin board.

Windows.- Child height window; yellow-green-orange-white curtains.

Doors.- Door coming in from outside where parents will bring child; doors leading into staff lounge and play area.

Furnishings.- Eighteen cubbies with hooks for two children to hang their coats; storage shelves above each cubbie; storage for extra clothing.

Child's Toileting Facilities

Description - 80 square feet.

Here is a bathroom made for the convenience of the children and is adjacent to or easily accessible to the indoor and outdoor play areas.

Needs

Electrical wiring, Heat, Illumination, Ventilation, Walls, Floor.- Same*

*Same - Refer to manipulative play area.

Ceiling.- Washable, non-poisoness paint; pale yellow.

Windows.- Small window for fresh air ventilation.

Doors.- Door leading into play area.

Furnishings.- Three toilet fixtures that hang from the wall varying from ten to thirteen inches from the floor; three lavetories twenty-three to twenty-four inches from the floor and placed close to the door to remind children to use the lavetories after toileting; paper towel and paper cup dispensers; mirrors above each lavetory; garbage cans; storage for bathroom supplies above child's height; large sink for adult use and cleaning art equipment.

Kitchen

Description - 120 square feet.

If regular meals and snacks are part of the program, the center should be adequately equipped to serve them.

Needs

Electrical wiring, Heat, Illumination, Floor.- Same*

Ventilation.- A fan over the stove to remove cooking smoke and odors.

Ceiling.- Washable, non-poisoness paint; melon color.

Walls.- Washable, non-poisoness paint; melon color; a two foot by seven foot counter approximately three feet high facing the play area.

Windows.- Double window over sink; green-yellow-mellon curtains.

Doors.- One half door leading into the kitchen from the play area equipped with inside lock so adults can easily reach over and unlock the door; door leading to outdoors for delivieries and garbage removal; door leading into staff area.

Furnishings.- Kitchen equipment and cupboards; cleaning closet for cleaning equipment and supplies with a lock on the outside.

*Same - Refer to manipulative play area.

Staff and Isolation

Description - 120 square feet.

As a courtesy to the staff, there should be a place for them to rest and keep their belongings. This room will also serve as an isolation room for the child who may suddenly become ill. It is close to the bathroom and kitchen.

Needs

Electrical wiring, Heat, Ventilation, Ceiling.- Same*

Illumination.- Overhead light fixture with seventy foot candle power.

Walls.- Washable wood paneling.

Floor.- Green indoor-outdoor carpeting.

Windows.- Regular height windows; green drapes on windows.

Doors.- Doors leading from kitchen and locker areas; doors leading into office and adult restroom.

Furnishings.- Furniture for relaxing; bed for sick child; closet for adult's belongings; storage cabinet for first aid supplies located above child's reach.

Office

Description - 49 square feet.

This is space for administrative purposes and keeping children's and personnel records.

Needs

Electrical wiring, Heat, Ventilation, Ceiling.- Same*

Illumination.- Overhead light fixture with seventy foot candle power.

Walls.- Washable wood paneling.

*Same - Refer to manipulative play area.

Floor.- Green indoor-outdoor carpeting.

Windows.- Regular adult height, corner windows; green drapery.

Doors.- Door leading from staff lounge.

Furnishings.- File cabinets; small desk and chair; extra adult-size chair.

Adult Restroom

Description - 35 square feet.

The adult bathroom should be separate from the children's toileting facilities. It should be located near the kitchen, staff and isolation rooms.

Needs

Electrical wiring, Heat, Ventilation.- Same*

Illumination.- Overhead light fixture.

Ceiling.- Washable, non-poisoness paint; pale green.

Walls.- Washable, non-poisoness paint; pale green; shower stall completely tiled in dark green.

Floor.- Green and orange ceramic tile; drain for shower stall.

Windows.- Small window for fresh air ventilation.

Door.- Door leading from staff lounge.

Furnishings.- One adult sized toilet hanging from the wall; one lavetory; paper towel and cup dispenser; storage cabinet for bathroom supplies; shower stall; mirror above lavetory.

*Same - Refer to manipulative play area.

Outdoor Area

Description - 1379 square feet.

This is an area providing a variety of surfaces accommodating a variety of activities. Running, jumping, balancing, climbing, rolling, digging, planting, sliding, driving, painting, building, and sculptoring are just a few of the activities that can take place outdoors in a creatively designed outdoor area. The equipment should be inexpensive and preferably materials that are natural to the area such as boulders, tree stumps, railroad ties and culverts. If a permanent piece of equipment is placed in the area, it should be firmly planted eighteen inches in concrete. The landscaping should give protection but not prevent children from seeing what passes the play yard. The yard should be surrounded by a fence that discourages climbing and includes a gate to the outside that is only operable by adults.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Increased leisure is emerging for millions of Americans in the form of extended week ends and longer vacation periods. More Americans will be traveling and seeking recreational activities which occupy leisure time. A portion of these recreational activities will be provided by highly developed winter recreation (resort) areas. Through resort areas, the adult public's needs for leisure will be met with quality facilities and activities.

Children deserve the same attention to their leisure needs as adults because of the profound contributions early activities make on a child's mental, emotional, social and physical development. Children should be given the same opportunity to enjoy quality leisure during a family's holiday or vacation. Quality space for children can take the form of a child care center appropriately designed and staffed to meet the needs of developing children.

The objectives of this study were 1) to find existing day care guides, programs, and facilities, 2) to survey winter resort areas and 3) to devise a plan for a child care center in a resort area. In searching existing day care guides for information about planning a comprehensive child care program, consideration was given to

1) children, 2) staff, 3) parents, 4) physical facility, 5) program and 6) equipment.

The questionnaire method was used in conducting a nation-wide survey of resort child care facilities. The sample was selected from a ski guide containing a current list of all winter skiing areas and their facilities in the United States. Out of 768 winter ski areas, 94 areas were listed as having child care facilities. Questionnaires were sent to the 94 areas and 53 (56.38%) responses were returned. From the 53 responses, 36 (38.30%) were used in the final analysis.

The 36 facilities were located in the Northern and South-Western states. Half (19) of the facilities were classified as day care centers and the remaining were classified as nursery schools, developmental day care centers or babysitting services.

Resort child care facilities were a recent occurence with 75% having been established since 1965. The facilities were established as a service to vacationing customers and this remains a primary objective for operation.

The circumstance of sponsorship varied, some were privately owned, some were owned by the resort and some were leased from the resort area. Almost half of the facilities were located in buildings orginally built for this purpose; the remaining half occupied remodeled areas.

The peak or busiest time for winter resort child care facilities was during the winter season with a lessening of business during the spring season. The summer season was almost nonexistant as far as use of the child care center was concerned and continued at the same rate during the fall season. The majority of the facilities were in operation seven days a week and most frequently between the hours of 9:00 am to 5:00 pm.

The mean number of children in attendance during the slow periods was from 2 to 11 during the morning sessions and from 1 to 10 during the afternoon sessions. During the peak or busy seasons, the mean attendance for the morning and afternoon sessions was a minimum range of 23 to 31 children. The mean range of maximum numbers of children ever cared for at one time was from 28 to 36 children.

All respondents reported children attending on an irregular basis and 23 of the same respondents also had children attending on a regularly scheduled basis.

All of the respondents accepted children from temporary vacationers. Half of the respondents accepted children from resort area employees, children from condominiums, children from surrounding area residents and children from the general public. Over half of the respondents restricted children on some basis - handicapped or not toilet trained.

The age ranges of children varied from less than 1 year to over 8 years. The most common ages cared for were those between less than one year to 7 years. Only 10 respondents divided the number of children into smaller groups based on age, activity, or group size.

Half of the respondents kept daily attendance records, one-third kept financial records, and few kept health or developmental records. Thirty-five percent of the total responding kept no records.

The most frequent activities for resort child care facilities were labeled as a variety of quiet activities. This was noticed, too, in the expressive opportunities provided which consisted mainly of table work such as coloring, drawing and designing collages. Equipment stressed the less active types of play such as books, pictures, dolls, dishes, puzzles and records. Blocks and wheel toys were the most frequent active play pieces of equipment. Conceptual items were not stressed. Meals and snacks were part of the program in approximately half of the facilities.

The mean indoor space allotment for 30 facilities was a minimum range of 609.17 square feet to 845.77 square feet. Only 14 respondents reported having outdoor space and the mean was a minimum range of from 1857.14 to 2213.79 square feet. Half the respondents reporting outdoor space also offered skiing lessons to the children, which explains the larger outdoor play areas.

Full-time and part-time teachers were employed in resort child

care facilities. The mean number of full-time teachers was 2 and the mean number of part-time teachers was 3. This indicates that 2 full-time teachers and one part-time teacher were on duty at all times which is sufficient staff for slow periods but insufficient for busy periods.

Many respondents did not hire non-teaching personnel. Of the respondents who did, the most popular position was full or part-time ski instructor. Other frequent part-time positions were janitor and student aide.

It was common for facility teachers to have graduated from high school but less than half of the teachers had bachelors degrees. Only 4 respondents reported having masters degree. The most popular form of background experience was caring for children of friends and relatives or personal experience raising their own children. About one-third of the respondents reported having outside experience with groups of children.

Over half the respondents - 63.33% - reported that their facility was not licensed by the state licensing agency. Inspite of the lack of licensing, many respondents were inspected by the fire and health departments. All facilities inspected by the fire department were acceptable and only 1 facility received a provisional rating from the health department.

Portable fire extinguishers were the most popular form of

fire protection available. Two facilities did not have any form of fire protection. All but one facility had the two required outside exits.

Many respondents - 21 or 61.67% - had no space for the isolation of a sick child but first aid was available to all the respondents.

Parents ordinarily did not stay to see if their child made an adjustment to the child care situation. A more affirmative response was received about parents observing their children. Many parents would observe their child during the parent's lunch time especially if the child was being given skiing lessons. Generally, parents were interested in the types of activities planned for their children.

About one-third of the respondents had babysitters available for parents who did not wish to leave their children at the center. Over half (22 respondents) did provide a child care service for infants under 2 years of age.

Ten resort areas provided a special facility for schoolage children and teenagers; those who did not provide this special service gave no indication that the service was needed.

The physical facility designed for a child care center in a resort area was planned for the maximum range of children (28 to 35). The plan includes specific areas of the center, the square footage,

a brief description of the area and the needs of the area. In addition to need is included electrical wiring, heat, illumination, ventilation, ceiling, walls, floor, windows, doors and furnishings.

Conclusions

The information obtained from the respondents was of value in designing a physical facility and will be of value in planning the program.

From the classification of resort child care facilities, it is evident that they are mainly concerned with protecting the children against physical and health hazards. There was little evidence that the respondents branch out into the social, mental, and emotional needs of children.

The idea that a child care facility would be of value to a resort area was evident from the number of facilities that have been established since 1965 (75%). This is a good indication that child care services for resort areas are in demand and should be considered in any resort area. Resort area respondents expressed an affirmative objective of wanting to provide this service to parents while they were vacationing.

The frequency of attendance during the slow and peak seasons is of value in planning space allotments, the size of the staff, the quantity of materials and equipment to have on hand and when to decrease the quantity of supplies, etc. The hours and days a resort

child care facility is open helps determine the number of staff members and the type of program needed. A center that is open seven days a week for eight hours per day needs to provide sufficient full-time and part-time staff to work a forty hour week or less. The length of the day also determines the number and kinds of activities that should be planned. Since resort child care facilities are open eight to nine hours per day, they need a program for a long day including naps, meals, etc.

The age range of children aids in predicting the size of the facility and staff; if children under two years of age are included in the program, there should be a separate room(s) for them. They are too young and dependent to compete in the active world of the older children and need more staff to meet their needs. (If children under two are admitted, there should be one staff member for every three infants.)

When caring for such diverse age groups, the program and equipment must be planned to meet the developmental needs of all ages of children attending. One way to plan the program for diverse age groups is to divide the number of children into smaller groups. Authorities stress that the number of children should be divided into smaller groups of not more than fifteen children per group. The small number of attendance at resort child care facilities may explain why many facilities do not adhere to this principle.

In planning the program, one needs to know on what basis the children will be attending - regular basis or irregular basis. If children of area employees and surrounding area residents are included in the program, these children would attend on a regularly scheduled basis. Children of vacationers would attend only on those days parents were visiting the area or on an irregular basis. The program instituted would depend upon whose children the program was centered. The constantly changing enrollment of vacationer's children and the limited length of facility operation may not appear to warrent an educational program, but even with the constantly shifting enrollment of vacationer's children, the program could be centered upon the employees children who could attend on a regular basis.

Authorities in the field of exceptional children are promoting the concept of including handicapped preschoolers with "normal" children. A center's staff would, of necessity, increase to meet the special needs of exceptional children. The program, too, may need to provide special activities for handicapped children and the physical facility may need adaptations for children with special needs.

The type of equipment available for children's use indicates or reflects a philosophy of the importance of play. The programs at resort child care facilities suggests that the children

were "entertained" with a variety of quiet activities with little emphasis on concept development. Although active play equipment is available in a few facilities, it is largely over balanced by the quieter activities. This does not apply to those centers offering skiing lessons.

The people who work with the children are responsible for providing a program that will aid in the total development of children. Their knowledge, skills and personal qualifications are the leading forces in a quality child care center. One way to up-grade preschool programs is to employ educated personnel who are trained in providing for the needs of preschool children.

The survey indicates that three teachers - two full-time and one part-time - were on duty at all times which is sufficient staff for slow seasons but insufficient for the busy seasons. There would need to be at least one additional staff member so that each group of children no matter what size had two staff members present at all times.

Respondents did not report a non-teaching staff possibly because many did not employ personnel to carry out non-teaching duties. This may mean one of two things, either the teachers carried out non-teaching functions themselves, or the resort area hired the non-teaching personnel.

A child care center should adequately accommodate the maximum number of children it expects to enroll. This, of course, will vary with each resort area.

The average indoor space allotment according to the survey was a minimum range of 609.17 to 845.77 square feet. This is large enough for the average number of children during the slow periods (1 to 10 children) but not large enough during the peak periods (22 to 31 children). Based on the recommended allowance of 35 square feet of indoor space per child and considering the maximum number of children (35) reported, there should be at least 1225 square feet of indoor play space.

The recommended outdoor space per child is 100 square feet. For the maximum range of children (28 to 35) found in this study there should be from 2800 to 3500 square feet of outdoor space. The mean outdoor space found in this study was a minimum range of 1857.14 square feet to 2213.79 square feet. Facilities, again, are able to accommodate the slow periods but not the peak periods. One solution would be to have only half the group of children outside at one time. This is also a solution to the indoor space problem; half the group of children could be inside while the other half were outside as long as there were at least two staff members per group.

Another way to up-grade programs for preschoolers is to require state licensing of the center. This should insure the

quality of the program and, also, provide a safe and healthy facility if laws are specifically designed to meet high standards.

Including parents in the program draws together parent-child-teacher relationships. Parents are more apt to better understand their growing child if they are participating in and observing their child in the program.

Recommendations

Improvement of Study

Several weaknesses were noticed in the questionnaire. The length should have been reduced by eliminating unnecessary questions or combining questions to receive the same information. Open end questions might have reduced the length.

To improve response, all answers should have been placed in a column at the left of the questionnaire. Many respondents missed columns of answers located in the middle of the page.

Other terminology should have been used in asking about teaching staff. Some respondents stated they were babysitters, not teachers, and consequently did not answer the question about "how many were on the teaching staff". In other instances, too, terminology should have been understandable to the respondents. For those not having experience in Early Childhood Education, concepts such as a regular schedule or irregular schedule, teachers, period of adjustment, health inspection, developmental records, collages, water play, etc,

may have sounded foreign. To alleviate this problem, a definition of terms should have been included with the questionnaire.

For Future Study

This study was defined as information gathering, not an evaluative study of resort child care facilities. Further analysis of the author's data might be valuable in evaluating resort child care centers or another study could be made specifically for this purpose.

Since only 94 winter recreation areas out of 768 had child care centers, it would be valuable to survey all existing winter recreation areas to determine the feasibility or non-feasibility of establishing more child care centers.

A study of existing winter recreation areas providing schoolage children and teenagers may reveal a need for these services and offer an opportunity for professionals in the field of recreation to meet real needs of schoolage children and teenagers.

There is a lack of licensing requirements in many states which could insure quality care for children. A study of uniform licensing requirements would be of benefit to operators of resort child care programs. Laws do not require certified teachers for preschool children. A study of teacher qualifications and certification would, also, benefit preschool programs.

A follow-up survey of similar nature might be necessary in several years to note any changes in child care facilities in resort areas.

APPENDIX A

Evellyn Duvall's Developmental Tasks

Developmental tasks for children $2\frac{1}{2}$ to 5 years of age:

1. Settling into healthful daily routines of rest and activity:
   a. Going to bed and getting his needed rest without a struggle
   b. Taking his nap or rest, and learning to relax when he is weary
   c. Enjoying active play in a variety of situations and places
   d. Becoming increasingly flexible and able to accept changes.

2. Mastering good eating habits:
   a. Becoming adequate in the use of the customary utensils for eating
   b. Accepting new flavors and textures in foods with interest
   c. Enjoying his food with lessening incidents of spilling, messing, and toying
   d. Learning the social as well as the sensual pleasures of eating.

3. Mastering the basics of toilet training:
   a. Growing in his ability to indicate his needs for elimination
   b. Cooperating comfortably in the toilet training program
   c. Finding satisfaction in behaving appropriately as to time, place and ways of toileting expected of boys/girls of his age in the culture
   d. Becoming flexible in his ability to use the variety of resources, places, and personnel available to him.

4. Developing the physical skills appropriate to his stage of motor development:
   a. Learning to climb, balance, run, skip, push, pull, throw and catch in whole body use of large muscle systems
   b. Developing manual skills for buttoning, zipping, cutting, drawing, coloring, modeling and manipulating small objects deftly
   c. Becoming increasingly independent in his ability to handle himself effectively in a variety of physical situations and expectancies.

5. Becoming a participating member of his family:
   a. Assuming responsibilities within the family happily and effectively
   b. Learning to give and receive affection and gifts freely within the family
   c. Identifying with parent of the same sex

d. Developing ability to share his parents with another child and with others generally
e. Recognizing his family's ways as compared with those of his friends and neighbors.

6. Beginning to master his impulses and to conform to others' expectations:
   a. Outgrowing the impulsive, urgent outbursts of infancy
   b. Learning to share, take turns, hold his own, enjoy the companionship of other children and at times play happily alone
   c. Developing the sympathetic cooperative ways with others that insure his inclusion in groups
   d. Learning appropriate behavior for situations in which he is (times and places for noise, quiet messing, nudity, etc.).

7. Developing healthy emotional expressions for a wide variety of experiences:
   a. Learning to play out his feelings, frustrations, needs and experiences
   b. Learning to postpone and to wait for satisfactions
   c. Expressing momentary hostility and making up readily afterwards
   d. Refining generalized joy or pain into discriminating expressions of pleasure, eagerness, tenderness, affection, sympathy, fear, anxiety, remorse, etc.

8. Learning to communicate effectively with an increasing number of others:
   a. Developing the vocabulary and ability to talk about a rapidly-growing number of things, feelings, experiences, impressions and curiosities
   b. Learning to listen, take in, follow directions, increase his attention span, and to respond intellectually to situations and to others
   c. Acquiring the social skills needed to get over feelings of shyness, self-consciousness, and awkwardness, and to participate with other people comfortably.

9. Developing the ability to handle potentially dangerous situations:
   a. Learning to respect the dangers in fire, traffic, high places, bathing areas, poisons, animals and the many other potential hazards
   b. Learning to handle himself effectively without undue fear in situations calling for caution and safety precautions (crossing streets, greeting strange dogs, responding to a stranger's offer of a ride, etc.)

c. Becoming willing to accept help in situations that are beyond him without undue dependence or too impulsive independence.

10. Learning to be an autonomous person with initiative and a conscience of his own:
    a. Becoming increasingly responsible for making decisions in ways appropriate to his readiness
    b. Taking initiative for projecting himself into situations with innovations, experiments, trials and original achievements
    c. Internalizing the expectancies and demands of his family and culture groups in his developing conscience
    d. Becoming reasonably self-sufficient in situations in accordance with his own make-up and stage of development.

11. Laying foundations for understanding the meanings of life:
    a. Beginning to understand the origins of life, how the two sexes differ, and who he or she is as a member of his or her sex
    b. Trying to understand the nature of the physical world, what things are, how they work and why, and what they mean to him
    c. Accepting the religious faith of his parents, learning about the nature of good - God, and the spiritual nature of life. (Duvall, 1957, p. 229 - 232)

APPENDIX B

General Safety Requirements for Physical Facility

1. Porches, walkways and play areas which are elevated should have railings with posts spaced sufficiently close as to prevent falls by preschool children.

2. Stairs, walkways, ramps and porches shall be maintained free from accumulations of water, ice or snow and should have a nonslip surface.

3. Play areas and play equipment shall be maintained in a reasonably safe condition and supervised by properly trained personnel.

4. All flammable materials, including fuel, cleaning fluids and supplies, polishes and matches shall be stored in designated cabinets or storage accessible only to authorized persons. Medical supplies, bleaches, detergents, insecticides and similar materials should be stored in equally safe facilities.

5. Lead paint should not be used in the original decorating or in redecorating the building.

6. Clear glass panels in sliding doors, shower doors, tub enclosures, storm doors and elsewhere should be clearly marked to avoid accidental impact. Where clear glass is used in exterior windows less than 32 inches above floor level, the glass should be of safety grade.

7. Untreated, flammable materials should not be used for decorative purposes, seasonal or otherwise. Nonflammable and fire-retardant treated materials are available for such purposes. The use of candles with an exposed flame should not be allowed except as used for educational purposes and maintained under control of supervising adults.

8. The burning of trash in incinerators, trash burners or otherwise by unsupervised children should not be permitted. Trash burning facilities should be located in an enclosure separated from child play areas.

9. First-aid kits should be located at convenient places as may be appropriate. In centers accommodating more than twelve children, one staff member shall have received senior first aid training.

10. In all day care homes and centers there should be a single line (where available) telephone immediately accessible to staff.

Immediately adjacent to the telephone should be conspicuously posted emergency telephone numbers, including fire, police, physician, health agency and ambulence. (Office of Child Development, 1972, p. 13-14)

11. Some form of fire protection must be available which may include portable extinguishers, fire "Bombs", ceiling sprinklets and a fire sensor detection system. There should be two exits leading to the outside of the building.

12. Electrical outlets should be above the child's height and have protective caps.

13. Heating should be installed in a place least used by the children and all external heaters need to be screened from a child's hands.

14. No portable fans within reach of a child should be allowed.

15. Every center should carry liability insurance. (Boguslawski, 1966, p. 36-37; State of Illinois, January, 1970)

APPENDIX C

Correspondence and Questionnaire

September 21, 1971

Mr. Edwin Baker, Director of Concessions
Big Sky of Montana, Inc.
Box 80
Gallatin Gateway, Montana 59730

Dear Mr. Baker:

Since the "dream" stage of Big Sky, I believed this project would be a type of industry Montana would both approve of and benefit from. Now that Big Sky is a reality, I would like to take this opportunity to do research concerning one small service that may contribute to the success of Big Sky.

I am a 1969 graduate of Montana State University with a Bachelor of Science degree in Home Economics. Since that time I have started my Masters program in the specific area of Child Development and have been employed at the Child Development Center on the university campus while completing Masters degree requirements.

Currently I have been seeking a topic for my Masters Thesis and have become very much interested in researching and planning a Child Care Service for a resort area such as Big Sky. Success of this thesis will, of course, be dependent on many factors including information about some future projections of Big Sky. I would like to be able to contact you in the future for such information and ideas. Would you please let me know if your help and cooperation will be available and please include any thoughts you may have on this project.

Thank you.

Sincerely,

Mrs. Judith E. Refsland
Graduate Teaching Assistant
School of Home Economics
Montana State University
Bozeman, Montana 59715

October 4, 1971

Mrs. Judith E. Refsland
Department of Home Economics
Montana State University
Bozeman, Montana 59715

Dear Mrs. Refsland:

Thank you for your letter of September 21st regarding your interest in a child care service for a resort area.

I would be most happy to meet with you sometime after the second week of October and discuss the possibilities. I have no specific thoughts with respect to such facilities though I feel that they are very definitely necessary in an area such as ours. I think I may have suggested to you at one time that there is a child care center in Snowmass-at-Aspen, known as the Kinderheim. You might write to Snowmass-at-Aspen and find out more about their operation prior to our having a discussion. I would suggest that you might start by writing directly to Kinderheim at Snowmass. If you are unsuccessful there, write to Mr. Peter DeNuth, c/o Snowmass American Corporation, Snowmass-at-Aspen, Colorado. This might give you a little more background before we have our discussion.

Once again, many thank's for your interest. I will look forward to meeting with you in the not too distant future.

Very truly yours,

Edwin W. Baker, Jr.
Director of Real Estate

bb

November 7, 1971

Director of Kinderheim
c/o Snowmass-at-Aspen
Colorado 81611

Dear Sir:

I am currently engaged in preliminary research into the area of child care centers at resort areas for the possibility of writing a Masters Thesis on this subject. To formulate an idea of what kinds of child care services are available in resort areas, I would appreciate a brochure or just a few paragraphs highlighting the important aspects of your operation at Kinderheim. Later I will be designing a questionnaire to survey such services throughout the United States; but for this initial beginning I would like a tiny view into your operation which would help me set up my questionnaire.

A self-addressed, stamped envelope is enclosed for sending any information you have available. I would appreciate this information within the next two weeks if possible. Thank you.

Sincerely,

Mrs. Judith E. Refsland
Graduate Teaching Assistant
School of Home Economics
Montana State University
Bozeman, Montana 59715

January 24, 1972

Mr. Edwin W. Baker, Jr.
Director of Real Estate
Big Sky of Montana, Inc.
Gallatin Gateway, Montana 59730

Dear Mr. Baker:

The following are specifications for the amount of space needed to adequately provide for a quality child care center. There are certain standards that apply to preschool environments that must be maintained in order to meet the developing needs of preschool children and to satisfy state licensing requirements.

Aspen and Sun Valley provide nursery care for children as follows:

	Minimum	Average	Maximum
Aspen	10 - 15	20 - 25	50
Sun Valley	2 - 8	10 - 15	30 - 35

In relation to the above figures, I believe that a nursery care capability for 35 children should be established. An indoor play area allotment of 35 square feet per child is recommended by the licensing agency. Additional necessary indoor space will be required for the office, staff, kitchen and bathrooms. The amount of outdoor space required is based upon 75 square feet per child; this amount can be divided in half since only half of the children need to be outdoors at any one time. The desired floor space in square feet of area includes:

Area	Square Feet
Indoor play space	1225
Other indoor space	680
Outdoor space	1312
TOTAL	3217

Although the total amount of space needed may appear excessive, my estimate is based upon standards set by child development specialists. Should it become necessary to reduce the total square footage, the space requirements could be adjusted.

The child care center definitely needs to be located on the ground floor. There are multiple dangers in placing preschoolers on the second floor. It would be preferable that the center occupy a separate building in order that future needs for expansion might be met efficiently. I would think the center should be located where it would be accessible to the largest concentration of people. Also, the center should be located near the medical or health service.

I am hesitant to submit a floor plan at this time. I and my graduate committee feel that a survey of other nurseries should be completed and all the needs for this center determined before a floor plan can be drawn. In addition, there are many facts that I am still discovering while reading other studies, therefore, a floor plan drawn now would probably undergo many changes by the time the thesis is finished. The estimated amount of space will remain essentially unchanged.

By the end of May, I will have completed my thesis and will have adapted a plan for Big Sky. At that time I will submit to you all the information on the type of child care center I would like to see established at Big Sky. Should you have any questions in the meantime, please contact me.

Sincerely,

Mrs. Judith E. Refsland
Graduate Teaching Assistant
School of Home Economics
Montana State University
Bozeman, Montana 59715

January 31, 1972

Mrs. Judith E. Refsland
Graduate Student
School of Home Economics
Montana State University
Bozeman, Montana 59715

Dear Mrs. Refsland:

Thank you so much for your detailed letter of January 24 setting forth preliminary requirements for a Child Care Center at Big Sky of Montana. I look forward to receiving further information from you in May after you have completed your thesis. In the meantime, I am taking the liberty of sending a copy of your letter to J. Flood and Associates, our master planners. It is my thinking that they should have this information at this time so that we might be able to incorporate your suggestions into the commercial area being developed at the base terminal of the gondola. That is the location where we will expect the greatest concentration of people and perhaps the most convenient place to "drop" the children while the parents go for a day of skiing. In any event, J. Flood's people will take a look at it and come up with their recommendations as their planning advances.

I look forward to seeing you again in the not too distant future.

Best regards,

Edwin W. Baker, Jr.

vs

February 16, 1972

To the Director of the Nursery or Preschool Child Care Center:

Recreational areas in America are being expanded and developed in an effort to meet the leisure time needs of increasing numbers of families. I am interested in the types of facilities available to preschool children for their leisure time enjoyment during a family's holiday or vacation.

This questionnaire, being sent to 100 facilities, is designed to obtain information about preschool facilities operating in resort areas. The data gathered by use of this questionnaire will be used in two ways. It will provide basic information for a Masters Thesis and also serve as resource material for the planning and establishment of such a facility. Therefore, your response is extremely important to the accuracy and value of this research, and also in determining what type of facility should be established in a resort area.

Although this questionnaire appears long, in actuality it requires only about 15 minutes to complete the entire form. It may be returned by use of the enclosed envelope and an early return date would be very much appreciated. If you wish to receive a summary profile of this survey, check the space provided at the end of the questionnaire.

Thank you for your time and cooperation.

Sincerely,

Mrs. Judith E. Refsland
Graduate Student, Home Economics

March 17, 1972

Dear Friend,

About three weeks ago I mailed you a copy of the questionnaire entitled: A SURVEY OF CHILD CARE FACILITIES OPERATING IN RESORT AREAS. I have received many returns and am deeply grateful for the responses.

The data from the questionnaires is about to be tabulated and I would sincerely appreciate your reaction to the questionnaire. Your response to the questionnaire is needed to make the survey as complete as possible.

Again, the questionnaire may appear long but in actuality it only takes about fifteen minutes to complete. I will be looking forward to receiving your response very soon.

Thank you for your time and cooperation.

Sincerely,

Mrs. Judith Refsland, Graduate Student
School of Home Economics
Montana State University
Bozeman, Montana 59715

A SURVEY OF CHILD CARE FACILITIES AVAILABLE IN RECREATION AREAS

Please complete this form by checking the appropriate blanks which apply to your situation or by filling in the blanks with the information requested.

1. Name of facility: _____

2. Address: _____

3. Name and title of person in charge: _____

4. Name and title of person filling in questionnaire: _____

_____

5. Type of facility: (check one)

_____ Nursery school - a supplement to home experiences with emphasis on selective educational experiences where the children can learn as they play and share, adults can learn as they have opportunity to observe and participate.

_____ Developmental day care - a substitute for maternal care to serve the social, emotional, physical and intellectual needs of the children whose parents are needing supplementary care for their children.

_____ Day care center - a substitute for maternal care to meet the health and safety needs of the children whose parents are needing supplementary care for their children.

6. Which months of the year do the children attend? Put the number which most closely describes attendance on the line to the left of each month.

1. Above average in numbers of children attending
2. Average in numbers of children attending
3. Below average in numbers of children attending
4. Closed

_____ January	_____ July
_____ February	_____ August
_____ March	_____ September
_____ April	_____ October
_____ May	_____ November
_____ June	_____ December

7. What are the hours your facility is open each day?

_____ am to _____ pm Sunday
_____ am to _____ pm Monday
_____ am to _____ pm Tuesday
_____ am to _____ pm Wednesday
_____ am to _____ pm Thursday
_____ am to _____ pm Friday
_____ am to _____ pm Saturday

8. When did you open your facility?

_____ before 1960
_____ 1960 - 1964
_____ 1965 - 1969
_____ after 1970

9. What was the primary factor which prompted the beginning of your facility?

_____ serve as money-making venture
_____ give area employees a place to keep their children during working hours
_____ relieve busy vacationers of their children
_____ all of the above were equally important
_____ other (specify)_____

10. What are the present objectives of your facility? (More than one check is possible.)

_____ provide service to parents while they are working or relaxing
_____ improve child's physical abilities (skills)
_____ aid in emotional, social, mental development of the child
_____ train teachers of young children
_____ build healthful, happy relationships among children
_____ educate the parents
_____ provide research opportunities to study children
_____ other (specify)_____

11. Whose children attend the nursery? (More than one check is possible.)

_____ children of area employees
_____ children from the condominiums
_____ children from the surrounding area residents
_____ children of temporary vacationers staying at the resort
_____ open to general public
_____ other (specify)_____

12. What are the restrictions, if any, that would keep a child from attending your facility? (More than one check is possible.)

_____ none
_____ not toilet trained
_____ mentally handicapped
_____ emotionally disturbed
_____ physically handicapped
_____ special needs (medication, rest, etc.)
_____ other (specify)_____
_____

13. What is the average number of children attending the facility per day during your slowest periods?

morning	afternoon
_____ less than 10	_____ less than 10
_____ 10 - 19	_____ 10 - 19
_____ 20 - 29	_____ 20 - 29
_____ 30 - 39	_____ 30 - 39
_____ 40 - 49	_____ 40 - 49
_____ over 50	_____ over 50

14. What is the average number of children attending the facility per day during your very busiest periods?

morning	afternoon
_____ less than 10	_____ less than 10
_____ 10 - 19	_____ 10 - 19
_____ 20 - 29	_____ 20 - 29
_____ 30 - 39	_____ 30 - 39
_____ 40 - 49	_____ 40 - 49
_____ over 50	_____ over 50

15. What is the maximum number of children ever cared for at one time?

_____ less than 10
_____ 10 - 19
_____ 20 - 29
_____ 30 - 39
_____ 40 - 49
_____ over 50

16. How often do children attend the facility?

_____ regularly scheduled basis of:
_____ less than one day
_____ 1 day a week
_____ 2 days a week
_____ 3 days a week
_____ 4 days a week
_____ 5 days a week
_____ 6 days a week
_____ 7 days a week

_____ irregular basis

17. How long is the average length of stay for a child?

_____ one day
_____ two days
_____ three days
_____ four days
_____ five days
_____ six days
_____ one week
_____ two weeks
_____ three weeks
_____ one month
_____ longer than one month (specify)
_____

18. On the following graph, check the number that represents the youngest and oldest age groups that attend the nursery:

less than 1 yr.	$1\frac{1}{2}$	2	$2\frac{1}{2}$	3	$3\frac{1}{2}$	4	$4\frac{1}{2}$	5	$5\frac{1}{2}$	6	$6\frac{1}{2}$	7	$7\frac{1}{2}$	over 8

19. Are the children separated into small groups?

_____ yes
_____ no

20. If yes to the above question, what determines this separation?

_____ age
_____ group size
_____ activity
_____ other (specify)_____

21. If records are kept, what type?

_____ weight and height
_____ health
_____ developmental
_____ financial
_____ daily attendance
_____ no records

22. Do you provide a babysitting service at your resort for those parents who do not leave their children at the nursery?

_____ yes
_____ no

23. Do you provide a service for the care of infants? (Under 2 years of age)

_____ yes
_____ no

24. Do you provide a special facility for the schoolage children and teenagers?

_____ yes
_____ no

facility provided	facility needed but not provided at present time
_____ 6 - 9 years of age	_____ 6 - 9 years of age
_____ 10 - 13 years of age	_____ 10 - 13 years of age
_____ 14 - 17 years of age	_____ 14 - 17 years of age

25. How many are employed only as teachers? Full time refers to those who work an 8 hour day or 40 hour week during the period of employment. Part time refers to those who work less than an 8 hour day or 40 hour week during the period of employment.

full time	part time
_____ one	_____ one
_____ two	_____ two
_____ three	_____ three
_____ four	_____ four
_____ five	_____ five
_____ six	_____ six

26. Who do you employ other than teachers?

	full time	part time
_____ nurse	_____	_____
_____ cook	_____	_____
_____ bookkeeper	_____	_____
_____ secretary	_____	_____
_____ janitor	_____	_____
_____ bus driver	_____	_____
_____ other (specify)_____	_____	_____

_____

27. Do any of your personnel serve in a dual capacity?

_____ yes
_____ no

if yes, what are their jobs:

_____ teacher plus nurse
_____ teacher plus bookkeeper
_____ teacher plus cook
_____ teacher plus janitor
_____ teacher plus bus driver
_____ cook plus nurse
_____ janitor plus bus driver
_____ secretary plus bookkeeper
_____ other (specify)_____
_____

28. What background has the teaching staff had with children?

education

_____ graduated from high school
_____ completed one or two years of college
_____ completed three or four years of college
_____ bachelors degree
_____ masters degree
_____ other (specify)_____
_____

experience

_____ sunday school teacher
_____ kindergarten teacher
_____ elementary school teacher
_____ secondary school teacher
_____ preschool teacher (elsewhere)
_____ just enjoys children
_____ nursing experience in pediatrics
_____ personal experience raising own children
_____ caring for children of friends or relatives
_____ other (specify)_____
_____

29. Do the parents stay with their children for a session or several sessions until an adjustment is made?

_____ yes
_____ no

30. Do the parents observe the children?

_____ yes
_____ no

31. Do the parents seem interested in the type of activities planned for their children?

_____ yes
_____ no

32. In what type of building are you located?

_____ leased from the resort area
_____ privately owned
_____ used free, plus utilities
_____ other (specify)_____

33. The building is:

_____ remodeled for this purpose
_____ one originally built for this purpose
_____ other (specify)_____

34. Does your state require a license to operate this type of nursery?

_____ yes
_____ no

35. If your state requires fire and health inspection, is your facility periodically inspected?

fire	health
_____ yes	_____ yes
_____ no	_____ no
_____ does not require inspection	_____ does not require inspection

36. If your facility was inspected, on what basis was it accepted:

fire	health
_____ acceptable	_____ acceptable
_____ provisional	_____ provisional
_____ unacceptable	_____ unacceptable

37. What type of fire protection is available?

_____ none
_____ portable extinguishers
_____ ceiling sprinklets
_____ liquid "bombs"
_____ other (specify)_____

38. How many accessible exits are there in the building?

_____ one	_____ four
_____ two	_____ five
_____ three	_____ six

39. Is there a room or space for isolation of a sick child?

_____ yes
_____ no

40. Is a person trained in first aid always available?

_____ yes
_____ no

_____ in the building
_____ by telephone call

41. Approximately how large (in square feet) is the area for the children?

indoors

_____ less than 350 square feet
_____ 350 - 499 square feet
_____ 500 - 649 square feet
_____ 650 - 849 square feet
_____ 850 - 999 square feet
_____ 1000 - 1149 square feet
_____ 1150 - 1299 square feet
_____ 1300 - 1449 square feet
_____ 1450 - 1599 square feet
_____ 1600 or more square feet

outdoors

_____ less than 1000 square feet
_____ 1000 - 1499 square feet
_____ 1500 - 1999 square feet
_____ 2000 - 2499 square feet
_____ 2500 - 2999 square feet
_____ 3000 or more square feet

42. What of the following is included in the program?

_____ health inspection of children
_____ play outdoors every day
_____ variety of quiet activities
_____ rest period(s)
_____ naps
_____ regular meal(s)
_____ walks, trips, excursions
_____ snacks
_____ science experiences
_____ number, color and shape concepts
_____ safety and health concepts
_____ learning about others (helpers, countries, etc.)
_____ dramatic expression
_____ creative expression (art, music, etc.)

43. Do the children have an opportunity for the following?

_____ finger painting
_____ easel painting
_____ coloring books
_____ free hand drawing
_____ making of collages
_____ dress-up like adults
_____ carpentry tools at workbenches
_____ water play
_____ food preparation
_____ other special activities (specify)_____

44. What type of equipment is available for the children to use?

_____ dolls, dishes, play housekeeping equipment
_____ blocks, large for houses and small for roads, etc.
_____ wheel toys (trucks, cars, trains, etc.)
_____ vehicles (wagons, trikes, scooters)
_____ large aparatus for climbing
_____ musical pieces (bells, drums, etc.)
_____ phonograph and records
_____ books, pictures
_____ puzzles

45. How much do you charge per child?

_____ hourly rate _____ daily rate _____ weekly rate
_____ monthly rate

Would you like a copy of the summary of this survey?

_____ yes
_____ no

ANY COMMENTS YOU WOULD LIKE TO MAKE WOULD BE APPRECIATED:

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.

Mrs. Judith E. Refsland
Graduate Student
School of Home Economics
Montana State University
Bozeman, Montana 59715

APPENDIX D

Resort Area Respondents

California:

Alpine Meadows Day School
P.O. Box 865
Tahoe City, California 95730

Big Pines Resort
P.O. Box 543
Wrightwood, California 92397

Colorado:

Bratskellar
Vail, Colorado 81657

Kinderheim, Inc.
Box 5446 WV
Aspen, Colorado 81611

Lake Eldora Corporation
Nederland, Colorado

Small World
Vail, Colorado 81657

Snowflake Nursery
Breckenridge Ski Corporation
Breckenridge, Colorado 80424

Steamboat Ski Co. Nursery
Steamboat Springs
Colorado 80477

Connecticut:

Mt. Southington Nursery
Plantsville
Connecticut 06479

Idaho:

Bogus Basin Nursery
Bogus Basin Ski Area
Boise, Idaho

Playschool (Sun Valley)
Sun Valley, Idaho 83353

Maine:

Bald Mt. Ski Area
Bald Mountain, Maine 04913

Saddleback Mountain Ski Area
Rangely, Maine 04441

Squaw Mt. Ski Area
Greenville, Maine 04441

Massachuesetts:

The Northfield Inn
Northfield, Massachuesetts 01360

Michigan:

Caberfae, Inc.
Cadellac, Michigan 49601

Schuss Mountain, Inc.
Mancelona, Michigan 49659

Minnesota:

Buck Hill Ski Area
Burnsville, Minnesota 55378

Cedar Hills Golf and Ski
9735 Eden Prairie Road
Eden Prairie, Minnesota 55343

Montana:

Kiddy Korner
Big Mountain
Whitefish, Montana 59937

Nevada:

Ski Incline
Incline, Nevada 89450

New Hampshire:

King Ridge Ski Area
New London
New Hampshire 03257

Loon Lodge
Lincoln, New Hampshire 03251

Waterville Company, Inc.
Waterville Valley
New Hampshire 03223

New Jersey:

Great Gorge - Hansel and
Gretal Ski Classe
Box 848
McAfee, New Jersey 07428

New Mexico:

Kinder Kafig
Taos Ski Valley Nursery
Taos Ski Valley
New Mexico 87571

Sipapu Ski Area
Box 29
Vadito, New Mexico 87579

New York:

Greek Peak
Corland, New York 13045

Hunter Mt. Ski Bowl
Hunter, New York 12442

Mt. Cathalia Ski Center
Ellenville, New York

Silver Bells Ski Area
Nursery
Wells, New York 12164

Swain Ski Slopes
Swain, New York 14884

Pennsylvania:

Big Boulder Ski Area
Lake Harmony, Pennsylvania 18624

Pocono Manor Inn and Golf Club
Pocono Manor, Pennsylvania 18349

Vermont:

Bromely Nursery
Peru, Vermont

Burke Mt. Recreation, Inc.
Nursery
East Burke, Vermont 05832

Dutch Hill Ski Area
R.D.I.
Readsboro, Vermont 05350

Glen Ellen Ski Area
Waitsfield, Vermont 05673

Haystack Nursery
Wilmington, Vermont 05363

Jay Peak Nursery
Jay, Vermont 05859

Killington Nursery
Killington, Vermont 05751

Medonna Child Care Center
Medonna Village
Jeffersonville, Vermont 05464

Mt. Ascutney Ski Area, Inc.
P.O. Box 29
Brownsville, Vermont 05037

Pico Peak Nursery
Sherburne, Vermont 05701

Punkin' Patch Nursery
Mt. Snow, Vermont 05356

Stratton Mt. Day Care Center
Stratton, Vermont 05155

Virginia:

Bryce's Mt. Resort, Inc.
Basye, Virginia 22810

Washington:

Alpental
North Bend, Washington 98045

Snoqualmie Summit Ski Area Nursery
Snoqualmie Pass, Washington 98068

Wisconsin:

Telemark Nursery
Cable, Wisconsin 54821

Trollhaugen, Inc.
Dresser, Wisconsin 54009

Whitecap
Montreal, Wisconsin 54550

Wyoming:

Pooh Corner
Teton Village, Wyoming 83001

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