Private is political.

Within the City of Stockholm there is only one kindergarten that is open other hours than office hours. The city is not committed to providing all forms of child care when the family needs it. The school minister is of the conviction that child care outside the ordinary hours is something that should be sorted within the family.

Sweden is famous for being generous toward parents in both parental leave and child care. This does not mean that they have been adjusted according to today’s needs, where we live in a society open and awake twenty four seven and demanding that all services are as well. We are also more willing to move for work opportunities, which means that our social networks often are elsewhere. These circumstances make the family constellation fragile. Even more so if the family depends on one single parent.

To leave your child in care over night is today followed by a stigma. Opinions meaning that children should sleep in their own bed, in their own home is common. If you have a job that does not allow the ordinary office hours you are supposed to change or adjust it.

In suggesting all hours child care in an environment that originate in children’s spatial needs and pedagogically from psychological needs as a contribution in the debate, the hope is that all hours child care in the end becomes the state of normality.

Background

Method

Workshops

Starting out I visited the Kindergarten Fredrik eens minne, where I held workshops with eight kids in the ages four to six years. For the first workshop they took photographs of favourite places, not-so-good places, secret places and other things that interested them. The next day we talked about the pictures and why they chose their motifs. Later we drew pictures with alternatives to the spaces in the kindergarten. What they valued in their current surroundings, what they needed for and what they wanted to get rid of.

In the second workshop we chose to continue to work with the playroom, a room the children had mixed feelings toward, which felt untidy and uncertain. A room not worth while playing in and which they used mainly for eating, but which could be used for other activities. The room was used to a wide range of activities such as eating, drama, pottering and so on. We talked about what could be done to improve the room so that it could be explored by something else. When we talked about what they wanted to get rid of, I tried to understand how different children’s contexts and understandings, experiences of their time at the kindergarten corresponded to each other. More than conversations of privacy, age and ownership over time and different needs at different ages.

By creating a base of knowledge through listening to stories and wishes, tracing everyday life and behaviour in the kindergarten, a life unknown to me, I drew a matrix where private/public and the 24 hours cycle were crossreferenced.

Scenarios

When organizing a building open all hours, and people staying there for different amounts of time, I used scenarios, or stories to understand what space, usage and ownership when needed through out the day.

I tried to understand how different children’s contexts and understandings, experiences of their time at the kindergarten corresponded to each other. More than conversations of privacy, age and ownership over time and different needs at different ages.

The dimensions or the relationship between dimensions corresponded to each other: privacy, homeliness, feeling of safety in the context of space, changing activities, ownership over time and different needs at different ages.

By creating a base of knowledge through listening to stories and wishes, tracing everyday life and behaviour in the kindergarten, a life unknown to me, I drew a matrix where private/public and the 24 hours cycle were crossreferenced.

Site
Organisational strategies

Activity vs. Sociability
Children more often choose an activity because of friends, actual motives and so on. This because of social activity - themselves it is important to have enough room to provide the same activity to larger groups.

Spatial Needs
1-3 years.
A toddler is physical in his/her spatial needs and reacts intuitively to spatial shapes. If a room is long and narrow it is a request for running, a high room for climbing and so on. Any large room can be divided, an activity space such as a playgroup, a resting area or a kitchen. The living room should be direct and physical with great tactility and explorative opportunities. The toddler area should also be known and safe environment which works as a base for further exploration of the rest of the kindergarten.

4-6 years.
At this age secret societies, ability to withdraw with friends and a social, behavioral training are of utmost importance. The rooms can be matured and start to inherit symbolic meanings and offer interpretable space used to various different needs. A play with different scales could give the children ownership over spaces where grown ups are to large. Where the children are the one to one scales.

7-12 years.
At this age children start to claim independence, and become more selfconscious. They need privacy and somewhere to be alone but also somewhere to meet up with friends from outside. They start to explore an adult identity, and need room to feel special and grown up. It could be wrong to create rooms that are too explicitely created to meet their needs, as in earlier years, when this could appear as childish and awkward.

Staff.
Working in an environment with a lot of people regardless of age can be exhausting, and space to withdraw is of importance. The staff needs a space where they can meet up with each other, and also a space for games and training with the children. Both, an exercise and to be close to keep an eye on the activity and share by not disturb games between children.

Parents, siblings and friends.
When leaving children for longer periods or on odd times, the drop off area is specially important. You must be able to say your goodbyes in private and without stress. At the same time the premises must be able to welcome a large amount of children at the same time. Rooms staying for a longer while should also be able to shed light and be able to involve outsiders. These outsiders must also feel involved and treated to utilise the building.

Wishes based on workshops
The workshops gave a couple of quite hands on wishes such as;
- No corridors, when they work as a request for running.
- A running room, a place that are able to hold a high energy level.
- Secret spaces.
- A mix of spaces, from very specific to very general.

Outdoors
Outdoor play areas
- Staff areas such as meeting rooms, offices, changing rooms.
- Activity spaces such as workshops, running around or pottering.
- Living room and kitchen.
- Informal kitchens for sharing of healthy drinks and lunch.
- Playgarden spaces.
- Hang out are to withdraw during the afternoon. Safe by older children other school and use living space at night.

Activities.

The first workshop
The children took pictures of different places that interested them. Places they liked, did not like, where perceived as scary, fun or plain boring.
Then we talked about the motifs and drew pictures of what was wished for.

The second workshop
We started with a lesson in architectural tools. We drew a representation of a room actually used by the children. We made the children involved in the planning. Then we worked our way through what they wanted the room to do for them.
Design strategies

My aim was to create a building with a movement through time. Something I thought was important when some of the children stays for several days at the time and need differentiation in their environment through our stay. There are also a need for a sense of ownership and boundaries to be set and transgressed to be able to create a building that is both a home away from home, a place to hang out with your friends and a learning environment.

My first strategy was to borrow the logic from a small village with houses, alleyways and squares, which gave four stages of privacy: The room within the box, such as sleeping cells, withdraw corners, offices, meeting rooms and hygiene areas. The box or house with specific activities such as gathering spaces, workshops etc. The indoors areas outside the boxes which functions as circulation but also as informal play space, pentrys, stages and meeting space and last but not least the outdoor playgrounds. The borders between the rooms and the boxes areas are sometimes blurred to give the building a chance to open itself.

My other strategy was born when trying to solve the problem with putting a roof on a village. Copying the childhood hut with boxes or chairs with a blanket created the opportunity to mold the roof top into a landscape which could be used to play upon.

Materials

The boxes have the same wooden material on the inside as the outside to create different stages belonging or privacy. Between the boxes there are a painted pine flooring or in rougher areas clinker.

The inside of the boxes are white to have a calm background to whatever is happening whereas the laminate flooring change colour depending on activity. Orange in workshops/activity rooms, green in gathering spaces and blue in tranquil areas.

Construction

Roof
- Rubber granulate 150 mm
- Concrete 100 mm
- Insulation 200 mm
- Asphalt 50 mm
- Glue laminated wood 250 mm
- Space for installation and sound proofing 200 mm
- Plaster board 20 mm

Wall
- Larch paneling 40 mm
- Air gap 30 mm
- Vapour proofing
- Glue laminated wood 150 mm
- Vapour proofing
- Wood based board 15 mm

Detailing

- Painted iron tassels
- Section c. through the entrance, stage and library 1:50
- Section d. through sleeping quarters and the running room, a room that opens up to the playground and has a gap to the rest of the building to create a buffer zone when the energy level tend to go through the roof.
Towards Slussen Public transport node

Tjärhovsplan Bus stop

The School of Navigation, now Ersta nursing academy. 1907

Frans Schartaus school for adults. 1915

Apartment building by Ragnar Östberg. 1927

Classical wooden building, "söderkåk." 18th century

The Norwegian church. 1972

Folkungagatan Bus stop

Planned elevator which makes Stigberget accessible to everyone.

Vehicle access
Stair access

Tjärhovsparken Public garden

Drop of area
+40
+39
+34.5
+31
+28
+3
+29
+30
+28
+25.5
+25.5
+25
+40
+41
+42
+24
+43
+30.5
+31
+2.5
+38
+36
+36
+34

plan 1:500

Neighbourhood Neighbours

Neighbours

The Norwegian church. 1972

Classical wooden building. "söderkåk." 18th century

Apartment building by Ragnar Östberg. 1927

Frans Schartaus school for adults. 1915

The School of Navigation, now Ersta nursing academy. 1907


**Brief**

**Units and movement**

**Daytime**

1. In order to separate the kindergarten in divided into age groups. The toddler and nursery are arranged in the entrance level to be easily accessed by prams.
2. The entrance to the kindergarten is separated from the interior and the adjacent pedestrian area. The main entrance is into a large open space, pantry, sleeping area and an outdoor playground. The nursery and nursery is to use the small part of the building to be a separate playground on the premises as well.
3. The key to the new idea is what we call outdoor flexible light. The gathering area is arranged on the middle and could be divided in the middle around the gathering area. The gathering area is a child room and could be divided.
4. The concept is that each kindergarten unit could be divided.

**Night time**

1. In night there are children staying for the evening. motor the adults stay. The evening part is divided by all children but the sleeping quarters are divided into separate rooms. The kindergarten is divided into two types of needs such as a workshop and a running around room. The activities room are open to the whole kindergarten.
2. The kindergarten is planned for two units at each age group with gives 75% children in the older unit and 25% children in the child unit. The toddler unit of 4-6 years old is well divided into different types of needs such as a workshop and a running around room.
3. Around the gathering units room is situated in the middle and could be divided into different types of needs such as a workshop and a running around room. The four to six years old unit has a more informal activities are situated to be used as a second night time unit.
4. At daytime the kindergarten is divided into age groups. The toddler area is arranged in the entrance level to be easily accessed by prams.

**Units**

**Toddler unit**

- Daytime area
  - Gathering room
  - Sleeping areas
  - Pentry
  - General areas
  - Office
  - Meeting room
  - Changing room/shower/laundry
  - Pram storage
  - Library and study area
  - Kitchen
  - Living room
  - Sleeping quarters

- Night time area
  - Gathering room
  - Sleep room
  - Club room
  - Bedroom
  - Group sleep
  - Sleeping quarters
  - Staff area
  - Changing room
  - Pentry
  - General areas
  - Office

**Older childrens unit**

- Daytime area
  - Gathering room
  - Cooking room
  - Group sleep
  - Bedroom
  - Group sleep
  - Staff area
  - Changing room

- Night time area
  - Gathering room
  - Sleep room
  - Club room
  - Bedroom
  - Group sleep

**Plan of detail**

- According to the planning proposal it is to be divided into two units. The ground with a building on the first floor and the second floor is a kindergarten unit.
- The kindergarten is divided into two units. The ground with a building on the first floor and the second floor is a kindergarten unit.
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- The kindergarten is divided into two units. The ground with a building on the first floor and the second floor is a kindergarten unit.

**Situation**

- According to the planning proposal it is to be divided into two units. The ground with a building on the first floor and the second floor is a kindergarten unit.

**Transport nods**

- Central station
- Slussen
- Liljeholmen
- Ootdoors

**Kindergartens**

- +44,5
- +45

**Surface areas**

- Indoors 750 sqm
- Outdoors 770 sqm
- General areas including stage, childrens room, kindergarten and contains the variety of spaces needed during a day, such as activity rooms, informal activities are situated to be used as a second day time unit.

**Cells**

- Toddler day time unit
- Toddler day time unit
- Toddler day time unit
- Toddler day time unit
- Toddler day time unit

**Units**

- Toddler area
- Toddler area
- Toddler area
- Toddler area
- Toddler area

**Movement**

- Toddler area
- Toddler area
- Toddler area
- Toddler area
- Toddler area

**Staff area**

- Changing room/shower/laundry
- Office
- Changing room/shower/laundry
- Office
- Changing room/shower/laundry

**Office**

- Office
- Office
- Office
- Office
- Office

**Meeting room**

- Meeting room
- Meeting room
- Meeting room
- Meeting room
- Meeting room

**Changing room/shower/laundry**

- Changing room/shower/laundry
- Changing room/shower/laundry
- Changing room/shower/laundry
- Changing room/shower/laundry
- Changing room/shower/laundry

**Bedroom**

- Bedroom
- Bedroom
- Bedroom
- Bedroom
- Bedroom

**Sleeping quarters**

- Sleeping quarters
- Sleeping quarters
- Sleeping quarters
- Sleeping quarters
- Sleeping quarters

**Pentry**

- Pentry
- Pentry
- Pentry
- Pentry
- Pentry

**Library and study area**

- Library and study area
- Library and study area
- Library and study area
- Library and study area
- Library and study area

**Living room**

- Living room
- Living room
- Living room
- Living room
- Living room

**Sleeping quarters**

- Sleeping quarters
- Sleeping quarters
- Sleeping quarters
- Sleeping quarters
- Sleeping quarters

**Office**

- Office
- Office
- Office
- Office
- Office
Section e. through entrance showing sleeping quarters, changing room, child scale area and the toddler units.
1:50