

POLITECNICO DI TORINO
FIRST SCHOOL OF ARCHITECTURE
Master of Science in Architecture (Construction)
Honors theses

NURSERY SCHOOLS: new answers to the childcare demands

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PREMISE

Mainly in view of the increasing female occupation and of the standards imposed by the European Union nursery schools progressively represent a necessary service to reconcile life and work demands, (Lisbon – 2000) in the contemporary society. Such standards will actually involve a considerable increase of services which have always been poor in our country.

At the same time nursery schools also represent the first approach that a child may have with the educational structure and this is the reason why they have to be configured as an intentionally designed learning place.

As far as Italy is concerned, this research has highlighted a large differentiation among regions and it points out both a quantitative deficit and a qualitative one. Therefore, in order to build high quality structures, we need to point out the main requirements of this kind of service, never forgetting the optimization of the available resources point of view.

This study is mainly the result of a research carried out on original sources. The area of investigation is our national field, and it focuses on Piedmont' situation compared to the most prominent region in the Italian contest: Emilia Romagna.

PURPOSES

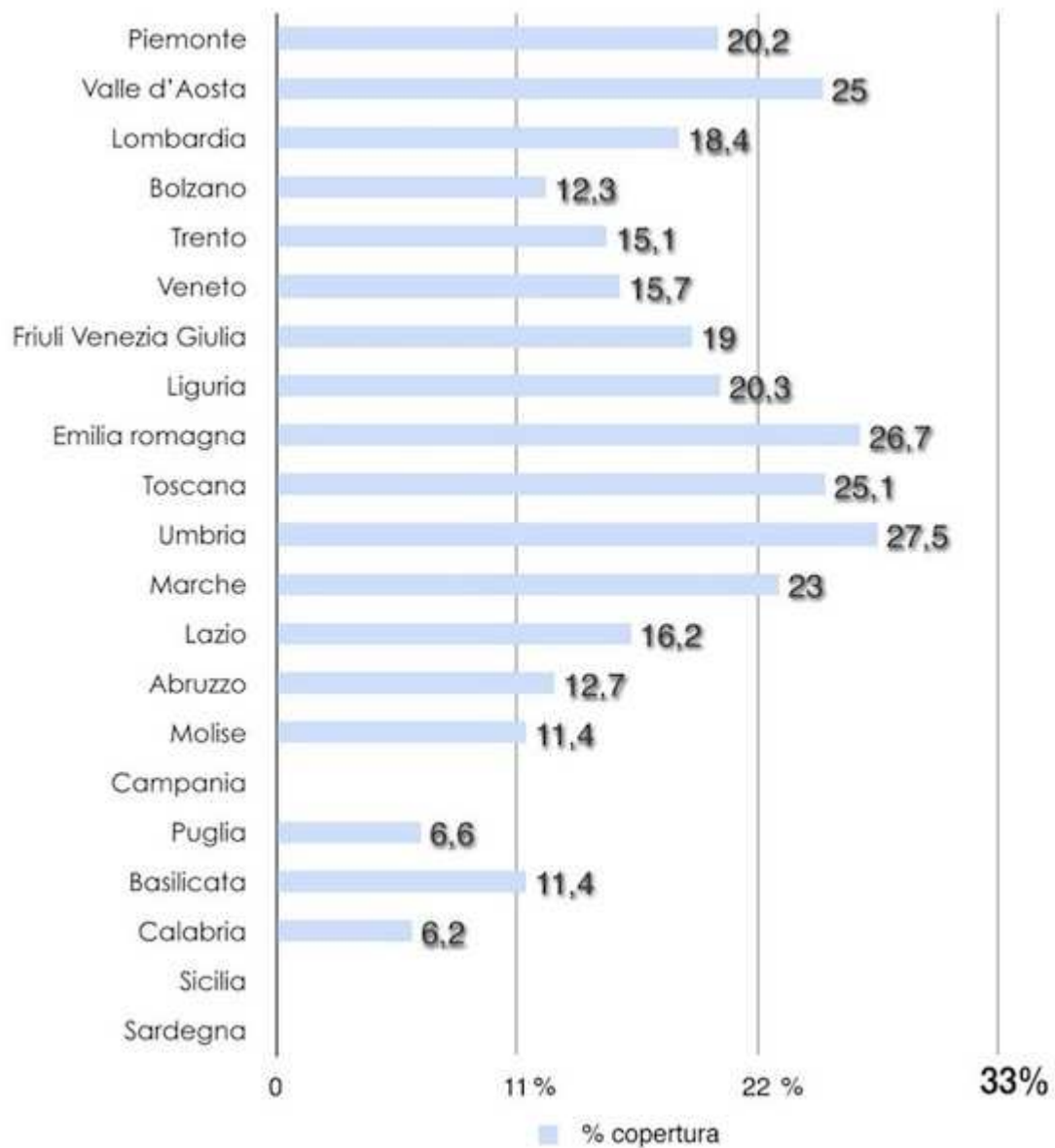
This theses has focuses on three fundamental targets:

- giving an updated picture of the nursery school context in Italy;
- pointing out what is critical and what is valid in the nursery school areas which have been compared in this study: Piedmont and Emilia Romagna;
- proposing a support tool to help the planning of the nursery schools specifying the needed performances to preserve the environmental system.

STRUCTURE

This study is structured in three parts that respectively treat the theoretical analysis, the direct investigation and the suggestion synthesis.

- The **first part** shows the current situation related to the service requirements, the national and regional law picture, indentifying well-advanced trends which represent a good practice (a detailed analysis is attached), and the initiatives which are developing parallel to the public sector (business kindergarten).



Comparative picture of childcare reception rates in Italy in comparison to the UE target of 33% (update to 31/12/2008)

- The **second part** focuses on the study of the educational context as first footstep towards the demand approach, and on the cognitive investigation through the direct verification of a heterogeneous sample of cases and the experience of *Reggio Children*.

Some recent Piedmontese realizations have been analyzed in comparison with those of the region Emilia Romagna, where the attention to the educational theme has been a long time practice for decades.

The peculiarities of these two "models" have been highlighted laying out specific forms. In order to synthesize the most meaningful aspects of the comparison: they contain general data, features of the building, general performances of the building system, specific environmental performances and functional organization of the spaces.

REGIONE	n.	Asilo nido	Tipo di struttura	Attore promotore	Collocazione
PIEMONTE	1	Alba - Ferrero	Nuova costruzione	Privato	Singolo
	2	Casale Monferrato		Pubblico	Coordinato
	3	Druento			Singolo
	4	Leini			
	5	Moncalieri			
	6	Nichelino			
	7	Poirino			
	8	Torino - Via Bellezia	Ristrutturazione	Privato	
	9	Torino - Via P. Amedeo			
	10	Torino - CSI Piemonte			
EMILIA ROMAGNA	11	Modena - Tetrapak	Nuova costruzione	Privato	Singolo
	12	Nonantola		Pubblico	Coordinato

Index of the cases study analyzed in the comparison forms: classified with relation to the structure type, to the promoting actor and to the service location

- The **third part** is finally a methodological approach referring to the functional-spatial analysis of the architecture, which sets up as the performing analysis of the inside environmental organization.

The specification forms, realized for every specified spatial unity, have been divided in four sections and they relate to:

1. quantitative standard, functions, spatial and functional connection requirements;
2. facilities and furniture;
3. environmental comfort requirements and technological system requirements;
4. correspondence between educational function and architectural requirements.

Especially this last part, which has been attached to the children functional area forms, has to be seen as an effort to provide recommendations, the source of which is the comparison between the educational function, which must represent the main goal when designing a pre-school building, and the requirements of the spatial unities which have to house in the service.

AREE FUNZIONALI	
A	MACRO AREA FUNZIONALE ADULTI
A1	Servizi gestionali
A1.1	Ambulatorio pediatrico
A1.2	Cucina e locali accessori
A1.3	Deposito materiali
A1.4	Deposito passeggini
A1.5	Lavanderia
A1.6	Sala educatori
A1.7	Servizio igienico – spogliatoio personale
A2	Servizi amministrativi
A2	Ufficio
B	MACRO AREA FUNZIONALE BAMBINI
B1	Servizi educativi
B1.1	Accettazione
B1.2 a	Soggiorno alimentazione lattanti
B1.2 b	Soggiorno alimentazione divezzi
B1.3 a	Riposo lattanti
B1.3 b	Riposo divezzi
B1.4 a	Sala igienica lattanti
B1.4 b	Servizi igienici divezzi
B2	Servizi ricreativi
B2	Sala comune
B3	Servizi educativi specializzati
B3	Laboratorio
C	MACRO AREA FUNZIONALE COLLEGAMENTI
C	Accesso e distribuzione
Be	MACRO AREA ESTERNA BAMBINI
Be1	Aula all'aperto
Be2	Spazio verde attrezzato

Identification of the macro functional areas, of the functional areas and of the spatial unities according to which the performing specification forms have been organized for the environmental system

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