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Study of Sweden's child centers - day nurseries: its applicability in developing a conceptual model for an early child care - day care program in the United States.

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STUDY OF SWEDEN'S CHILD CENTERS - DAY NURSERIES: ITS APPLICABILITY IN DEVELOPING A CONCEPTUAL MODEL FOR AN EARLY CHILD CARE - DAY CARE PROGRAM IN THE UNITED STATES

A Dissertation Presented

By

JOAN MARGOSIAN BERGSTROM

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

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June, 1972

Major Subject: Early Childhood Education
STUDY OF SWEDEN'S CHILD CENTERS - DAY NURSERIES: ITS APPLICABILITY IN DEVELOPING A CONCEPTUAL MODEL FOR AN EARLY CHILD CARE - DAY CARE PROGRAM IN THE UNITED STATES

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Joan Margosian Bergstrom

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(Chairman of Committee)

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(Member)

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June, 1972
To Gary who makes it possible for me to play the dual role of wife and professional; and Craig our son my inspiration and collaborator in this study.
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CHAPTER I
INTRODUCTION TO THE PROBLEM

General Background

Today in the United States early child care - day care programs for groups of infants and children up to three years of age are a topic of major concern to the parent of the young child, the day care professional and the government planner. This concern has arisen out of the knowledge that there is a demand for effective child care services for the young child. The need for services and the lack of information and skills for implementing national programs for this age group cause us to look at developed child care programs in other countries. The Swedish day nursery system is an excellent example to study because of its success in operating a well integrated program and because Sweden's national priorities include providing quality experiences and care for all children.¹

This general introduction to the problem provides a background discussion of major forces that have influenced the development of child centers in Sweden and the need for early child care - day care services in the United States.

The first part of this overview is a brief description of the growth of child centers in Sweden during the last ten years. Particular emphasis is placed on three variables which have directly affected the growth of day nurseries: the role of government, the role of women, and the needs of children. The second part discusses how the response of governmental and public and private organizations to day care, women's roles in society, and the needs of children have determined and defined the direction child care programs for infants and young children have taken in the United States.

The Swedish Experience

The number of child centers in Sweden grew dramatically during the 1960s. "During the 1960s the number of places in the day nurseries tripled." The number of center-based day nurseries for infants and young children increased significantly in the last five years. In 1968 approximately 29,000 out of 700,000 preschoolers were enrolled in programs, while in 1972 the number of children enrolled is expected to be 70,000, an increase of 41,000. These figures


apply to all preschool children from birth to seven years old. Ten years ago, infant day nurseries were very limited in number—today, almost ten per cent of the nation's infants and young children are serviced in such programs.

The Response of Governmental, Private and Public Organizations

The state has been a major promoter of this growth through grants for the building and maintenance of centers and through loans to municipalities. State and municipal monies provide a significant portion of the funds for the development and operation of day nurseries. In addition, recent tax laws encourage both parents to take jobs outside the home.

Increased state involvement in the support of day nurseries was actively encouraged by the labor organizations during 1962-63. During this period there was a need for labor, and child centers were seen as a way to get women into the labor market. As part of this effort, in 1963 a Central Committee for Cooperation was formed, made up of representatives from the National Board of Health and

Figure adjusted upward by twenty per cent. Swedish programs can take twenty per cent more children in a program than officially identified. Thus, in assessing the availability of child care openings, the investigator should adjust all official figures pertaining to the number of available places by twenty per cent to get a true picture of how many children can be serviced. It is fair to assume that all available spaces are occupied by children.
Welfare, the National Board of Education, the Association of Swedish Local Authorities, the Swedish Employers' Confederation, the Labor Market Board, and the Swedish Trade Union Confederation. The purpose of the committee was to gather information related to population changes, employment and female participation in the labor market, for the development and planning of day nurseries and free time centers. The first reports developed by this group are credited by government officials interviewed as the beginning of an extensive national child care program.

The Child Welfare Act of Sweden, which took effect in 1961, established municipal boards which act as coordinating bodies in their respective areas and have overall responsibility for the well-being of children. The act provides the legal basis for the state to act in protecting and caring for young children and youth.  

The Role of Women in Society

The second area which has influenced the development of day nurseries in Sweden is the role of women in that society. The Status of Women in Sweden: Report to the United Nations 1968 talks specifically about the role of women and youth.

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the types of choices and opportunities that should be available to them. The document discusses seven areas of reform: education, family law, family policy, service to families, social insurance, taxation of families, and labor market policy. This report's impact has been considerable. On one level it argues that women should take a more active role in society and discusses problems that relate to changes in the roles of women. The document vividly illustrates the need to expand child services, without which women could not assume new roles and positions within society. The report made explicit that child care services were a prime necessity. Finally the report resulted in making the tax laws more rewarding to women and men employed from the same family which provided an additional incentive for women to work.

The Needs of Children

The last variable which has had a major impact on the development of an extensive system for providing services for infants is the society's desire to provide quality experiences for its young children. In the past ten years in Sweden there has been great emphasis on the individual child's development and the importance of his early years.
The works of Piaget,1 Montessori,2 Erikson,3 and Gesell4 provide the basis for the Swedish approach to dealing with and providing services for the child. Piaget's works help define and identify for the staff the process by which the child's cognitive skills develop. Montessori's works provide information and direction for developing a child-centered physical environment for a day nursery. Erikson's eight stages of psychological growth provide a framework for understanding the emotional and social growth of the child. Gesell's works identify general patterns of the child's physical growth. While it may appear contradictory that each of these philosophies can be incorporated into one system, the Swedes have extracted from each of these works guidelines and perspectives on the cognitive, socio-emotional, and physical development of the child.

Issues related to child centers have been popularized through the Royal Commission Study on Preschool Education

and Day Care and newspaper articles. The commission has been studying and assessing the operational patterns of existing programs for preschool children. The commission's preliminary report made recommendations regarding staffing characteristics, age grouping, and alternative organizational designs. Over the last ten years, numerous articles dealing with the importance of the early years on the child's development and the day nursery system in Sweden have appeared regularly in local newspapers.

The American Experience

In the past, the United States viewed early child care - day care for children between the ages of six months and three years of age primarily as a program for children from families with some type of social problem or pathology. Today public opinion is changing and programs for the young are beginning to be considered legitimate for all children regardless of socio-economic level. The changing attitudes of the American public toward the responsibility of governmental and public and private organizations for the mental and physical well being of young children, women's roles in society and the needs of children, have brought about this growing acceptance of the need for early child care - day

care programs.

The Response of Governmental, Private and Public Organizations

In the United States, federal and local governments do not have the same degree of influence or control in establishing a national design for day care as does the Swedish government. Federal funds for child care for children between the ages of six months and three years have supported approximately thirty-six Parent and Child Centers and ten to fifteen research programs.¹

As a result of the Head Start findings in 1966, it became evident after the first year's operation that the health and social needs of the child and his family were acute.² Problems related to physical and mental health and language development were seen as originating in the child's first years of life. To help remedy these problems, a limited number of demonstration Parent and Child Centers were established throughout the country to provide services to the child and his family.

The Children's Center in Syracuse, an infant and toddler research program begun in 1964, is the oldest of the

¹Marshall M. Haith, "Day Care and Intervention Programs for Infants Under Two Years of Age" (Harvard University: mimeographed, 1970).

group day nursery projects to be studied. Since 1964, between ten and fifteen federally sponsored research projects investigating child care for children between the ages of six months and three years have been funded. Three major themes underlie these research efforts. The first is identifying what constitutes optimal daily care for infants and young children in group situations, and more specifically, what operational patterns provide the best services for the child in terms of staffing characteristics, staff training, operational hours, number of children serviced, health care, and parental involvement with the program. The second theme is evaluating the positive and negative effects of group care on the development of the young child. Questions related to mother-child attachment and individual versus group identity are being investigated. The last major theme is the issue of curriculum. Should a program that deals with six-month to three-year-old children provide a formal curriculum and, if so, what services should be offered for what populations of children?

A Demonstration Project in Group Care of Infants, in Greensboro, North Carolina, under the direction of Mary E. Keister, focuses on identifying variables that determine optimal care. The program also deals with evaluating the overall positive and negative effects of group care for children between the ages of three months and two years.
Bettye Caldwell's project, the Center for Early Development at the University of Arkansas, is directing major efforts toward developing curriculum for daily group programs for the very young child. "Most day-care centers . . . look at their function from the standpoint of the mothers' benefit -- relieving them from custodial care of their children during working hours. We look at it from the standpoint of the child's enrichment." ¹ Another example, the Children's Center in Syracuse under the direction of Ronald Lally, deals with each of the three themes, identifying optimal environment, evaluating positive and negative effects of group care and developing activities for young children.

Private and public organizations have also played a role in defining the direction programs for young children will take. In universities and colleges a growing number of early child care - day care programs are being established primarily for the young children of students, faculty and staff members. Programs have been developed at the University of Wisconsin, Tufts University and Harvard University in response to student demands for child care services. Day care services provided in hospitals for staff members' children are also gaining in importance. At least 125 hospitals are now providing care for children of staff

personnel. In 1968 the Committee on the Infant and Preschool Child of the American Academy of Pediatrics was charged with the development of health standards for day care of children under three years of age. Day care has become an area of interest to industries where it is seen as a logical means of guaranteeing a more stable and reliable work force. The Green Shoe Company in Roxbury, Massachusetts, and the Aveo Printing and Publishing Corporation in Dorchester, Massachusetts are now operating day care programs for infants and young children.

The Role of Women in Society

"Day care is seen as a prime factor in cultural and intellectual recognition of women, and a necessity if women are to participate fully in the work life of our society, once they have children." Women today are actively involved in the labor market. The Wall Street Journal of April 10, 1970 reported that nearly six million mothers of preschool children under the age of six are now job holders. Approximately one in every 3.3 mothers with preschool children is working, since there are about twenty-one million


2Ibid.

children under the age of six in the country. At least ten per cent (more than two million) of these twenty-one million children are in need of safe and quality day care. Some of these children are now left to care for themselves, others are cared for in unlicensed and informal arrangements.¹

Appropriate child care facilities with trained staff are simply not available to all who wish to use the service. Many mothers who would like to work or acquire training are forced to stay at home to care for their young children. Some must remain on welfare because they cannot find adequate child care.

An example of programs which have been established to help the working mother are infant day care centers connected with educational programs for young adolescent mothers. Mothers enrolled in these programs are encouraged to pursue a high school education or to train for a job while their children are cared for in facilities associated with the mother's schooling. However, for the majority these programs do not exist; there are not enough slots to fill the need. "In 1967 in the United States babies were born to approximately 8,600 girls under the age of 15, more than 31,000 under 16, and 197,000 under 18."²


²Chenoweth, op. cit., p. 135.
Because the availability of day care services plays a prominent position in allowing women to pursue careers outside the home, on either a full time or a part-time basis, women's rights groups see child care as essential if women are to have viable choices in their life styles. Articles on day care and how to set up day care programs have appeared in women's magazines, and women's organizations have formed lobby groups to support day care legislation at the community, state and federal levels.¹

The Needs of Children

The identified needs of children have an impact on the nature of child care - day care programs that are developed. The importance of adequate care, intellectual stimulation and a supportive social-emotional climate in the early years has been demonstrated in the works of Bloom,² Hunt,³ Gordon,⁴ and Piaget.⁵

Bloom, in Stability and Change in Human Characteristics,

⁵Piaget, op. cit.
reviews research findings on the development of intelligence in children. The results indicate that up to fifty per cent of the variance in intelligence at age seventeen can be predicted by age four. In *Intelligence and Experience*, Hunt endorses the position that young children are active learners and that during the early years it is feasible to consider building on the child's innate ability to learn and discover. Hunt further emphasizes that competence is cumulative and that early learning experiences for the child are crucial. Ira Gordon's work, *Early Child Stimulation Through Parent Education*, presents a methodology for maximizing an infant's contact with things and people in his world. The underlying rationale for Gordon's work is that the infant's experience with things and people have an impact on the child's later cognitive development. Piaget's *The Origins of Intelligence in Children* describes the importance of the sensory motor period of development (birth to eighteen months) on the later development of the child's cognitive processes.¹

As was mentioned earlier, the research studies that came out of the Head Start program during the mid-1960s indicated the need for supportive health services for children. Many of the Head Start children had serious health and mental problems. Lack of medical and dental attention

¹Piaget, *op. cit.*
and inadequate nutrition were identified as playing a crucial role in the child's development. The Parent and Child Centers were established to provide preventive, diagnostic and treatment services for the child. With emphasis on preventive services, it was hoped that many of the potentially serious problems could be avoided.

**Purpose of the Study**

The purpose of this study is twofold. The first objective is to describe the Swedish day nursery system for children six months to three years of age. The roles and responsibilities of the state and local governments and labor unions in developing and financing day nurseries for infants and young children will be discussed. Descriptive information regarding the organizational designs of the day nurseries, focusing on such issues as operational patterns, recruitment of children, daily activities, staffing patterns, and comprehensive services, will be presented. Perceptions as to program strengths, weaknesses, and the needs of both the consumer and the professional involved with day nurseries will be highlighted throughout the document.

The second objective of the study is the development of a "Conceptual Model of an Early Child Care - Day Care Program" for children from six months to three years of age for the United States. The "model" is based on the Swedish experience and offers guidelines for designing a center-
based, early child care - day care program for infants and young children up to the age of three. It describes such organizational components as operational patterns, recruitment of children, daily activities, arrangement of environment, staffing patterns and comprehensive services.

Appropriateness of the Study

This section discusses the author's six major assumptions in undertaking the study. The author believes that there is a real need for child care services for infants and toddlers in the United States today. This need has been illustrated by figures substantiating the number of employed women in need of services for preschool children and the unsuitable environments in which some mothers are forced to place their children.¹

Second, the author believes that this study is timely. Current research on the development of the child has made people more aware of the need for such programs, and popular demand for such services has been growing rapidly in the last few years.

Third, no reservoir of practical experience exists in the United States where the majority of programs for infants and toddlers have been research and demonstration programs serving selected populations. Hence one must turn to an

extensive, well-established program such as Sweden's for the information and insights experience provides.

Fourth, the author believes that the Swedish system should be studied since it serves children with a wide range of needs. Children who have physical and mental handicaps are integrated into the day nurseries. In the United States, children with mental and physical handicaps are often segregated into separate programs.

Fifth, the author sees a need for explicit information describing the components of the Swedish day nurseries. The author became aware of this need after an extensive literature search in the area. It was found that while the Swedish system is frequently cited as an exemplary child care system, little specific information exists describing how the program operates.

Finally, it is assumed that methodologies and techniques from the Swedish experience can be adapted to the United States. Because the Swedish system has been providing well coordinated and integrated day nursery services for over ten years, the author believes that some of the information and experience developed and refined there could be adapted to meet needs existing in the United States.

Significance of the Study

This study is relevant to today's problems and is an important contribution to the field of early childhood
education. The study deals with a question that has not had much visibility: the question of group care for infants and young children between the ages of six months and three years. Little information exists on program environments for the infant and young child. This document alleviates this dearth of resource material by describing the component parts of a well integrated program already in operation in Sweden.

While the Swedish system is frequently held up as a point of contrast to the United States' programs for young children, little material has been developed which describes their day nursery operational system. This dissertation attempts to describe all of the operational components of the system, focusing on the roles and responsibilities of the state, county, and municipality and the operation of the day nursery itself as an environment for young children.

Finally, the dissertation accomplishes what has not been previously done. Based on the Swedish experience, it suggests ways to implement and design a day nursery environment for young children in the United States.

Limitations of the Study

The amount of time spent in Sweden is a constraint on this study. Within a two and a half month period (September - November, 1971), one can visit only a number of programs. With a longer period of time more programs could be
visited and more staff interviewed.

Language was a limited barrier. Most Swedes speak English fluently as a second language and the author encountered no difficulty in communicating with staff and parents. However, it was not possible for the author to understand the staff and parents when they spoke with the children in Swedish.

A third limitation is the fact that visits to communities and day nurseries were arranged by government agencies. These agencies may have been eager for a visitor to see "their best" and this may have resulted in a somewhat biased sample. However, the author was free to talk with state officials, staff personnel and parents and to arrange additional visits with other individuals.

The field study approach in itself has limitations since one cannot possibly learn and account for all the causes and effects of the information acquired. For example, to look at the entire day nursery system is a tremendous undertaking. In studying a given day nursery, there are a number of factors to consider and these cannot be accounted for in a limited period of time.

Finally, it must be emphasized that all the information learned in Sweden is not easily transferable. As discussed by Bereday in *Comparative Methods in Education*, one cannot transfer and operationalize all experiences learned
from another culture, in this instance in the field of child centers.\(^1\) Although these exposures assist one in evaluating one's own system as well as in raising appropriate questions and suggestions for future change, the Swedish system must be adapted rather than adopted for use in the United States.

**Definition of Terms**

1. **Child centers** - a term used to describe all group programs for preschool children. This includes day nurseries, nursery schools and leisure time centers.

2. **Day nurseries** - full day programs that operate for five or more hours a day for children six months to seven years of age.

3. **Play schools** - programs that operate three hours a day. The programs serve mainly five and six-year-old children.

4. **Leisure time or free time centers** - programs that provide before and after school care for children age seven to fourteen.

5. **Early child care** - day care programs - programs that offer group-based care for five or more hours a day to children ranging in age

from six months to three years.


Organization of the Dissertation

Chapter I presents an overview statement of the problem dealt with in the study. Chapter II is a review of the literature within the context of the major issues that define the significance of the study. Chapter III reviews the methods and procedures utilized in gathering data for the study. Chapter IV reports the findings on the Swedish day nursery system. Preceding Chapter V there are photographs of the day nurseries in Sweden for infants and young children. Chapter V presents a "Conceptual Model for an Early Child Care - Day Care Program" for the United States for children between the ages of six months and three years. Chapter VI summarizes the important points of this study and contains the author's recommendations on areas for further research and study.
CHAPTER II
REVIEW OF THE LITERATURE

Chapter I described major variables that have influenced the development of early child care - day care programs for the six month to three-year-old child in both Sweden and the United States. This chapter will review relevant literature describing the Swedish and American systems for infant and child care within the context of the variables that provide the basic rationale for the study.

It is often assumed that the Swedish day nursery system serves a large proportion of young children aged six months to three years. But, according to government statistics reported in Swedish in a government document entitled "Anmalda Platser: Barnstugor" Stockholm, August 31, 1971, less than ten per cent of the children in this age group are served.\(^1\) Even so, the Swedish approach to child care is conceived and organized as a national system with important advances in the design and delivery of services. These implications, rather than the extent of the system, make this study worthwhile. The following discussion covers in detail the three major variables which make the study

important: coordination of child care in Sweden as compared to the United States, population of children served in Sweden as compared to the United States, and unavailability of resource information describing the Swedish experience.

**Coordination of Child Care in Sweden as Compared to the United States**

A strong coordinated system exists in Sweden for the planning and support of day nurseries. The *Swedish Child*,¹ *Social Benefits in Sweden*,² and *Services for the Handicapped*³ show that the system clearly identifies state and municipal roles and helps minimize duplication of effort. The organization involved in the planning and administration of the day nurseries is the National Board of Health and Welfare which is also responsible for providing funds for initial building and yearly operating expenses. The bulletin, *Before School Starts*, outlines briefly the state guidelines and the procedures for the establishment of day nurseries. The existence of these guidelines illustrates that a uniform system has been developed for the establishment of day nurseries.⁴

⁴ Thorsell and Karre, *op. cit.*, pp. 2-10.
In the United States, on the other hand, according to a recently published day care licensing study summary report entitled *State and Local Day Care Licensing Requirements*, Phase I, there is no single coordinating body for the delivery of services for preschool children.\(^1\) Not only is there no coordinating body, but also there is not even a set procedure for establishing child care programs, as indicated by Prescott and Jones in *Group Day Care: The Growth of an Institution*.\(^2\) This can be fully appreciated if one attempts to set up an early child care - day care program in the United States. The Massachusetts Early Education Project indicates that to get a group program licensed for infants and young children, the Department of Public Health, the Department of Safety and the Fire Department must be contacted. Further, if the program is going to be located in a residential area, a zoning waiver must be obtained from the city or town zoning board. Government agencies that fund day care include: the Department of Labor, the Women's Bureau, the Department of Welfare, the Department of Public Health, the Office of Child Development, and the Office of Economic Opportunity. Each of these


departments has funds to establish day care programs and each has different reporting and evaluation standards. This lack of a central coordinating body results in duplication of efforts and higher program costs.¹

Because the Swedes have a highly coordinated system for developing and delivering the day nursery services, they have been able to devote time and money to planning efforts. The Swedish Child by Webster indicates that each municipality is involved in designing long term plans for the organization and operation of day nurseries.²

Population of Children Served in Sweden as Compared to the United States

In Sweden today, children served by day nurseries are representative of the total population. While the Swedish community is relatively homogeneous as compared to the United States, every effort is made to provide services for children representing all socio-economic groups. According to Haith's review of infant programs, group care for infants and toddlers in the United States in the past five years has been designed for research and demonstration purposes.³ Hence, special populations of children are served and one


²Webster, op. cit., pp. 35-46.

³Haith, op. cit.
questions how transferable these experiences are on a large scale.

The major research and demonstration programs operating in the United States are listed below. The discussion deals with programs that provide partial or full day group care for infants and young children. Questions as to the transferability of the programs are raised. Finally, information describing the population of the Swedish day nursery system is presented.

Project Knowhow, Tallahassee, Florida
Program director - Richard Dunham

The project serves infants thirteen to twenty-six months of age from low socio-economic backgrounds, and operates four hours a day for five days a week. The goal of the project is to provide adult attention and stimulation to children for the purpose of stabilizing the intellectual growth.¹

The Frank Porter Graham Child Development Center, Chapel Hill, North Carolina
Program directors - Joseph Sparling and Marjorie Land

The project provides child care services for children from infancy to twelve years. The goal of the program is to design and evaluate an environment that provides optimal growth (as defined by the project) for children from

¹Haith, op. cit., p. 3.
A Demonstration Project in Group Care of Infants
Greensboro, North Carolina
Program director - Mary Keister

The purpose of the program is to assess the consequences of group day care on the development of the infant. Special attention is placed on evaluating the child's social, cognitive and physical development. Children enrolled in the program are primarily from middle class families and are between the ages of three months and twenty-four months.2

Center for Early Development, Little Rock, Arkansas
Program director - Bettye Caldwell

The purpose of the program is to establish an early enrichment day care program linked to the public schools. Caldwell reports, "The first few years of life are critical for normal development as a human being. In this process, day care should not be separated from education. We're striving for a set up which can be adopted or adapted in other communities through the nation."3

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3 Irwin, op. cit., p. 10.
The Children's Center, Syracuse, New York
Program director - Ronald Lally

This program has been in operation for seven years and "... is geared to the very young child ... to provide whatever environmental supplements are needed to decrease the subsequent visibility of underprivileged children such as verbal and motivational deficits."¹

The Yale Child Study Center Project, New Haven, Connecticut
Program director - Sally Provence

The program is designed to identify methods and techniques for alleviating cognitive and psychological damage suffered by disadvantaged groups. The subject groups are children ranging in age from early infancy to seven years, living in three different environmental situations: children living with their natural parents, children living in foster homes, and children living in orphanages.²

Parent and Child Centers
Thirty-six programs throughout the country
Program coordinator - Richard Johnson
Office of Child Development
Washington, D.C.

The purpose of these centers has been previously discussed. The programs were established as a result of the data collected from the Head Start programs which demonstrated the needs of the Head Start child and his family for

¹Haith, op. cit., p. 16.
²Dittman, op. cit., p. 313.
social and medical services. An example, the Baltimore Parent and Child Center, will provide an overview of the general aims of these centers.

The Baltimore center has an outreach and center-based program for infants and young children. Eighty children are enrolled in the outreach program and twenty in the center program. Health care is provided for all the enrolled children and their siblings. The program also sponsors a number of educational group meetings: the Expectant Mother Class, the Neighborhood Youth Club and Adult Education Classes.¹

(program un-named) University of California
Los Angeles, California
Program director - Margaret Jones

The program provides care for handicapped infants ranging in age from birth to thirty-six months. The program operates five days a week and infants participate two to three hours a day, for two to five days. The program includes parent participation by making it mandatory for a mother to devote one day a month to the program as a staff member.²


²Haith, op. cit., p. 50.
(program un-named) San Rafael, California
Program director - Helen Enge

This program for handicapped infants operates five
days a week and children from birth to five years of age
receive treatment for up to four hours a day. The program
focuses on nutrition and is developing special feeding de-
vices. There are a large number of high school and college
students who volunteer time to work in the program, which
contributes to a staff ratio of one adult to every two
children. Children are cared for in groups of thirteen to
fifteen.\(^1\)

United Cerebral Palsy of New Orleans,
New Orleans, Louisiana
Program coordinator - Mrs. Allan Pinkus

The program provides treatment services for children
from birth to five years of age suffering from cerebral
palsy. In addition to the treatment program which services
children two times a week for three hours, emphasis is
placed on providing supportive services to the children's
mothers.\(^2\)

In summary, the information on programs for infants
and young children in the United States is not easily
transferable on a large scale for several reasons. Because
the programs are research and demonstration programs,

\(^1\)Ibid., p. 50.

\(^2\)Ibid., p. 51.
special funds have been allocated for their development; funds are not available for the development of infant and young child care on a large scale. The second reason is that the programs reviewed are expensive. The costs of duplicating them would be impossible to meet on a large scale. Third, research and demonstration programs traditionally hire highly trained staff and have a low child-staff ratio. It would be difficult to recruit staff with the same degree of training and sophistication. Fourth, because the programs are research and demonstration projects, the population of children they serve is selective. The overall emphasis in a majority of these programs is remedial, and they are primarily designed to serve low income groups. Fifth, since the children, families and staff of the programs are involved in a new and special effort, the projects are subject to the "Hawthorne effect"; that is, the success rate might be inflated because of high staff involvement and exaggerated enthusiasm on the part of the consumers and staff for the project. The "Hawthorne effect" has been observed in replicating the Follow-Through Programs. Models that had been successful as demonstration projects, proved to be less than adequate when implemented by new staff for a new population of children. Finally, there are so few

programs that the amount of information generated does not provide enough resource material for planners interested in translating the material nation wide.

As was mentioned earlier, the Swedish experience differs from the American experience. Sweden has had practical experience in serving a cross section of the population. The Swedish Child\(^1\) and Social Policy and How It Works\(^2\) indicate that children from families with one parent and families with two parents, children with physical and mental handicaps, and children from all socio-economic levels are served in the day nurseries. The Swedish system has gone through the process of translating operational patterns from research environments to the real world. This means that their system can provide this country with information on costs, operational patterns, staffing characteristics and day nursery environments.

Lack of Information Concerning the Swedish Experience

The final reason why this study is important is that little information is available in English on the Swedish day nursery system. Of the material that does exist, the author is unaware of any document which develops a "model"

\(^1\)Webster, op. cit., pp. 39-46.

for an early child care - day care program for children six months to three years of age in America. The following discussion briefly reviews the information available to the English reader.

The Swedish Institute for Cultural Relations with Foreign Countries in Stockholm has published materials such as "Fact Sheets on Sweden" and a number of publications such as Before School Starts, The Swedish Child, Social Policy and How It Works, The Mentally Retarded, and Service for the Handicapped. These materials present an overview of the types of programs, services and facilities for preschool children in Sweden.

An American architect, Richard J. Passantino, has written an article, "Swedish Preschools: Environments of Sensitivity," published May, 1971 in Childhood Education, which reports on the physical design of the day nurseries. Passantino pays special attention to the inner and outer environments for the day nurseries and child centers.

Robert C. Utzinger, also an architect, discusses the child centers in the monograph, Some European Nursery Schools and Playgrounds, published in 1970 by Architectural Research Laboratory at the University of Michigan. His primary focus is on the physical designs, both indoors and outdoors, and he includes photographs of the child centers.

Arvid Bengtsson's book, Environmental Planning for
Children's Play, focuses on the outdoor environments and discusses, with photographs, comprehensive play parks and outdoor facilities for children in Sweden. This book has the most comprehensive coverage of the playgrounds and outdoor environments for children in Sweden.¹

Jeanne Mueller's paper, "Pre-School Education and Day Care for Swedish Children" (mimeographed) presents an overview description of the programs and services available to the Swedish child and his family.² Day nurseries are discussed as being among the programs available to children in Sweden.

Moncrieff Cochran and his colleagues at the Psychological Institute, Goteborg University, are working on identifying variables that provide optimal environments for children under the age of two years. In collecting this data, they are studying children in home environments and children in day nurseries.³ "Mama or Day Nursery Personnel - An Observational Study of the Adult's Influences on Small Children in Two Different Milieus" is a preliminary report developed out of this work.

There is a need for more concrete information on the

²Mueller, op. cit.
Swedish day nursery system and the operational patterns of the day nursery program. The rationale for the importance of this study is threefold: the Swedish system has developed an overall coordinating mechanism for establishing, administering and operating day nurseries; the Swedish system has had experience in implementing and operating day nurseries for a cross section of the population; and, little information is available in English on the operational design of the Swedish day nursery program.
CHAPTER III
METHODS AND PROCEDURES

Study of Sweden

The first section of this study sets out to define the elements which fostered the establishment of Sweden's child centers, especially the day nurseries for children aged six months to three years, and to examine and evaluate the operation of the system. Specifically, the goals of this section are to explore:

I. The relevance of government policies and commitment to day nurseries on the national, county, and municipal level, legislation, "advocacy systems" and study commissions concerned with the education and well being of young children.

A. Government statement of the role of government (national, county and municipal). The nature of the decisions made at the various levels and the system for support such as the National Board of Health and Welfare and the Board of Education.


1. Physical environment - requirements for physical protection, health, safety and sanitation regulations, substantive and overall quality control measures. Indoor and Outdoor space requirements.

2. Curriculum of study - stated objectives and curriculum of study for various age groups. Recommended and required methods of implementation of programs of study, daily schedule, short and long term plans, types of activities, the overriding philosophy.
3. Selection procedure of children - methods for the selection of children to attend the day nurseries.

4. Grouping of infants and children - procedure for grouping and sub-grouping of children at various ages.

5. Staffing pattern - roles and responsibilities of each team member, preparation for staff positions and ongoing training programs.

6. Related aspects of the programs - peer interaction, provisions for children with special needs, special research projects, experimental child center programs, program evaluation and assessment of the children's development.

7. Program evaluation and assessment of the children's development - procedures for program evaluation and pupil progress.

C. "Advocacy Systems" - the role, method of operation and reason for formation of such systems (national, county and municipal).

D. Royal Commission Report - investigation of the objectives, recommendations, and plans for implementation of the study report.

E. Agencies - explicit and implicit roles and responsibilities of agencies such as the Labor Market Board, Association of Swedish Local Authorities, Swedish Employers' Confederation, and others.

II. The required and recommended policy of planning, coordinating, and delivering services and financial support. Educational policies and related comprehensive services for young children from infancy to three years of age (national, county and municipal level).

A. Financial Support - investigation of sources and percentage of financial support from government, the contributions of private organizations, tuition fees, and other sources. This includes support for both initial planning and ongoing programs.
B. Educational Programs - written guides and stated policies regarding curriculum, rules and regulations, quality control measures, and guidelines concerned with the education and well-being of the target group (national, county and municipal).

C. Comprehensive services - policy of day nurseries regarding comprehensive services for every child such as: medical, dental, psychological, nutritional, family and social services. Role of day nurseries in using and encouraging the use of the Child Health Centers for the health care of a child.

III. The historical factors and current movements influencing the establishment and support of a child center, especially day-nurseries, as well as the extent to which there is a commitment to early education and well-being for the target group.

A. Historical influence - political, social and economic forces leading to the establishment of day nurseries for young children.

B. Present influences and movements - the extent to which the research in child development supports the importance of the early years. Research regarded as most relevant to practical application. Factors that may be relevant; the increased number of women in the labor market, role of society and its concern for wider human interchange, extension of the home environment by providing neighborhood communal activities with appropriate supervisors.

C. Freedom of choice - the extent to which the growth of day nurseries is related to the role of women. The efforts being made for the man and woman in a family to be offered the same opportunities for participating in both active parenthood and gainful employment.

D. Present and projected statistics - percentage of all children in child centers (day nurseries) from infancy to seven years of age. The percentage of children being served by other programs such as free-time centers, nursery schools, and family day-nurseries, projected plans for the expansion of such programs.
IV. The operation, organization and curriculum of study of the day nurseries for children from infancy to three years of age.

A. Environment - detailed description of the day nurseries including the indoor and outdoor environment.

B. Curriculum of study - curriculum of study for various age groups. Description of materials available, specific skills and overall development fostered, methods for implementation. Observation of program of study, overriding philosophy, daily schedule, short and long term plans, description of various activities.

C. Selection procedures for children - the methods used for the selection of children to attend the day nurseries.

D. Staffing patterns - the roles and responsibilities of the team in the day nurseries. The preparation required for the various positions.

E. Teacher-child interaction - the nature of the interaction that seems to be encouraged and the specific ways it is fostered. The philosophical basis for it. The grouping of infants and children and the teacher-child ratio.

F. Provisions for children with special needs - the provisions made for children in the day nurseries with special needs and problems due to mental retardation, emotional problems, physical disabilities and lack of cultural stimulus.

G. Program evaluation and assessment of the children's development - the methods and agencies involved in the evaluation of the program and curriculum at the day nurseries. The methods and standardized tests that are being used, the reasons for this and the people designated to use them. Relationship of testing program to child's cumulative records, school readiness program, and other related matters.

H. Dissemination system - general methods for dissemination of information (national, county and municipal).
V. The nature and type of consumer involvement (i.e., parents) in the day nurseries.

A. Relationship of the consumer to day nurseries - detailed description of the role of parents in day nurseries.

B. Relationship of the consumer to the overall planning of day nurseries - the extent to which parents are involved with the planning of day nurseries (national, county, municipal and specific day nursery).

C. Role of the consumer in the local day nursery his child attends - the involvement of the consumer on a routine basis and his role in the operation and administration of the day nurseries.

D. Consumer's role as to the direction of the program - formal and informal channels available for the consumer to make suggestions for expansion, modification and general changes in direction.

E. Parent programs sponsored by day nurseries - their role in the area of parent education, family life and other related matters.

F. Relationship of community centers and interested individuals to the day nurseries - specific ways in which various groups may be involved with the day nurseries.

G. Consumer's opinions regarding the extension of the home environment - ways in which this may be accomplished, its value and interest to the consumer.

VI. The overall status of day nurseries using Swedish educators' and the author's appraisals.

A. Swedish educators' appraisals

1. Overview - defined strengths and weaknesses of the day nurseries.

2. Sharing of experiences - information and literature on early child care - day care programs that would be of value.
3. Future directions of the day nurseries.

B. Author's appraisal

1. Overview - strengths and weaknesses of the day nurseries.

2. Discussion of research findings.

Development of Model

The second section of this study is the development of a "Conceptual Model for an Early Child Care - Day Care Program" for the United States. The focus is on children from infancy to three years of age. Data collected in Sweden as well as the author's experience in the United States and U.S.S.R. is incorporated into the development of the model which includes the following components:

I. Overall program planning and development - suggestions for planning, organization, and administration, coordination of delivery of services. Sources and suggestions for financial support - initial and ongoing.

II. Physical environment - requirements for physical protection, health, safety, and sanitation regulations, substantive and overall quality control measures. Indoor and outdoor space and suggestions for use of space, specific materials and equipment.

III. Curriculum of study - objectives and curriculum of study for various age groups, recommendations regarding programs of study, daily schedule, short and long term plans, range of activities, materials and supplies to assist in the process.

IV. Selection procedures for children - suggestions regarding recruitment, selection and admission priorities for infants and children.

V. Grouping of infants and children - recommendations and suggestions for grouping and sub-grouping of
children of various ages.

VI. Staffing pattern - roles and responsibilities of various members of the team, suggestions for staffing and teacher-child ratio. Required preparation and ongoing training needed. Recommendations for various positions and suggestions for personal qualifications and characteristics of staff members.

VII. Teacher-child and peer interaction - specific ways it might be fostered and the philosophical basis for various recommendations.

VIII. Provisions for children with special needs - the provisions that might be made in day nurseries for children with special needs and problems due to mental retardation, emotional problems, physical disabilities and lack of cultural stimulus.

IX. Program evaluation and assessment of the children's development - recommendations for program evaluation in all components and assessment of infants and children's development, the value of an ongoing process and specific ways for its implementation.

X. Comprehensive services - information will be provided regarding the role of medical, dental, psychological, nutritional, family and social services. Various components will be discussed with suggestions for implementation.

XI. Involvement of parents (consumers) - the roles, relationships and responsibilities of the parents (consumers) will be included. Recommendations and suggestions as to the role of parents in the planning, operation and evaluation of day nurseries their child attend.

XII. Involvement of community - early child care - day care is of concern to the community and the value of such a program must be explained. Support must be encouraged from various groups and techniques for such a process will be explored.
Methodology

To meet the objectives of the study, descriptive information on the Swedish day nursery system was collected via personal interviews, literature search, observations in the day nurseries and photographs. The data were collected during a two and a half month study trip to Sweden in September - November, 1971. Visits to communities and day nurseries and other appointments were arranged and coordinated by the National Board of Health and Welfare, Swedish Information Service in Stockholm and the Swedish Embassy in Washington.

In Sweden, day nurseries were visited in the towns of Goteborg, Nacka, Orebro, Skelleftea, Uppsala and Vasteras. Initially, one to five day nurseries were visited in each of the towns listed above and then one day nursery was visited and studied for several days. By following this plan, the author was able to become acquainted with staff and parents and gather information and insights which would not have been possible on a one day visit.

Data were collected from many sources. Interviews were conducted with government and agency officials, staff at the municipal level--day nursery directors, preschool teachers and child nurses, preschool and child nurse training instructors, parents or consumers, physicians, psychiatrists and architects.
Demographic and operational information was collected at the day nurseries and detailed observations were made. Literature concerning child centers written in either Swedish or English was reviewed. Finally, photographs were made of the environments, equipment, children and staff in various settings, both indoors and outdoors.

To collect these data, five schedules were developed. They are as follow:

Schedule I - General Interview Schedule

This schedule was developed to gather information on the Swedes' overall degree of satisfaction with the day nursery programs. Specifically, questions relating to strengths, weaknesses, options and future directions of the program were asked. Both open-ended and closed questions were asked of the respondent. Everyone the author interviewed completed this schedule.

Schedule II - Guidelines for Library Research, Policy Information and Bibliographic Information

This schedule is an outline guide for gathering data from written material in the field. Some sources only available in Swedish were translated. Before developing this guide the available sources of information were investigated and a number of Swedes living in the United States were interviewed. This included individuals in professional positions such as the cultural attaché at the Swedish Embassy.
in Washington, D.C., staff at the Swedish Information Service in New York and Swedish people studying and living in the United States.

Schedule III - Observation Schedule in Day Nurseries and Interview Schedule with Staff

This schedule has two parts. Section A was designed to be used as an observation schedule at the day nursery. It was used as a guide for observing actual programs at the day nursery including the use of materials and teacher-child interactions. Schedule B was planned as an interview schedule for the center level, and was designed to collect information relating to the operational patterns and component parts of the day nurseries. To develop this schedule, an instrument published in Educational Leadership, May 1971, entitled "Guidelines for the Analysis and Description of Early Childhood Education Programs" was modified. In modifying this instrument, the author applied information learned by observing two groups of young children and worked with two developmental psychologists specializing in infancy.

Schedule IV - Interview Schedule with Parents

This schedule was completed by parents and consumers of the day nurseries. The schedule was designed to gather information on the role of parents and their level of involvement and satisfaction with the programs.
Schedule V - Demographic and Operational Information - Center Level

This schedule was designed to be completed by staff personnel at the day nursery. Demographic data describing the operational patterns of a day nursery, including the number of children enrolled, length of day and staffing patterns, was collected.

The methods for field testing the schedules will be described in this section. Schedule I, General Interview Schedule, Schedule III - Section B, Interview Schedule with Staff, Schedule IV, Interview Schedule with Parents and Schedule V, Demographic and Operational Information - Center Level, were pretested with individuals in comparable positions in the United States such as government officials associated with the Office of Child Development, Head Start staff - Regional Training Officers, directors, teachers and teacher aides and parents with young children attending day care and preschool programs. They were also pretested with a limited number of Swedish people who were working and living in the United States. This included staff at the Swedish Information Service and a number of Swedes either attending school or living in the United States.

Schedule III - Section A was pretested by the author in a limited number of day care centers in Boston and Baltimore which had young children in group situations. Refer to Appendices A, C, E, G, and I for the five pretested
schedules planned for use in Sweden. As a result of this initial field testing in the United States some questions were eliminated and others were modified.

After using the schedules in Sweden, it became obvious that some questions were not relevant for the Swedish situation and some were not specific enough, and it was necessary to further modify and adapt all five schedules. Refer to Appendices B, D, F, H, and J for the revised schedules used in Sweden. In Sweden the author met people representing a range of jobs relating to the day nursery system: government officials, leaders in the field of child development and early education, staff involved with child centers, staff involved with comprehensive services, and parents or consumers of services. The positions of and the number of individuals interviewed, and specific instruments used in Sweden are indicated in Table 1. A total of seventy-one people were interviewed.

Data collected in Sweden will be utilized in meeting the second objective of the study, the development of a "Conceptual Model for an Early Child Care - Day Care Program for the United States." In addition, the author's extensive experience in the field of infant education, including a study of preschool programs of young children in the U.S.S.R., will be integrated where appropriate.¹

### Table 1

**Professional Position and Number of Individuals Interviewed and Instruments Used in Collecting Data in Sweden - Göteborg, Nacka, Orebro Skellefteå, Stockholm, Uppsala and Västerås**

<table>
<thead>
<tr>
<th>Professional Position</th>
<th>Number Interviewed</th>
<th>Instruments used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government Officials at State Level</strong></td>
<td></td>
<td>Schedule I</td>
</tr>
<tr>
<td>Officials at National Board of Health and Welfare</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Officials at National Board of Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Officials at Municipal Level</strong></td>
<td></td>
<td>Schedule I</td>
</tr>
<tr>
<td>Head of Municipal Social Services</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Head of Board for Special Services for Handicapped</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Leaders in the Field of Child Development and Early Education</strong></td>
<td>Schedule I</td>
<td>Schedule III Section B*</td>
</tr>
<tr>
<td>Educators at teacher training and child nurse training schools</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Educators in special education or specially trained to work with handicapped children</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Members of Royal Commission Study on Preschool Education and Day Care</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Journalists - Special interests early learning and environments for young children</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 1—Continued

<table>
<thead>
<tr>
<th>Professional Position</th>
<th>Number Interviewed</th>
<th>Instruments used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Involved with Child Centers and Day Nurseries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chiefs at town level</td>
<td>1</td>
<td>Schedule I</td>
</tr>
<tr>
<td>Assistant Chiefs at town level</td>
<td>2</td>
<td>Schedule III Section B</td>
</tr>
<tr>
<td>Consultants at town level</td>
<td>1</td>
<td>Schedule V*</td>
</tr>
<tr>
<td>Inspectors at town level</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Directors at day nurseries</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Teachers at day nurseries</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Child nurses at day nurseries</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Involved with Comprehensive Service</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physicians</td>
<td>4</td>
<td>Schedule I</td>
</tr>
<tr>
<td>Psychiatrists</td>
<td>2</td>
<td>Schedule III Section B*</td>
</tr>
<tr>
<td>Psychologists</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social Workers</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Parents or Consumers of Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents interviewed in Nacka, Orebro, Skelleftea, Uppsala and Vasteras</td>
<td>16</td>
<td>Schedule I</td>
</tr>
<tr>
<td><strong>Total Number of Individuals Interviewed</strong></td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

* = This was not used on all occasions
CHAPTER IV
FINDINGS ON THE SWEDISH DAY NURSERY SYSTEM

To evaluate the Swedish day nursery system, one must examine its administration, operation and environment as well as its future goals. The first section of this chapter discusses the roles and responsibilities of the municipality, county and state for the care, well-being and education of children. The second part presents status and operational data. The third section reports on environmental components and the fourth discusses future directions and projected plans for the Swedish day nurseries.

Role and Responsibilities of the Municipality, County and State Regarding the Care, Well-Being and Education of Children

The methods for implementation and delivery of services for child centers and day nurseries in Sweden can best be understood in terms of the concept, overall responsibilities and operations of the municipality, county and state.¹ Most child centers including the day nurseries are run by

¹"Local Government in Sweden," Fact Sheets on Sweden (Stockholm: The Swedish Institute, August, 1971).

Some of the information in this chapter relating to the municipality and county has been taken from the fact sheet, which states that it is intended to be used for reference purposes and may be freely used. No acknowledgements are necessary.
the local governments. Plans for the building of day nurseries are usually initiated by the municipalities which work and plan in collaboration with the National Board of Health and Welfare.

Role and Responsibility of the Municipality

Major responsibility for the care and well-being of young children rests at the municipal level where the Swedish people establish and support their own priorities. Education, welfare, health and medical services are considered vital. Approximately eighty-five per cent of childcare activities are run by municipal authorities. Also at this level the legal rights of children and the overall protective system for children are implemented.

Municipal Authority

Under municipal administration legislation, effective January 1, 1955, all primary municipalities—with the exception of the City of Stockholm which is administered under separate laws—have the same degree of authority and same duties as one another. (Contents of the Municipal Administration Act of 1955 are, however, in principle the same as those of 1862.)

The authority of the municipality is codified in the third paragraph of the Act:

The municipality shall, in accordance with the rules of this Act, handle its own affairs
inasmuch as the handling thereof does not, according to current law, come under the jurisdiction of other administrative body. For certain municipal affairs, special legislation will apply.¹

The regulations mean that the activities of the municipality include a certain amount of autonomy. In this sphere local officials determine some of the activities and their scope, type and aim. However, the municipalities also have to fulfill other tasks delegated by the state government in accordance with legislation in areas such as education, social welfare, city planning, and health administration.

Although the legal basis for Swedish municipal activities has remained basically unchanged for the past fifty years, the number of functions delegated by the national government has increased substantially. Through this and the allocation of state subsidies for some activities, the state government maintains a strong influence on municipal affairs.

In 1969, parliament voted for an amalgamation process to be completed prior to January 1, 1974. This will reduce the number of Swedish municipalities from 464 to 270, thus eliminating duplication of effort and providing for a more efficient delivery of services.²

¹Ibid.
²Ibid.
Decision Making and Executive Branches

Each municipality has an elected decision making body—the municipal council—and an executive authority known as the municipal board, elected by the municipal council. The municipal boards are responsible for the administration and control of activities of other boards and committees on the local level.

Other administrative units are either voluntary or mandatory and are prescribed by special legislation (e.g., the boards of education and social welfare, the committees on municipal planning and fire protection).

Finances

The expenditures of the municipality are covered mainly by the municipal income tax. This proportional tax is independent from the state income tax. Municipal tax rates are set by the local administration in connection with the passing of the municipal budget. The percentage of tax money collected and spent for children in general, and child centers specifically, is public information. Other sources of income for the municipalities are subsidies from the state government for items such as teachers' salaries, school construction, public institutions, and some forms of social welfare including child care and others. For example, in approximate terms, a municipality's
revenue and expenditure may be as follows: 

**Revenues:**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxes</td>
<td>46%</td>
</tr>
<tr>
<td>Government subsidies</td>
<td>24%</td>
</tr>
<tr>
<td>Other revenues</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Expenditures:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>26%</td>
</tr>
<tr>
<td>Welfare services (includes child care services)</td>
<td>15%</td>
</tr>
<tr>
<td>Health and Medical Services</td>
<td>7%</td>
</tr>
<tr>
<td>Industrial activities</td>
<td>16%</td>
</tr>
<tr>
<td>Streets and roads</td>
<td>11%</td>
</tr>
<tr>
<td>Property management</td>
<td>11%</td>
</tr>
<tr>
<td>Other expenditures</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**General Child Welfare**

The Child Welfare Act of 1961 was intended to provide assistance, treatment, and care for children and juveniles in need of these services either because of their parents' situation or their own behavior. This act requires that each municipality have a Child Welfare Board.

The Child Welfare Board is a lay organization consisting of five or more members elected by the municipal councilors. While it is recommended that one member of the committee have legal experience, no other stipulations are posed regarding the qualifications of the members. The

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1Ibid.

board is encouraged to call upon a wide range of experts, such as physicians, teachers and psychologists. Generally, the board is assisted in its task by the investigations and work of Child Welfare workers who are trained social workers.

The primary function of the board, according to the Child Welfare Act, is "general preventive child welfare." An important task in this assignment is for the board to identify the number of children in the area, study the living styles of children in the community, and observe any unfavorable conditions which could lead to ill health in the community. The municipality decides how preventive child welfare can be designed and put into practice. In Sweden preventive welfare implies, among other things, provisions for good recreational facilities for children and young people, support to youth clubs and societies, summer camps and holiday homes, child-minding services and child centers: day nurseries, free-time centers, nursery schools, and family day nurseries.

The Child Welfare Board has the following additional responsibilities:

1. Care of foster children, and supervision of homes in the district.

2. Adult intervention by the Child Welfare Board in individual cases under special conditions. For example, care of young people committing criminal offenses. Persons committing crimes before the age of fifteen cannot be sentenced by Swedish law, and in certain circumstances, this applies as well to those fifteen to twenty-one years of age. Care and treatment are
emphasized. The system of special juvenile courts is not practiced in Sweden.

3. Adult intervention by the board in the private life of a family to prevent a child from being brought up in an unsuitable environment. Individual citizens are encouraged to report unsuitable conditions they see, since it is realized that the juvenile is in need of assistance, and support must be provided as soon as possible.

The Child Welfare Act also provides guidelines in the following legal matters for the board:

1. Review procedures in cases subject to review and statements of applicable provisions.
4. Cost to the public for the care of children and youths taken in charge and the overall responsibilities of the board in this regard.
5. Rules regarding responsibility and special prescripts such as the duty of functionaries to maintain secrecy and the right of child welfare agencies to request aid from the police when needed.

Handicapped Children

The major responsibility for the care and rights of handicapped children also devolves on the municipality. This care is the responsibility of the Social Welfare Board set up under the Social Welfare Act of 1968.

Throughout Sweden handicapped children receive priority in regards to admission to day nurseries. The Act of 1968 stated that preschool education must be provided for retarded children if their parents ask for it, and whenever
possible handicapped children are encouraged to attend day nurseries with non-handicapped children. Such education is being provided for deaf and blind children. In some day nurseries special units with the needed facilities are being built for handicapped children, it is hoped that these new facilities will allow for all children to be together. At present Sweden has some forty-five day nurseries for mentally retarded children and plans to expand this number. Also, every effort is made for handicapped children to remain at home with their families. To encourage this, the state offers provisions and disability pensions for parents to assist them in caring for handicapped children.

Role and Responsibility of the County

The twenty-four county councils of Sweden are responsible for a number of medical and child welfare services not covered on the municipal level. One of the most important functions of the county councils is the maintenance of hospitals. Each county has at least one central hospital and one or more smaller hospitals. The district nurse organization is under the jurisdiction of the county council, as are the Maternal and Child Health Services.

Children's Homes

The county councils are responsible for several
different kinds of homes. Children's Homes are for physically and mentally handicapped children up to eighteen years of age who are in need of temporary care. Infant Homes receive babies unaccompanied by their mothers. Sometimes children who are to be adopted or infants whose families are in need of special assistance are placed in Infant Homes. Usually children will remain in such a home for a short period of time, three months or less.

Another form of child care is provided at Homes for Mothers where both the mother and her baby can stay together. Reception Homes are for children in need of temporary care or observation. Special Homes are for children who require long term care, and cannot be placed in a private home.  

Every attempt is made to place children in private homes, as it is believed that this type of care is superior to institutional care.

Maternal and Child Health Services

The National Board of Health and Welfare requires that the council of each county maintain and follow specific regulations for providing maternal and child health services. Maternal health services included prenatal care, postnatal care and contraceptive counseling.

Guidelines set for the counties by the state stress

1Webster, *op. cit.*, pp. 39-40.
the preventive aspects of child health care. These include complete health supervision, examination for handicaps in all children from birth to school age and protective immunization and vaccinations. For health supervision of children without abnormalities the following schedule for examinations is recommended:

First year - four to seven times
Second year - two times
Other ages - once a year

It is stressed that these health examinations be on a continuous basis so that developmental disorders can be discovered as early as possible and comprehensive records for all children from birth to school age can be available.

In one county the procedure for arranging an infant's initial appointment at the Child Health Center was explained to the author. When an infant and mother left the hospital a postcard was sent to the local Child Health Center about the mother and child. Shortly thereafter a nurse from the Child Health Center visited the infant and mother. At this time the nurse provided information, answered specific questions and arranged the initial appointment at the Child Health Center.

A "Four Year Health Control" has been approved by Parliament and initiated in the Child Health Centers at the county level. The guide calls for a physical examination,
ear and eye screening tests, and a dental examination and is viewed as a possible way of identifying preschool children who may be in need of special care. There is an open discussion in Sweden as to whether such a four year Health Control Program is necessary since in some counties it is routine for most of the children to go to the Child Health Centers for their scheduled examinations and immunizations.

Extensive records are kept at both the Maternal and Child Health Centers in accordance with the forms prescribed by the National Board of Health and Welfare. At the Child Health Center, the children's health care journal includes information regarding the mother's health, the child's delivery, and the child's health at birth. Annual reports from all the Maternal and Child Health Centers in a given county are compiled and given to the National Board of Health and Welfare.

Preventive medicines for mothers and children are provided free. Frequently the Maternal Health Center and Child Health Center are on the same premises.

The County Board of Health is encouraged to provide special child guidance clinics. The purpose of the clinics is to counsel and assist children and their families in dealing with problems.

Advice and instruction concerning dental health information and People's Teeth Clinics are also run by the
county council. When a child is three years of age, the family is contacted and early dental education and a preventive dental health program is encouraged. This program is proving to be successful throughout Sweden.

Boarding Schools for Handicapped

Most counties have special boarding schools for handicapped children. To provide efficient and quality services several municipalities combine their resources and have one or two special boarding schools. The funds for these schools, which require medical care, special tuition, and journeys to and from the home, are covered by public tax monies.

In Uppsala the author visited the Folke Bernadotte Home, a regional center for the rehabilitation of children with motor handicaps. Children ranged in age from one to fifteen years. The home was divided into a nursery school and a primary school. The children admitted to the boarding school were in two categories: one group came to stay for a long period, a complete school term or longer; the second group stayed for short periods, from two weeks to two months.

There were also facilities available for parents to stay a few days to assist with the initial adjustment, or to stay the whole period, if it was a short stay and involved a young child. Parents had the opportunity to talk
with the staff as well as with other parents.

The facilities were new, colorful, well equipped and designed with the children's interests in mind. The general arrangement of rooms and the overall decor gave the impression that each person was considered unique and was respected.

Role and Responsibility of the State

The National Board of Health and Welfare advises, recommends and outlines general regulations and guidelines for child centers which operate on the county and municipal levels. The National Board is the ultimate supervising authority in this field.

Guidelines and Funds for Establishing and Maintaining Day Nurseries

To obtain state assistance, the day nurseries must submit an approved plan of the building based on the regulations set by the National Board of Health and Welfare. The board's regulations relate to premises, staff, health and sanitary conditions.

Regulations concerning physical facilities state that the premises must not be below ground level, must have satisfactory daylight, and must be on a permanent location. Children must be housed in one-story, detached, "home-like" buildings with access to their own fenced-in outdoor
playyards. Minimum requirements for the physical space needed per child indoors and outdoors is given—the amount needed per child is determined according to age. For example, indoor play space must provide a minimum of 43 square feet for each infant and outdoor play space must provide 110-160 square feet per child.\(^1\)

The board specifies the types of rooms needed, the space needed and suggestions for furnishings. A list of suggested rooms and space needed in a day nursery for children from six months to three years of age is indicated in Table 2.\(^2\)

The board provides lists of rooms for the day nursery, suggested furnishings, and possibilities for connections to other rooms. This information is available in Appendix L.

Sample drawings and prototype plans for the use of local authorities and others have been published by the board. The board has also approved a number of building possibilities which are available from twenty or more manufacturers of prefabricated buildings.

In addition to the building specifications, the board has standards for the division of children, which include both the age and number of children in a unit. The board's

\(^1\)Thorsell and Karre, op. cit., p. 6.

\(^2\)Rad Och Anvisningar i socialvardsfrågor (Stockholm: K. L. Beckman Tryckkerier AB. December 1965), NR 184, translated and copied, p. 60.
<table>
<thead>
<tr>
<th>Age of Children</th>
<th>Six Months-Two Years</th>
<th>Two-Year-Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Number of Places</td>
<td>Ten Children</td>
<td>Eight Children</td>
</tr>
<tr>
<td>Child's Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Coat Room</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2. Area for carriages</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>3. Washroom-toilet area</td>
<td>--</td>
<td>12</td>
</tr>
<tr>
<td>4. Dressing Room</td>
<td>12</td>
<td>--</td>
</tr>
<tr>
<td>5. Playroom I (playing and eating area)</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>6. Playroom II (playing and sleeping area)</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>7. Play kitchen</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8. Workshop area (water play area)</td>
<td>--</td>
<td>8</td>
</tr>
<tr>
<td>9. Isolation Room</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>10. Study Room</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>11. Materials Room</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>12. Supply Room (Storage) (includes cots)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>13. Outside Play area (balcony roof area)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>14. Main Entrance</td>
<td></td>
<td>8 for both units</td>
</tr>
<tr>
<td>15. Personnel Dressing Room</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>16. Personnel Day and Dining Room</td>
<td>10 for both units</td>
<td></td>
</tr>
<tr>
<td>17. Personnel Rest and Work Room</td>
<td>6 for both units</td>
<td></td>
</tr>
<tr>
<td>18. Central kitchen</td>
<td>4</td>
<td>10 for both units</td>
</tr>
<tr>
<td>19. Milk kitchen</td>
<td>4</td>
<td>6 for both units</td>
</tr>
<tr>
<td>20. Laundry facilities</td>
<td></td>
<td>3 for both units</td>
</tr>
<tr>
<td>21. Central Supply</td>
<td></td>
<td>6 for both units</td>
</tr>
<tr>
<td>22. Central Cleaning Supply</td>
<td>3</td>
<td>for both units</td>
</tr>
<tr>
<td>23. Heating Supply Unit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
standards for division into units by ages and number is recorded in Table 3. In a unit for the youngest children (six months to two years) the actual number of places is ten. This would include four infants and six children. In a unit for two-year-old children, the actual number of places is eight. These numbers are the ideal. However, day nurseries are allowed to admit twenty per cent more children per unit.1

<table>
<thead>
<tr>
<th>Age of Children</th>
<th>Number of Children Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months to 2 years</td>
<td>10</td>
</tr>
<tr>
<td>2 year olds</td>
<td>8</td>
</tr>
</tbody>
</table>

Division according to age is a state regulation. The medical profession has had much to say about this practice. Division and separation of age groups has been implemented in an attempt to avoid diseases and epidemics. It has been stressed that infants, particularly, must be segregated. Day nurseries are staffed by preschool teachers and child nurses. In the unit for the youngest children (six months to two years), the personnel requirements are one staff member to every four children. Often it is staffed entirely

1 Thorsell and Karre, op. cit., p. 9.
by child nurses. However, the advantage of including a
preschool teacher among the team is being realized.

Consideration by the National Board of Health and Wel-
fare is also given to topics such as:

1. Location and height of windows so that children will be
able to see outdoors easily.

2. Variety in the selection of building materials and in
the colors used.

3. Variety in the heights of the ceilings.

4. Playroom designs and the use of insulated and sound-
proof materials.

5. Location of a warm storage place for baby carriages.

The board emphasizes that day nursery buildings should
be as flexible as possible. Local communities are encour-
gaged to take into account the fact that it may be necessary
to use the site in the future for other purposes. Often a
flexible design for an infant unit involves special plans
for a changing room or changing facilities, and the inclu-
sion of an extra adult toilet area. Other advantages to a
flexible design are discussed in the section on state
grants and loans.

In Sweden there are general building codes for all
state and public buildings and day nurseries must follow
these provisions. For example, every day nursery built
since January, 1970 must have provisions for handicapped
people such as the inclusion of special toilet facilities,
doors wide enough for wheelchairs and ramps. The majority
of child centers, including the day nurseries, are run by local governments. Plans for the building of day nurseries are usually initiated at the state level and the municipalities work and plan in collaboration with the National Board of Health and Welfare.

For initial building monies to be available the premises must be arranged so that they can be used for supervision of children throughout the day or for at least five hours a day. The facilities must also offer cooked food and be equipped for sleep or rest. (Both day nurseries and free time centers follow the same guidelines).

State Grants and Loans

Start-up cost grants, and long term loans, are calculated on the basis of the number of places planned for the day nursery. Start-up money is allocated on a per place basis for the initial purchase of furniture and equipment. The money for such equipment comes from a special State Inheritance Fund. The State Inheritance Fund is money left by individuals who have no heirs.

The state's priority is to provide construction costs to infant unit facilities that have planned for program and population contingencies. Facilities designed to accommodate the future needs of a community would include an infant unit designed so that it could be converted into a free time or after school center.
State grants have been structured primarily to provide help to gainfully employed parents. Most recently the state has been concerned with encouraging women to enter the labor market.

The percentage of the total cost of the day nursery covered by the initial grant and long term loans from the state varies from municipality to municipality. Location, program complexity, size, type and design, architectural plans and local costs are critical variables.

Financial Support

The state gives grants to help cover the yearly operating expenses of day nurseries. The grants are awarded on the basis of the number of children a program can service. Activities must be provided at least five hours a day per child for the program to be eligible. The yearly operating expenses and financial support of the day nurseries generally follows this breakdown:

- State pays approximately 20-30%
- Municipality pays approximately 60-70%
- Family pays approximately 15-20%

This yearly operating breakdown varies between day nurseries. A pro-rated fee schedule is established to determine the amount each family is required to pay.
Cost and Budget Information

An estimate given by the state for the operational cost of a day nursery is $2,400 U.S. per child per year. Because of staff costs, an infant program (six months - two years) is somewhat more expensive than a day nursery program for older children. In the municipalities visited the range reported for the yearly operating costs of the day nursery on a per child basis (six months - two years) was $2,200 to $3,400 U.S. Staff qualifications and ratios seem to be the critical variables influencing this range of cost.

In an estimated cost breakdown for a day nursery for forty-five children with ten places for two-year-olds, twelve places for three and four-year-olds and fifteen places for five and six-year-olds, the percentage of the yearly budget allotted to different items is recorded in Table 4.

The priority budget item is staff salaries. In Vasteras for the 1971 budget the percentage breakdown was as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff salaries</td>
<td>70%</td>
</tr>
<tr>
<td>Building and Food Costs</td>
<td>18%</td>
</tr>
<tr>
<td>Other Administering Costs</td>
<td>12%</td>
</tr>
</tbody>
</table>

1Driftkostnader for Barnstugor (Karlskrona: Axel Abrahamsons Boktr. Ab., 1970, Socialstyrelsen Byra HB2), (Information was translated and currency was converted from Swedish Kroner to dollars.), p. 89.
TABLE 4

BUDGET ANALYSIS FOR A SWEDISH DAY NURSERY

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff - director, preschool teachers, child nurse, cook, cleaning staff, doctor</td>
<td>58.5%</td>
</tr>
<tr>
<td>Staff benefits</td>
<td>13.2%</td>
</tr>
<tr>
<td>Expenditures such as outdoor equipment, sand, disposable diapers, toilet paper</td>
<td>.4%</td>
</tr>
<tr>
<td>New items such as plates, curtains</td>
<td>.1%</td>
</tr>
<tr>
<td>Children's materials and food</td>
<td>7.7%</td>
</tr>
<tr>
<td>Administrative items - includes telephone, stamps</td>
<td>.3%</td>
</tr>
<tr>
<td>Repair and general upkeep</td>
<td>.5%</td>
</tr>
<tr>
<td>Insurance for children and building</td>
<td>.1%</td>
</tr>
<tr>
<td>Upkeep of buildings, including large electrical items, cleaning and watering of building</td>
<td>17.2%</td>
</tr>
<tr>
<td>Yearly payment on loan</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Child Care Benefits Available - City of Stockholm

For a view of all facilities and support services available for children, a chart provided by the City of Stockholm is included in Table 5. Some of these services relate to older children. The social benefits related to the care and well-being of young children will be surveyed. Benefits are classified in two categories—normal course of life and care of special needs.
TABLE 5—TOTAL CHILD CARE BENEFITS AVAILABLE - CITY OF STOCKHOLM

- Allowance for handicapped children 0-16
- Child Pension 0-16
- Social help
  - Clothing allowance
- Homes for children and the youth 0-20
- Foster homes 0-16
- Child care Inspectors
  - Maintenance advances
- Child Welfare officer 0-20
- Guidance Clinic 0-18
- School health Supervision 7-16, 18
- General Allowance 0-16
  - Child Health Centers 0-7
  - School supplies 7-
  - School meals 7-
  - Dental Care 7-
  - Study allowance 16-
  - Study grants
- Playground 1 1/2-15
- Play-school 4-7
- Day Nursery 1/2-7
- Free time centers 7-14
- Youth Centers 14-20
- Holiday transportations 1-14
- Holiday camps 3-13
- Private Summer-homes 2-14, 16
- City of Stockholm
Benefits for the child begin with a general family allowance for each child under sixteen. This amount is payable in four installments per year to a parent or guardian. Health supervision is available to the child via Child Health Center, Child Guidance Clinics and Dental Clinics.

Child Welfare Officers are available to advise and assist in the care of children under eighteen. They are also involved with special children on an ongoing basis. Vacation excursions are available free or at a reduced rate for some children under fifteen. A range of child centers and play parks is provided. Child nurses or special "mother's help" is available for an ill child whose parents normally work while the child attends a day nursery.

A cash maternity allowance is given to every mother at childbirth with special allowances paid for twins. A mother who had been employed and has been insured for a stated number of days before childbirth is entitled to up to a six month supplementary sickness allowance, care before, during and after childbirth is a part of the maternity allowance. Certain dental services are also available for expectant mothers.

Domestic assistance is given to families where there is acute illness and where the mother or head of household is in need of temporary assistance. With the loss of a
breadwinner, either father or mother, a child is paid a pension. The pension is larger if both parents are dead. In Sweden, as part of the overall social benefits sickness, benefits for families, disablement, extra assistance, legal aid, holidays for housewives and housing are available with varying criterion for eligibility.

### Status and Operational Data of the Day Nurseries in Sweden

#### Status - Overall Assessment

In an overall discussion of the status of the day nurseries in Sweden, a crucial question is what the opinion of the Swedes is in regard to the efficacy of their day nurseries. Government officials, day nursery staff, and parents were asked to respond to questions identifying their degree of satisfaction with the day nurseries. Seven questions taken from Schedule I (see Appendix B) were asked and are listed below. The answers are recorded in Table 6.

In addition, individuals were asked to discuss strengths and weaknesses in the Swedish day nursery system.

1. What is your degree of satisfaction with the overall state and municipal policies regarding the education and well-being of young children?

2. What is your degree of satisfaction with the overall program and curriculum at the day nurseries?

3. What is your degree of satisfaction with the overall physical condition of the day nurseries?

4. What is your degree of satisfaction with the selection methods and requirements for admission of children to the day nurseries?
<table>
<thead>
<tr>
<th>Degree of Satisfaction</th>
<th>Totally satisfied</th>
<th>Well satisfied</th>
<th>Satisfied</th>
<th>Somewhat dissatisfied</th>
<th>Totally dissatisfied</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>With state and municipal policies</td>
<td>0</td>
<td>19</td>
<td>46</td>
<td>27</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>With program and curriculum</td>
<td>19</td>
<td>23</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>With physical conditions</td>
<td>30</td>
<td>35</td>
<td>27</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>With selection means, admission requirements</td>
<td>0</td>
<td>23</td>
<td>58</td>
<td>15</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>With role of parents</td>
<td>0</td>
<td>15</td>
<td>23</td>
<td>38</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>With program options for all</td>
<td>0</td>
<td>8</td>
<td>35</td>
<td>45</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>With program options for children of one parent or working parents</td>
<td>0</td>
<td>15</td>
<td>19</td>
<td>43</td>
<td>0</td>
<td>23</td>
</tr>
</tbody>
</table>
5. What is your degree of satisfaction regarding the daily, weekly and monthly role of parents in the day nurseries?

6. What is your degree of satisfaction with the existing range of program options available for all young children?

7. What is your degree of satisfaction with the existing range of program options available for young children with both parents working or from single parent families?

As seen in Table 6 there appears to be a high level of satisfaction with the overall program and curriculum at the day nurseries. It was reported that the children had a wide range of opportunities and experiences available to them and learned a great deal at the day nurseries. Babies were well cared for and stimulated. The overall physical condition and the environment in the day nursery was another area in which there was a high level of satisfaction. One mother commented, "Coming to the day nursery is an enjoyable experience for me, and I am pleased that my child is able to be in such a milieu. It is a dependable one also."

Many were either satisfied or well satisfied with the overall state and municipal policies regarding the education and well-being of young children. Generally, there was a high degree of satisfaction as to the selection methods and requirements for admission of children to the day nurseries.

The individuals interviewed were somewhat dissatisfied
with the existing range of program options for young children. Some felt that there were not enough program options available for all young children. In addition, special concern was registered for young children with both parents working or from single parent families. People believed that there were not enough choices for this group of the citizenry. The only programs available to this group were full-day day nurseries and family day care. There were no part time - group day care facilities available.

Status - Cited Strengths

Individuals interviewed were asked to discuss what they saw as the two most obvious strengths and the two most obvious weaknesses in the day nurseries. Many praised the overall outstanding quality of the day nurseries as a primary strength. They felt the physical standards were uniformly excellent, well maintained, and designed with the development and safety of the child in mind. The day nurseries gave the family and child a sense of being a permanent and dependable place.

The quality of the staff was cited as another strength. The staff was generally seen as being well trained, sensitive and kind. The staff was seen as providing a consistent and patient human element in the day nurseries. Many parents reported that they saw the staff as more competent, skillful and professional in the overall teaching, caring
for and handling of children than they themselves were. Parents felt staff members were good models for them to observe and learn from. The child-staff ratio was seen as an additional strength (one adult to three or four children, usually for younger children).

Those interviewed believed that babies were well cared for; they were taken outside, walked, played with, talked to, fondled, and loved, and were well fed and exposed to a wide variety of nutritious foods. In addition, the overall milieu created in the day nursery was seen as excellent for allowing children to begin active exploration and learning. The environment was interesting and encouraged the children to explore, experiment and become curious about the world around them.

Children, no matter what their economic or social background were seen as having equal opportunities for growth. Individuals believed that all children were encouraged to learn to live together, play with and respect one another. Those interviewed saw these early experiences in personal interaction as a valuable element of day nurseries.

Finally, day nurseries were recognized for the assistance they give to families and children in need of supportive services. The cases which follow are specific examples of such needs.
A mother of a seven month old child found it necessary to return to work as a high school teacher. Her husband had been in an automobile accident and had become crippled while she was pregnant. This mother was able to send her baby to a day nursery for five to six hours a day, enabling her to go to work and her husband to recuperate.

In another family of three, the wife was an outpatient in a mental hospital and attended sessions at the hospital daily. The husband had difficulty securing work and was out of the house a great deal looking for a job. The son attended a day nursery which he enjoyed. In this case the day nursery held the family together.

A mother in Skelleftea was depressed about the fact that her child was deaf. She realized that he might have to attend a special school away from home. She was happy that he was enthusiastic about the day nursery he was attending and that he had that opportunity to be with other non-handicapped children.

**Status - Cited Weaknesses**

Those interviewed cited several recurring weaknesses in the day nurseries. They expressed concern about the physical and emotional well-being of young children. Children in day nurseries seem to become sick more frequently, possibly because the children within a unit are the same age or because young children are simply more susceptible
to illness. Up to three years of age children often get ill and must be absent from day nursery. In many communities a child care sitter is provided for an ill child. Individuals interviewed cited this system as a weakness because the child was being cared for by someone who was a stranger to him. It was felt that when it was time for the child to return to the day nursery, the transition would be a problem for him. (A child might be sick at home one week - back in the day nursery another week.) One mother reported that she found the first year to be a most difficult one. Her child started day nursery at one year, and spent approximately five months of the following year at home with various illnesses.

Many parents complained about the lack of their involvement and the need for opportunities to share vital information on a daily basis with the staff. Parents seemed to have little information from staff about their individual child, what he did on a specific day, daily activities, what he has eaten, how he has slept.

Some parents felt that the staff sometimes suffered from a lack of understanding of parents as individuals. It was also noted that family differences were not respected and staff were not always sensitive to the realities involved in family daily living. There was felt to be little opportunity for parents to socialize and get to know one
another on an informal basis.

The size of the groups was identified by several as a weakness. Many parents were eager to see smaller groups of children and viewed the state guidelines, which set standards for the grouping of infants and children, as being inappropriate. Separation of children according to age was seen as a problem. Some families preferred family (vertical) grouping where six or seven children ranging in age from one to six were grouped together in a more natural "family like" situation.

Because of present designs, day nurseries cannot serve parents working in the evening or late afternoon - evening shifts. For many, this was seen as a weakness of the system. Families who work odd shifts or night shifts are unable to take advantage of most of the day nurseries as they now operate.

Specific problems about staff-child ratios were reported in two towns. In a large urban area, it was reported that there was not enough well trained staff. Parents were not eager to have the day nursery become a "parking place" for their young children. In another community, in the infant unit, practicum students were primarily responsible for the teaching and there was not a head staff person. As a result, the infants had contact with many different adults.
The lack of men working in the day nurseries at the municipal level, and the predominance of men making decisions at the administrative level was cited as a shortcoming. The men in decision-making positions were often felt to be unaware of the realities and needs of children and their families. On the center level, there were few, if any, men directors, preschool teachers or child nurses. Salaries and the status of preschool teachers and child nurses were cited as possible reasons.

Some parents reported that the day nurseries tended to be too institutional and should be more "home-like"—warmer and cozier. They also expressed a desire to have the day nurseries open their "doors" and encourage the involvement of the community. They felt a need for sharing all the rooms in the day nurseries—at present day nurseries have some rooms that are for staff use only. It was believed that this could lead to too much separation rather than a free atmosphere for everyone to live together.

The importance of encouraging community people to be involved with the day nurseries was stressed. Interests and skills of volunteers could be matched with the needs of the day nurseries and people of all ages could be integrated into the program.

Finally, those interviewed showed concern that the individual needs of children were not always met. The daily
routine was a problem for some young children--e.g., if a young child had a nap late in the afternoon, then it might be difficult for him to sleep in the evening. Those interviewed reported that at times group interactions and group settings could be overstimulating for specific children. It was expressed that the noise at the day nurseries could be distracting and distressing and that little was done to modify the situation for a given child.

On balance, as seen from this discussion, the respondents seemed to agree as to the strengths of the day nurseries. The perceived weaknesses, however, tend to be more a matter of individual preference, resulting in a wider range of conditions identified.

Operational Data

Under the heading of operational data are admissions policies, annual and daily schedules, fee schedules and staff-child ratios. Operational matters are under the jurisdiction of the municipality and thus vary slightly.

Admissions Priorities

In spite of the fact that the admissions policies vary priority is given to children in the following categories: children from single parent families in which the parent is either working or studying, children with handicaps and medical problems, children from families experiencing social
problems, children from non-Swedish speaking homes, children from families with low income—then a priority breakdown according to income, and children from families where both parents are either students or gainfully employed. The only area with a different schedule is Nacka. Their priorities were established by the date of pre-registration. In an attempt to make the system fair, those families that register earliest are given priority.

The reason for establishing such admissions priorities is that many children who, for the sake of "equality" in Sweden, need early educational aid and stimulating contacts outside their homes to prevent the development of handicaps before the children reach school age.

Second, day nurseries are to function as a complement to support and strengthen the family and promote the total development of the child.

Third, day nurseries should allow mothers or fathers from single parent families the opportunity to be involved either in studies or work.

The day nurseries are accommodating a range of families. Approximately forty to forty-five per cent of the children in the day nurseries visited are from single parent families, others are from two parent families. In some instances the parent or parents are gainfully employed, in others the parent or parents are unemployed.
The six months admission age is established in conjunction with social benefits in Sweden. A cash maternity allowance is payable to an expectant mother for one hundred eighty days starting either before or on the day of birth of the child, so that the mother and child are financially cared for until the child is six months of age.

Annual and Daily Schedule

All of the facilities visited were open year round from 6:30 A.M. to 6:30 or 7:00 P.M. five days a week, Monday through Friday. Within each area arrangements could be made for children whose parents worked on Saturday until 2:00 - 2:30 P.M. In Uppsala the day nursery located on the grounds of the hospital was open on both Saturday and Sunday. Children of parents in the medical professions often attended this day nursery.

Fee Schedule

The fee schedule paid by the parents ranged from approximately twenty cents to five dollars a day. As of January, 1972, the fee schedule has been altered due to the general rise in the costs of operating day nurseries. The local authority established the charges. Sliding scales are established according to monthly family income before taxes, size of family and number of children in day nurseries.
Staff-Child Ratio

The staff-child ratio for children from six months to three years of age was one adult to every three or four children. Some of the units with children six months to two years of age had a staff ratio that exceeded that of one staff member to every four children. In many of the units with children under three years of age, staff consisted of both child nurses and preschool teachers. This is something that the state is encouraging since the skills of both professional groups are complementary.

Tables 7 through 11 break down the staff-child ratio for five day nursery programs visited by the author. The tables illustrate what age children are serviced in the program, how many children in each age group are cared for, the title and number of adults caring and teaching in the program and the staff-child ratio. Staff-child ratios are primarily dependent on the age of the child, with a higher ratio established for the youngest group. The total number of children in the centers varies, with a range of thirty at the day nursery in Orebro (Vivalla-Daghemmet Grannen) and sixty-eight at the day nursery in Vasteras (Nordanby Barnstuga). The charts also show the age range for the different grouping patterns employed in the programs. In the Nacka day nursery the first group services infants age six months to one and a half years while the Uppsala day
nursery's first group cares for infants three months to nine months old. Also reflected in the data are the different staffing groups. In the Vasteras day nursery, the staff is composed of six preschool teachers, four child nurses and two free-time teachers. This grouping differs from the Nacka day nursery which is operated by four preschool teachers and five child nurses. These staffing patterns vary despite the fact that each program has a general staff-child ratio of four or five children to one adult.

**TABLE 7**

**STAFF-CHILD RATIO IN**

**DAY NURSERY - NACKA - HENRIKSDALSBERGETS BARNSTUGA**

*(LENGTH OF DAY - 6:30 A.M. - 6:00 P.M.)*

*(47 CHILDREN; 24 MALES, 23 FEMALES)*

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Children</th>
<th>Title and Number of Adults with Children</th>
<th>Adult-Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months -</td>
<td>10</td>
<td>1 preschool teacher 2 child nurses</td>
<td>1 to 3+</td>
</tr>
<tr>
<td>1 1/2 year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 1/2-3 years</td>
<td>8</td>
<td>1 preschool teacher 1 child nurse</td>
<td>1 to 4</td>
</tr>
<tr>
<td>3-5 years</td>
<td>12</td>
<td>1 preschool teacher 1 child nurse</td>
<td>1 to 6</td>
</tr>
<tr>
<td>5-7 years</td>
<td>15</td>
<td>1 preschool teacher 1 child nurse</td>
<td>1 to 7+</td>
</tr>
</tbody>
</table>
### TABLE 8

**STAFF-CHILD RATIO IN DAY NURSERY - OREBRO - VIVALLA-DAGHEM MET GRANEN**

(length of day - 6:30 A.M. - 6:30 P.M.)

(30 children; 18 males, 12 females)

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Children</th>
<th>Title and Number of Adults with Children</th>
<th>Adult-Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>8</td>
<td>2 preschool teachers, 1 child nurse</td>
<td>1 to 2+</td>
</tr>
<tr>
<td>3-5 years</td>
<td>8</td>
<td>2 preschool teachers, 1 child nurse</td>
<td>1 to 2+</td>
</tr>
<tr>
<td>5-7 years</td>
<td>14</td>
<td>2 preschool teachers</td>
<td>1 to 7</td>
</tr>
</tbody>
</table>

### TABLE 9

**STAFF-CHILD RATIO IN DAY NURSERY - SKELLEFTEA - MOROHOJDEN DAGHEM**

(length of day - 6:30 A.M. - 6:30 P.M.)

(44 children; 29 males, 15 females)

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Children</th>
<th>Title and Number of Adults with Children</th>
<th>Adult-Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months-2 years</td>
<td>10</td>
<td>1 preschool teacher, 2 child nurses</td>
<td>1 to 3+</td>
</tr>
<tr>
<td>2-3 years</td>
<td>8</td>
<td>1 preschool teacher, 1 child nurse</td>
<td>1 to 4</td>
</tr>
<tr>
<td>3-5 years</td>
<td>11</td>
<td>2 preschool teachers</td>
<td>1 to 5+</td>
</tr>
<tr>
<td>5-7 years</td>
<td>15</td>
<td>2 preschool teachers</td>
<td>1 to 7+</td>
</tr>
</tbody>
</table>
### TABLE 10

**STAFF-CHILD RATIO IN DAY NURSERY - UPPSALA-HOGANAS DAGHEM**

*LENGTH OF DAY - 6:30 A.M. - 6:30 P.M.)*

(60 CHILDREN; 43 MALES, 17 FEMALES)

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Children</th>
<th>Title and Number of Adults with Children</th>
<th>Adult-Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 to 9 months</td>
<td>20</td>
<td>6 child nurses</td>
<td>1 to 3+</td>
</tr>
<tr>
<td>9 to 14 months</td>
<td>14</td>
<td>1 preschool teacher</td>
<td>1 to 3+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 child nurses</td>
<td></td>
</tr>
<tr>
<td>1 to 2 years</td>
<td>12</td>
<td>2 preschool teachers</td>
<td>1 to 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 child nurse</td>
<td></td>
</tr>
<tr>
<td>2 to 3 years</td>
<td>14</td>
<td>2 preschool teachers</td>
<td>1 to 4+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 child nurse</td>
<td></td>
</tr>
</tbody>
</table>

*Special institution for training child nurses. For this reason infants enter at three months of age.*
TABLE II

STAFF-CHILD RATIO IN
DAY NURSERY - VASTERAS - NORDANBY BARNSTUGA
(LENGTH OF DAY - 6:30 A.M. - 7 P.M.)
(68 CHILDREN; 25 MALES, 43 FEMALES)

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Children</th>
<th>Title and Number of Adults with Children</th>
<th>Adult-Child Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months-2 years</td>
<td>10</td>
<td>1 preschool teacher 2 child nurses</td>
<td>1 to 3+</td>
</tr>
<tr>
<td>2-3 years</td>
<td>11</td>
<td>1 preschool teacher 2 child nurses</td>
<td>1 to 3+</td>
</tr>
<tr>
<td>3-5 years</td>
<td>12</td>
<td>2 preschool teachers</td>
<td>1 to 6</td>
</tr>
<tr>
<td>5-7 years</td>
<td>16</td>
<td>2 preschool teachers</td>
<td>1 to 8</td>
</tr>
<tr>
<td>7-11 years</td>
<td>19</td>
<td>2 free time teachers</td>
<td>1 to 9</td>
</tr>
</tbody>
</table>

Description of Program Components of the Swedish Day Nursery

Physical Environment

Photographs taken of the day nurseries are included in the following discussion of the indoor and outdoor physical environment of the day. These photographs were taken at six different day nurseries in Sweden. These particular photographs were selected because they graphically illustrate program components and materials that the author found in each day nursery visited. The photographs are in a separate section, Photographs of Swedish Day Nurseries, since they will be used in this section and in Chapter V.

In planning and designing the day nurseries, local
municipalities must follow the recommended and required guidelines established in 1965 by the National Board of Health and Welfare. The board specifies that the premises must not be below ground level and must have satisfactory daylight and must be in a permanent location. Children have to be housed in a one-story detached, "home-like" building with access to their own fenced-in outdoor playyards. In addition, the board has specified minimum space requirements per child both indoors and outdoors as well as the standards for the division and grouping of children.

**Indoors**

In the day nurseries the specific rooms included in an infant unit for children six months to two years of age are a large playroom, a sleeping room, a changing room, a toilet area, milk kitchen, a coat room, an area for carriages, an isolation room and facilities for staff. For two-year-olds the environments would be similar but would not include a milk kitchen or an area for carriages. For a detailed description of each of these rooms see Appendix L.

The physical location of the rooms in the facility is determined by the activities that take place in the room and their dependence on support from other rooms. For instance, the changing room and toilet areas are usually within close range of the sleeping area and the playrooms, while the staff facilities are more independent units,
located away from the main rooms of children's activities. Rooms are also arranged to take into account the need for staff supervision. Playrooms and eating areas are located within the same general area so that the staff can supervise children who are eating at the same time that they are watching over the activities of children who, having finished their meal or snack, are playing. Accessibility to the outdoors is another criteria used. As children arrive at the day nurseries from 6:30 A.M. on, the staff has to watch and work with the children who have arrived, as well as welcome the incoming children. As a consequence most playrooms are located near the coat rooms and doorways. Coat rooms are placed adjacent to the entrances to avoid having children walking around inside with their heavy, snowy, outdoor clothing.

The rooms in the day nurseries were decorated in bright primary colors. One particularly attractive feature was brightly textured wall coverings. In photograph 4, the wall behind the cribs were covered with a velvety, smooth feeling material. Photographs 2 and 3 show how bright colors surround the child in the environment. Photograph 13 shows how color and design helped make the eating area a pleasant environment for the child. Of interest, was the pleasure the staff derived from working in bright, cheery atmospheres.
The general physical layout of the facility interior is designed for the needs of little children. The placement of the windows and the toilet area are good examples of how the environment is arranged and scaled to a young child. The windows are placed at the child's eye level and incorporated into the environment (see photographs 7 and 8). In the toilet area the sinks, toilet and storage units (see photographs 15, 16, and 17) are all easily used by the child without adult supervision.

The general needs of the staff are also seen as important in arranging and designing the interior of the day nurseries. Efforts are made to reduce the time and effort the staff has to spend on maintenance related tasks. Changing units are self contained (see photograph 14), cots are easily put away (see photograph 5) and floor coverings are varied and easy to care for (see photographs 1, 2, 17 and 18).

Play materials, climbing structures and furniture are selected and arranged to meet both child and staff needs. For example, climbing structures were included in each of the day nurseries visited. Their physical placement in the large playrooms enabled the staff to easily supervise their use, while their presence helped and encouraged the children to explore the use of their bodies. (Photographs 8 and 10 illustrate two different climbing units.) Another
example of materials selected for both the child and the staff is the use of the yellow storage units seen in photograph 12, located on the floor, underneath the four shelves on the left hand side of the photograph. These box-like structures have wheels on them making them portable. Children can get to them without staff assistance and they offer a viable method for storing toys.

The furniture in the programs was scaled to the children's physical size (see photograph 4). In photograph 7 the placement of the couch on the floor next to the window was well appreciated by the children while the author was in the center. The sitting area was easy for the children to negotiate and well used. Children were observed using the "couch" as a place to read, look out the window, and make "plans." The child in the red jumper, reading the magazine is a mentally handicapped child who used the area frequently.

Staff members working in the day nurseries reported that they believed there was need for further refinement of the indoor environment. Some of the specific points raised were:

1. The indoor planning was too set and generally did not permit a wide variety of unforeseen activities.

2. Areas in which children could be alone, or gather in smaller groups were too few.

3. The use of collapsible walls, partitions, and indoor designs for flexibility needed to be explored.
4. An assessment was needed of new ways to build day nurseries to adapt to shifts in the community life and incorporate findings in educational research. For example, a properly planned day nursery might be converted into an after-school or recreational facility should the community no longer need the day nursery facility.

5. More general areas were needed for unstructured activities such as body painting, finger painting and water play. More space was needed for gross motor activities where children could crawl, walk, play on mats and ride items such as four-wheeled toys and baby prams. Areas arranged for building with large foam blocks, hiding places and doll corners were recommended.

6. Long, narrow corridors gave one a "cold sterile feeling." Efforts for better use of space and overall arrangement should be explored. For example, when corridors are necessary they should be designed and utilized as play space and planned accordingly.

7. The feasibility of two story buildings was to be explored with separate areas for living and sleeping. The safety of the children and the needs for handicapped children had to be kept foremost in mind.

8. Emphasis on designing the day nurseries to be "home-like" was needed. The inclusion of adult size and children's furniture, real telephones and other items often seen in the home was suggested. All rooms had to be shared by everyone and the children could at times join the staff in the special staff rooms.

9. Building units which encourage the mixing of children of various ages and provide opportunities for the younger children to be with older children for a portion of the day should be explored.

10. The extent to which the day nurseries should be different from other structures should be studied. Most people agreed that small toilets and lower lavatories, child size furniture, and shelves within the reach of children, plastic or special glass in the lower windows, lowering of door handles and other specifics had to be considered. However, others believed that children should learn to cope with a more normal environment than that of the day nurseries. For example, the use of special doors to protect children from getting
More emphasis should be placed on planning the environment for young handicapped children.

Arrangements and plans should be made for including animals, pets and natural world phenomena in the day nurseries.

Small kitchens should be integrated into the classrooms with "home-like" items in the cabinets for the children to explore: pots, pans, a variety of spoons. Separate milk kitchens seemed to be used minimally.

As a result of these concerns, plans are underway to modify the facility design for new buildings. In the community of Vasteras a new facility plan has been proposed. Figure 1 illustrates two different blueprints for child centers. The illustrated floor plan (A) at the top of the page shows the layout for the child center built during 1969-70. The floor plan (B) shows the modifications made in response to concerns and dissatisfaction expressed about the long connecting corridors, the size of the playrooms and the utility of the milk kitchens. In floor plan (B) the long corridors connecting the units have been eliminated, the playrooms are larger and there is a large room in the middle of the building so that groups of children may come together and play.

**Outdoors**

The state has set basic requirements for outdoor areas. Separate outdoor playyards are required for each unit and each unit has to have access to the outdoor. As a result
Fig. 1—Floor plans of Swedish day nurseries.
of these regulations individual and separately designated area are provided for the infant units and two and three-year-olds.

Tables, chairs, sand boxes, sand areas, climbing and sliding pieces of equipment can be found in some of the playyards in the day nurseries. Most of the landscapes are flat and some of the equipment used is prefabricated. Little material was available which the children could use for building outdoors.

Photograph 19 is an outdoor setting of a day nursery in a rural part of Sweden. All of the day nurseries visited had large playyards outdoors.

The outdoor area plays an integral part in the program, children are taken outdoors daily to play and infants are put outdoors on the asphalt patio area or the porch in their carriages. For this they are dressed in bunting and covered with blankets as seen in photograph 20. The staff reported that the children slept outdoors daily for one to three hours and they believed that the children slept better outdoors and did not disturb one another when they woke up.

An example of one of the many prefabricated pieces of equipment designed for young children is seen in photograph 21. The young children seldom used these pieces of equipment preferring instead slides, tires, swings, sandboxes
and climbing structures. The staff reported that the children were interested in equipment that was flexible and could be used in a variety of ways and reflected their interests. The equipment seen in photograph 22 was popular with the children in the program. A more ideal outdoor environment is seen in photograph 22. This yard is designed to be used by children ranging from eighteen months to six years of age.

The staff members at the day nurseries have raised issues relating specifically to the outdoor environments. Some specific issues being discussed are:

1. How to preserve trees, shrubs and natural areas from being destroyed.

2. How to arrange suitable areas and equipment for active physical play, such as running, climbing, swimming, digging, sledding, and swinging.

3. How to arrange suitable areas and equipment for passive play like sitting, looking and talking.

4. How to arrange and plan suitable areas for caring of pets, growing of gardens with flowers, fruits and vegetables.

5. How to integrate children of various ages into one large playyard area.

6. How to select and build equipment of interest to all children.

Efforts are being made to modify and develop the outdoor environments. Outdoor yards are being planned to include a wide age range of children and a wider variety of activities. Some proposals being considered in the new
designs are areas for the children's pets and animals, children's gardens, climbing and building areas, sand and water play, quiet area and free play.

Observed Curriculum Objectives

Five day nursery units for infants and young children were studied by the author: Henriksdalsbergets-Barnstuga, Vivalla-Daghemmet Granen, Morohojden-Daghem, Hoganas Daghem and Nordanby-Barnstuga. Curriculum objectives articulated by staff members and observed by the author stressed the general physical, emotional, social, and cognitive development of the child. No attempt was made to single out any one particular area of growth to concentrate on, the programs were neither primarily custodial nor primarily remedial. Mary E. Keister's program "The Good Life" for Infants and Toddlers in Greensboro, North Carolina, appears to be the most similar in curriculum design to the Swedish day nurseries visited.

The author used Schedule III (see Appendix F) to collect data on the operational curricula of the day nurseries. Five areas were singled out for specific observation:

1. Motor development.
2. Cognitive development.
3. Language development.
4. Emotional development (ego development and growth of self image).
5. Social development (development of trust and autonomy). Each of the five areas were rated according to the degree of emphasis the activity received from the staff, the children and the arrangement of the environment. For example, in assessing the amount of emphasis placed on motor development, the author noted the availability of materials in the environment that fostered small and large motor development, the location and accessibility of the materials, the level of involvement of the children with the equipment, and the amount of encouragement the staff displayed in having the children use the materials.

Motor skills were heavily emphasized in the programs. Equipment that fostered large motor skills was found in both the indoor and outdoor environments. Indoors slides, climbing tents, bicycles, carts, and areas for crawling, were easily accessible to the children and staff encouraged the children to use the equipment. Outdoors, the playyards included climbing structures, areas for running and bicycles. Also indoors the children played with puzzles, wooden lotto games, stacking toys, small push and pull toys, blocks--materials that foster small motor development. They were easily accessible to the children, and the staff encouraged the children to use this equipment. For the infants, rattles, and push and pull crib toys were found in some of the sleeping areas. The infants were observed
Frequently playing with these crib toys during periods when they were going off to sleep and when they awoke from naps. However, the children used materials more frequently outside of the crib, as infants were seldom left alone, for any amount of time, in their cribs.

The cognitive development of the children was encouraged by the types of materials purchased for the nurseries, the arrangement of the materials and the staff-child interaction with the materials. No specific attempts were made to deal with cognition as a separate program component. Staff worked with individual children on puzzles that stressed shape and colors. Many of these puzzles were designed and made by the staff members. Lift-up puzzles, with knobs on the pieces for the children to lift were arranged so that one puzzle had two pieces, while another had three and so forth. Stacking cups of different sizes and colors were frequently used by a child. The staff appeared to take a tutor-like role, working primarily with one or two children for short periods of time. Sand and water play was encouraged by the placement and availability of these materials for the children’s use. The overall approach to cognition appeared to be child centered and most similar to curriculum objectives observed in an open classroom.

Like cognition, the development of language was dealt
with on an informal level. Attempts were made by the staff to verbally label objects and made explicit things and activities found in their environment. Whether the children have enough personal, one-to-one communication with staff members is questionable. Staff members tended to address and talk to children in groups as opposed to individual settings. Periods that appeared to be a time for one-to-one interaction between staff and child were observed when a child was being diapered, washed and fed. In observing interaction content, the author was at a disadvantage in not being able to understand the language. Consequently, the fostering of language development was considered more from interaction patterns than verbal content.

In a limited, five-minute time sampling procedure of individual staff members' behavior, the staff's ability to provide an emotionally growth producing environment was assessed. (Appendix F - Table III lists the specific categories observed.) In general the staff provided a comfortable, safe, positively reinforcing environment for the children. They were observed to smile directly and recognize individual children, to use supporting gestures to encourage the child and to provide physical contact and closeness. The staff appeared to cater to the general well-being of the group and was less precise in dealing
with the specific individual needs of the children. Little emphasis was placed on making certain that each child had his or her favorite toy or favorite food. Priorities were placed on group needs as compared to individual needs. This was dramatically illustrated in one day nursery the author visited. On each of the four days the author observed at the day nursery, one infant always began crying at 12:25 P.M. On each occasion a staff member responded to the child by placing a pacifier in the infant's mouth. The staff was aware that the child might be crying because he wanted food, but they were unwilling to make special arrangements to feed the child earlier.

The social development of the child, more specifically the development of autonomy and trust, was assessed by the quality of staff-child interaction patterns and the arrangement of materials and the role the staff assumed in working with the children. It is difficult to make general statements regarding the specific role the staff played in this area because the personalities and operational styles of the staff varied among individuals and programs visited. The most easily recorded data here related to how the environment was arranged to foster social interaction among children and staff and independence in children. Staff members were observed to work primarily with small groups of children. Children were encouraged to work and play
with other children in the area. Toys and materials were arranged so that children could negotiate the materials without the constant assistance of staff members.

Observation and Daily Routine

An observation and outline of the daily routine is being included to further describe and give information of the daily activities of the day nurseries. The observation and daily routines is representative of the day nurseries visited.

Observation

The day nursery is located near to Stockholm and is accessible to public transportation. The children attending this day nursery come from all socio-economic levels due to the admissions policies. The day nursery is in a housing unit.

On the day that the infant unit was visited in Henriksdalsbergets Barnstuge in Nacka, there were seven children present ranging in age from six months to one and a half years of age. There were ten children enrolled in the unit. The day nursery had a total of forty-seven children enrolled and there was one infant unit. The staff in the unit included a kindergarten teacher and two child nurses and one preschool teacher trainee. From time to time, an older child who was severely handicapped played
with the infants and joined them for meals.

The day nursery opened at 6:30 A.M. The two infants who arrived early in the morning went into a large room where all the children who arrived at the day nursery before 8:00 A.M. played together. Children of varying ages played together in this room. The author observed the older children holding and playing with two of the younger children, and as they played together they appeared to be having an enjoyable time.

As more of the infants and younger children arrived, the children who were in the "early morning room" went into their own infant unit. Breakfast was served between 8:00 A.M. and 8:15 A.M. The infants drank milk and had cereal with strained fruit. Breakfast for the toddlers in this unit consisted of cereal, milk, fruit, bread, butter and cheese. Two staff members assisted the children in eating and the infants were held as they drank their milk from their bottles.

After breakfast the children were taken into the changing room one by one and each child's face was washed off, the child's diapers were changed and the child was cleaned. Throughout breakfast and while dressing the children, the staff were relaxed as they cuddled and played with the children.

Free play followed breakfast for all except the two
children who had arrived between 6:30 and 7:30 A.M. These children were crying, so the staff dressed and put them into their carriages and took them outdoors to sleep on the porch. One adult went outdoors with the two infants to push their carriages and to help the children sleep. The other staff person remained indoors in the large playroom with the other five children.

A variety of activities were available for the children on this day—books, musical instruments, puzzles, simple dress-up clothes such as adults' shoes, purses, large necklaces, shirts and blouses that were easy to zip, dolls and doll equipment. In the playroom was a large mirror for several children to stand in front of and view themselves. A large piece of paper was available for several children to crayon with non-toxic crayons. The children played freely with the various pieces of equipment. Individual staff members encouraged children to play with a given piece of equipment or listen to stories being read.

During free play one child nurse noticed that a particular one-year-old child had a rash on his face and body. Immediately the child nurse dressed the child in his snowsuit and took him in his stroller to the Child Health Center. The Center was near the day nursery and one of the nurses often joined the children at the day nursery for lunch, so she was not a total stranger to the children.
The child had a mild case of measles. When the child nurse and child returned to the day nursery, the child nurse played with the child in the isolation room while the director called his parents.

As the morning progressed, two other children and a staff person joined the group. The children who were indoors dressed to go outside to play while the infants were still sleeping outdoors. Outdoors the children ran around, played in a sand area and on a small swing set. Two children were pushed around in a twin stroller and another child sat in his stroller and viewed the outside world.

Before lunch the children were taken into the changing room and were cleaned up individually, then taken into the dining table. Two children were put into high chairs and an adult sat with them at a table and assisted in feeding them. The other children sat at a child-size table on child-size chairs with arm rests on both sides. Here two adults sat with the five children.

Lunch time was a relaxing period lasting a half hour. One adult ate with the children while two staff members assisted with the serving and feeding. The food served in bright dishes was aesthetically appealing: mashed potato, chopped meat and vegetables. For dessert the children enjoyed preserved peaches. The plastic tablecloth was cheerful and the children's plastic dishes and special cups were
placed on top of their large paper bibs which had plastic backing. Some of the children who were thirteen to eighteen months old had been taught to use spoons and some used the spoons as well as their fingers. Lunch appeared to be an enjoyable experience and everyone seemed to eat a reasonable amount; some children had second helpings. The staff talked with various children as they ate.

After lunch the children were taken to the changing room and washed individually, changed and dressed for nap. The children slept for approximately one and a half to two hours. Four children slept on a brightly covered mattress on the floor and the three younger children slept in cribs. As the children awoke they were individually changed and dressed by one of the staff members. The staff played and talked with the children being changed. The children went into the large playroom and played with equipment and materials such as a doll pram, four-wheeled turtle, foam rubber train, balls, telephones, variety of pull and stacking toys, while two of the children sat down with a staff person to listen to a story.

After all of the children had awakened and were changed, it was snack time. For snack the children were served special high protein, low fat ice cream and mandarin oranges. Everyone seemed to enjoy it.

After snack the children continued to engage in free
play and used a variety of the materials and equipment available in the environment. During this time some of the children pushed a baby pram, crawled and climbed onto the various structures. Around 3:15 P.M. one of the parents came to get his child. From that time on other parents came until the last child and his mother left around 5:50 P.M.

One staff person remained until all the children went home. The staff members went home depending upon the time that they had arrived in the morning.

At 4:30 P.M. the children still at the day nursery had a snack of sliced apples and bananas.

Daily Routine

A daily routine in an infant unit has been recorded in Table 12. The routine should be interpreted as a guide as to the way the day was organized since efforts were made to keep the routine flexible to meet the needs of the children.

Staff Characteristics

Within each municipality the central staff had total responsibility for the planning and implementing of programs for children. Programs for children included day nurseries, free time centers, playschools, family day nurseries and park programs. The chief or director and his or her assistants shared administrative responsibilities for
TABLE 12

**DAILY ROUTINE IN INFANT UNIT**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30 A.M. - 8:00 A.M.</td>
<td>Arrival of children. Upon arrival some children play and others sleep.</td>
</tr>
<tr>
<td>8:00 A.M. - 8:30 A.M.</td>
<td>Breakfast.</td>
</tr>
<tr>
<td>8:30 A.M. - 9:30 A.M.</td>
<td>Free play.</td>
</tr>
<tr>
<td>9:30 A.M. - 11:15 A.M.</td>
<td>Outdoor play and sleep period for infants.</td>
</tr>
<tr>
<td>11:15 A.M. - 11:30 A.M.</td>
<td>Preparation for lunch.</td>
</tr>
<tr>
<td>11:30 A.M. - 12:00 P.M.</td>
<td>Lunch.</td>
</tr>
<tr>
<td>12:00 P.M. - 12:10 P.M.</td>
<td>Preparation for rest.</td>
</tr>
<tr>
<td>12:10 P.M. - 2:30 P.M.</td>
<td>Rest period followed by free play.</td>
</tr>
<tr>
<td>2:30 P.M. - 2:45 P.M.</td>
<td>Snack.</td>
</tr>
<tr>
<td>2:45 P.M. - 4:30 P.M.</td>
<td>Free play (indoors and outdoors).</td>
</tr>
<tr>
<td>4:30 P.M. - 4:45 P.M.</td>
<td>Snack.</td>
</tr>
<tr>
<td>4:45 P.M. - 6:00 P.M.</td>
<td>Free play for those children waiting for parents.</td>
</tr>
</tbody>
</table>

The overall operation of the child programs, program planning and facility planning and construction. The central staff coordinates efforts with the county council and the National Board of Health and Welfare. Most of the members of the central staff have had years of experience, many were originally trained as preschool teachers. Several people reported that one of the most demanding aspects
of the work was that of educating the general community and local officials (especially the economists and planners) as to the necessity and costs for quality programs for children.

A number of municipalities employed consultants or inspectors. These people worked with individual child centers and coordinated training. Most of the consultants planned monthly training sessions and special sessions for the preschool teachers and child nurses. The training programs were rotated during day and evening sessions for the convenience of the trainees. Day nursery programs arranged for half of their staff to attend one meeting while the rest of the staff attended the training session at another scheduled time.

**Director-Center Level**

Each of the day nurseries visited had a full-time director except in Orebro where the director was responsible for two small day nurseries. Before becoming directors, the individuals usually had been trained and had worked as preschool teachers for four to eight years. The director usually coordinated and administered the overall program at the center level. This included coordinating weekly and monthly staff meetings and parent meetings. The directors from a given municipality usually met together monthly to exchange ideas and receive specific training. In Goteborg
there was an extensive training program for directors with focus on administration.

Child Nurses and Preschool Teachers

In an infant unit with children from six months to two years, child nurses frequently made up the majority of the staff. The program at Vasteras was an exception, nearly all of the infant units had a preschool teacher as one member of the team. There was a shortage of preschool teachers in the infant units, and until recently the importance of a preschool teacher being on the team was not realized. In units for children two to three years of age, child nurses and preschool teachers were represented in relatively equal proportion.

Child Nurse Training

To date the child nurse training program has primarily been an eight to nine months program. As of September, 1971 there has been a change in child nurse training; the program has been lengthened to two years and now focuses on the integration of theory and practical work experience. These child nurses work in a number of environments such as hospitals, children's homes, special facilities for handicapped children and day nurseries.

Some of the staff teaching the child nurses were graduates of a Teacher College Seminarium Program (Seminarium
for huslig utbildning). These individuals had attended a three year college and had had extensive training in teaching adults as well as a strong background in child development and child psychology. Some of the staff that teach courses for the child nurses may also teach at the gymnasium level. In Sweden the gymnasium level is comparable to the high school level in the United States. In the new course of study at gymnasium, all students must take a twenty-week child care course at the ninth grade level. Sweden is the only country with this specific seminarium training and there are future plans for coordinating it within a larger program at the university level.

Preschool Teacher Training Program

The preschool teacher training program, also referred to as nursery school or pre-teacher training program, is a two-year academic education (four terms). Before a candidate may be admitted he or she must have had at least eight or nine months experience with infants and children. This experience must have involved approximately sixteen weeks with infants in the form of training or practical work and sixteen weeks in a day nursery working under the supervision of a trained preschool teacher. It was reported in Stockholm that many of the candidates applying for admission to that specific training school had previously
attended an eight to nine months child nurse training program. The preschool training program is both theoretical and practical. At this time a third of the training slots are open for male applicants; of the fourteen programs visited, the author observed a total of four men working in the day nurseries.

The Royal Commission on Preschool Education and Day Care is studying the feasibility of integrating the child nurse and preschool teacher training programs. Philosophies, programs of studies and career levels are being studied.

Staff Schedules

The day nurseries are open 6:30 A.M. to 6:30-7:00 P.M. Monday through Friday and many are open on Saturday 6:30 A.M. to 2:00 P.M.; staff rotate on Saturdays. More than sixty per cent of the children stay in the day nursery for nine to ten hours per day.1

Beginning in June, 1972 the staff in the day nurseries work forty hours a week, with approximately thirty-four of these hours spent with the children and six hours for material preparation, parent-teacher conferences and program meetings. The working hours and the length of day vary daily for the staff members. For example, some staff

members worked from 6:30 A.M. to 2:00 P.M., others from 7:30 A.M. to 3:00 P.M. and a third group from 9:00 A.M. to 6:00 P.M. The staff members reported that they preferred a daily rotation schedule.

Other Members of the Team

Other members of the team include kitchen, maintenance, medical and psychological staff. The kitchen staff usually consisted of one to three cooks. The number depended on the amount of food that was precooked and frozen. Some municipalities did not use precooked foods and as a result had to hire more kitchen staff for their program. Kitchen staff are responsible for preparing breakfast, lunch and snacks for the children enrolled in the program.

Maintenance staff were regularly employed by all the day nurseries to do daily cleaning, repair, and general upkeep work both indoors and outdoors. The number of maintenance staff varied according to the physical size of the indoor and outdoor facility.

Health care was administered by a doctor who visited the infant units in the day nurseries biweekly to examine infants. Children were examined on a rotating basis with immediate problems given priority. In the day nurseries visited, Orebro was the only area that had a medical nurse on the central staff. The nurse was involved in doing routine medical work which primarily focused on the follow-ups
recommended by the physician affiliated with the program.

Some of the larger day nurseries employed a full-time psychologist who assisted in the day nurseries in the field of mental health. The psychologists generally worked with the staff at the day nurseries, assisting individual children and integrating handicapped children into the program. In some communities the mental health organization had a preschool team such as a psychologist and social worker. They worked as a team with the family and all those involved with them. Some preschool teams only worked with children in the day nurseries.

Both medical doctors and psychologists reported that they would observe specific children in the day nurseries and make recommendations. Some communities relied heavily on the medical doctors for assisting with all problems.

Sick care programs were provided for the child who was ill and had to be absent from the day nursery. An adult, usually a middle-aged woman, was sent to the sick child's home to take care of him while his parents were at work. All municipalities and local governments were not able to provide this service and there were problems associated with it, such as cost, staffing and coordination of services. In Orebro the youngest children were found to have an average of eight sick periods a year. This meant that it was possible for a child to be cared for by eight
different people. This could have a psychological impact on an ill child.¹

Parent (Consumer) Involvement

To examine parent involvement in the day nurseries the author talked with eighteen parents. Additional information that was reported by the staff in less formal situations is integrated into the discussion. The Interview Schedule With Parents (Appendix H) was followed. The formats for the presentation of the data will include the question asked and a summary statement of the respondents' answers.

Question A - Are you involved in the day nursery where your child is in attendance? If so, how? If not, why?

Summary of response.--Six parents answered "no." Some of the reasons they were not involved were that they saw no need to be involved, and that their work or school schedules and home responsibilities were so demanding that they had little time. Some saw no need to be involved since the teaching staff was expert and they as parents felt that they had no expertise in working with children in group settings. Other respondents said they had never given any thought to the idea of being involved.

¹Birgitta Wadell, Absence From Day Care Centers - A Planning Problem for Local Governments (Sweden: Economic Institute, Uppsala University, 1971), p. 195.
The parents who answered that they were involved described their involvement in several different ways. Some thought of involvement in terms of being with their child for a while (one, two or three weeks) during the child's initial adjustment to the day nursery. One father commented that he especially enjoyed this period of transition and initial adjustment. He attended the day nursery for approximately ten days and was most interested in observing the children and getting to know the staff. Other parents also commented that they would like very much to return and spend more time at the day nursery.

For other parents, involvement meant attending parent meetings. The information learned and the degree to which these meetings appealed to various parents varied greatly. Still others considered involvement as having contact and talking with the staff daily about their child. Parents reported that they tried to initiate conversation and ask the staff questions, regarding their child's eating habits, the child's daily activities and sleeping arrangements.

**Question B** - What is the role of the parents in the overall direction and planning of the day nursery?

**Summary of response.**--Some parents commented that they had no opportunity to be involved in the overall direction and planning of the day nurseries. The system was not designed in such a way as to allow for involvement.
In Skelleftea, parents were involved at the center, as well as at a town-wide level, in the overall direction and planning of the day nurseries. At the center level, parents met with the staff and director in the late afternoon, one or two times a month. Usually each parent had the choice of attending a meeting discussing a particular issue, at any one of three scheduled times. This arrangement was initiated in order to allow parents options in regards to times convenient to their needs. At meetings supper or a heavy snack was served and the children had a special party in the day nursery. During this meeting parents and staff made decisions dealing with such issues as whether to take the children on field trips, for example, to visit an artist in the shop making pots and pottery and discussed the curriculum and operational pattern of the program.

In Skelleftea parents reported that they were going to be involved in the overall direction and planning of day nurseries. Because of this proposed involvement they had organized themselves into a Town-Wide Parents Organization. For one group project the parents had arranged a meeting with political representatives of the town (representing the five parties) and each representative discussed his party's position, priorities and support for child centers. Various parents contacted the local parties and asked them to send a representative. At the meeting each representative
answered specific questions relating to the well-being and education of young children.

During the meeting in a discussion regarding provisions for children who are ill, one of the political representatives reported that there was a system to care for children who are ill on a given date. She apparently had not read the most recent information. She did not realize that there were no longer such provisions for children who became ill and could not attend the day nursery. In reality there were no more funds and the service was not functioning. The night after this meeting, the author was at the home of the Day Care Consultant in Skellefteå and a parent phoned and reported that her child was ill. She had called the local board and requested a sitter. Since there were no longer funds for such a service and the year's budget was depleted, the parent then called the political representative who had the evening before discussed such services for children when they became ill.

The political representative was held accountable for presenting incorrect information, she was pressured into caring for the sick child until the parent was able to make other arrangements. As a result of this incident, the same political representative publicly announced that she had presented inaccurate facts.

In some other cities the author visited there were parent
organizations which existed at the center level. In Orebro, for example, the parent organization had raised money and purchased a television for the children.

**Question C** - Are you involved on a state, county, municipal or local level with the education and well-being of young children? If so, how?

**Summary of response.**--All parents answered "no," except in Skelleftea where the parents believed that it was crucial for them to be involved in the education of their children. They stressed that for their involvement to be meaningful and have an impact it had to be at a level where they could influence many and where they could express their ideas. As a consequence, this group felt that involvement on a municipal level was important.

**Question D** - What types of programs for parents are sponsored by the day nursery where your child is in attendance? Which ones do you attend? Why?

**Summary of response.**--Some parents discussed the large group meetings which they had attended. Some viewed the meetings as a social gathering and/or as information sessions, while others commented that they believed the meetings were a waste of time. Other parents mentioned the existence of parent "drop-ins" which encouraged the parents to visit the day nursery and talk with staff on a routine basis. Parents commented that they enjoyed the casual "drop-in," especially after a long day. They welcomed a
coffee break and a chance to talk about their children.

Parents thought it was essential for the staff and parents to be in closer contact. Parents reported that they are eager to know as much as possible about their child's development. In the day nurseries there were no parent rooms where parents might gather; this bothered some parents who thought that the physical environment should be arranged to meet their needs. One attempt made to reach parents was a late afternoon family picnic held by one center. Several parents commented that they had enjoyed the social event.

**Question E** - What ways would you like to be involved in the day nursery where your child is in attendance?

**Summary of response.**--Parents recommended that more interesting and informative meetings be held where guest speakers such as a psychologist or dentist spoke to parents' concerns. The parents interviewed also suggested that informational and informal meetings with the staff be held to discuss how the family could expand on what the child was learning. Some parents were interested in being encouraged to visit on a monthly basis. They were eager to learn about their child's development, interests, strengths and weaknesses.

A number of parents commented that in spite of the fact that they would like to be involved in the day nursery
where their child was in attendance, they did not believe that it would be possible. Their working schedules and home demands left them with little time. They preferred to spend their time alone with their families. They also commented that they believed the day nursery was an excellent milieu for their children and saw no reason to be involved. Some viewed the staff as being professional, and a parent who was a lawyer commented, "I know little about child psychology, day nurseries, and the field as a whole. My son is happy and the day nursery is meeting our family's needs."

**Question F** - Why do you send your child to the day nursery?

**Summary of response.**—Most often parents stated that both parents work, or they were single parents. In other cases, the mother or father was not able to care for the child and needed some assistance during the day. Others believed that because the day nursery was a rich and stimulating environment, it was better for the entire family if both parents work and the child goes to day nursery. Another reason reported was that the children seemed to enjoy going to the day nursery and playing with the other children in a group setting.

Two fathers mentioned that when their first child began at the day nursery (one at seven months of age and the other at nine months of age), they felt somewhat
reluctant. However, as they observed the program and their child's enthusiasm, they became convinced of the value and strengths of the day nursery. Both commented that they preferred sending their children to a day nursery than having them stay at home with a housekeeper or sitter.

Question G - Does the program at the day nursery require the support of the family? If so, how?

Summary of response. - Many parents reported "no."
They felt the only support the day nursery required was that they not take their child to the center when the child is ill. Parents felt that they should follow the rules and regulations of the day nursery.

The parents who responded "yes" talked about the importance of sharing information and respecting the staff. They shared information as to the child's likes and dislikes, sleeping and eating habits and related information.

Future Directions and Projected Plans for the Swedish Day Nurseries

Sweden is still going through a period of growth and development with its day nursery system. Some of the major concerns are: development of a compulsory preschool program, expansion of day nursery programs, relationship of preschool to the wider society, reorganization of recommended grouping patterns, redesigning facilities, size of the day nurseries, staff training and staffing patterns,
expansion of comprehensive and related health services, integration of handicapped and non-handicapped children, and the involvement of parents.¹

In an effort to deal with these issues and other concerns the Ministry of Social Affairs appointed the Royal Commission Study on Preschool Education and Day Care in 1968. This commission's task is to carry out studies and make recommendations for national legislation concerning preschool education. A final version of the commission's recommendations is expected to be completed and the report will be ready for publication in the spring of 1973.

First, the commission is investigating the matter of preschool education and is attempting to develop recommendations for a compulsory preschool system. The commission will be giving time tables for the introduction of a compulsory preschool system. Long term plans for preschool programs for four, five and six-year-old children are being made by the commission. Related to this matter will be the relationship of preschool to school.

Second, the commission is making recommendations for the expansion and further development of the day nursery system. At this time there is a shortage of places for

¹Marianne Karre, Innehall och metoder; forskolverksamheten, Diskussions-PM från 1968 års barnstugeutredning, sammanfattning (Stockholm: Göteborgs Offsettryckeri; AB). Information learned from translating document Content and Methods in Preschool Program—Summary by Marianne Karre.
children in day care programs; the problem is more acute in some of the large urban areas. It is projected that by 1975 all working parents who wish to secure child care service will be able to do so. Mueller states:

As yet, Swedish society has not been able to provide enough child care facilities to guarantee full freedom of choice to all parents of small children. Current projections estimate that there are more than 200,000 mothers with children below the age of ten who would like to work if they could arrange suitable child supervision. This would mean more than doubling the present capacity for day care services.¹

In addition there are people who believe that all families should have the option of sending their children to the day nursery. Expansion of child care facilities, especially day nurseries, so that this would be a real option was stressed. In formulating expansion plans, there are several points which must be considered and explored. The society as a whole must be educated as to the expense of quality child care especially day nurseries.

Third, the feasibility of having the day nursery more open and encouraging human interchange with youth and adults of both sexes is being explored. Specific ways in which to involve teenagers, pensioners, school children, community adults and staff together as an integral part of the program are being explored.

Fourth, the state's recommendations as to the grouping patterns of children are being studied. Designs which include a wider age range of children together are being investigated. Specifically, in a day nursery there would be two groups of children. The youngest group would consist of infants and children up to two-and-a-half years of age. The second group would consist of children from two and a half to seven years of age. Projected plans also state that there would be eight to ten children in the youngest group which should consist of four infants and six to eight children aged one to two and a half. The infant group should have its own room and daily living area. There they could rest, sleep, eat and be together in small groups. Also the possibility of infants being together and circulating with the older children in a common playroom is recommended.

Fifth, there are several new suggestions for the planning of the indoor environment. It is suggested that the infant unit be arranged so that the children have more space in which to move around and have constant contact with and exposure to adults. For children two and a half years to seven years, rooms for resting and eating in small groups could be provided. They should have a large playroom with an area for dining which connects to a large kitchen. Kitchens could be designed so that the children
would be able to smell the cooking odors, watch the kitchen activities, and enter it easily. Also included in the indoor environments could be parent rooms. These would be rooms in which parents could meet not only each other but also the staff members; they would serve to help to integrate and involve the parents in the day nursery. Special physical therapy rooms could be included for handicapped children.

Sixth, the size of the day nurseries and the number of children in each unit is being studied. The commission is concerned about the size of the day nurseries, as well as the number of children in each unit. Large day nurseries can appear to be institutional and impersonal, creating problems for the children and their families as well as the staff. This matter is being studied and alternative designs are to be proposed.

Seventh, the commission is studying the feasibility of having an equal number of preschool teachers and child nurses in the infant unit. A staff ratio of one adult to every two children is being considered. A further recommendation of the commission is that staff also get more support and training while on the job. Teamwork is to be stressed; the staff should work in teams to give the children models of adult cooperation. Some believe that the staff is behaving in an institutional manner and the
importance of exposing children to a variety of real life patterns to imitate is a major area of concern and recommendations are forthcoming. Men are being encouraged to participate and become members of the team; here too, specific suggestions are being considered.

Eighth, the commission is investigating the kinds of comprehensive services, especially health services, that should be an integral part of the day nursery program and also be available for all children. It is suggested that existing baby clinics expand services and do more regular health checks, especially for tracing hidden handicaps.

The commission will be making recommendations for the health component of the day nursery program especially for the infants and children to three years of age.

Ninth, the commission believes that it is essential for both handicapped and non-handicapped children from all backgrounds to be integrated. Special resources and support must be provided for this to be a reality.

Finally, the involvement of families in the day nurseries and the expansion of resources for families is being investigated by the commission. For example, specific suggestions for parent involvement in the day nurseries will be made and the feasibility of having the day nursery system perform functions such as training of non-professionals, offering courses in child development and child rearing,
and serving as a child care resource center are being explored.
PHOTOGRAPHS OF SWEDISH DAY NURSERIES
Photograph 7

Photograph 8
Photograph 9
Photograph 10

Photograph 11
Photograph 20

Photograph 21
Photograph 22
CHAPTER V
CONCEPTUAL MODEL FOR AN EARLY CHILD CARE - DAY CARE PROGRAM

This chapter is a conceptual model for a full day early child care - day care program. It is intended to illustrate how the environment of a program and its operational patterns should enhance the emotional, social, cognitive and physical growth of children aged six months to three years. The discussion focuses on how a program can best facilitate this total development of young children.

This "model" is based on giving primary consideration to the needs of the people involved in such a program—the children, their families and the staff. To meet some of the emotional needs of the children, consideration is given to topics such as staffing patterns, arrangement of the environment, efforts to make the center more "home-like," selection of materials and the involvement of parents. The social needs of the children are considered in the ways space is arranged for activities, through alternative grouping patterns and the manners in which parents and the larger community can be drawn into the program. Some of the cognitive needs of the children are met by providing experiences which foster learning through decorative materials, color schemes and other environmental experiences. Some
ways to meet the physical needs of the young children are discussed in the nutritional component of the "model." And proper arrangement of the environment to facilitate the physical caring, bathing and washing of the young children is also considered.

The needs of the staff are accommodated in the "model" by providing suggestions for facilitating an efficient environment so that the staff can be more concerned about the children than overall maintenance. In this sense the program is a child-centered rather than a maintenance-centered one. The physical and psychological needs of the staff are accounted for in staffing the program, planning weekly schedules and suggesting appropriate facilities where staff members can eat, relax, and care for themselves.

The needs of the families are considered in the "model" in terms of specific suggestions of ways to involve them in the program. Community resources that could be provided as an integral part of the program are also included.

The author's experiences in Sweden will provide the basis for many of the crucial inputs to the "model." This experience will be supplemented by background information gained while visiting and studying programs for young children in both the United States and the U.S.S.R.

Based on the Swedish experience the major areas of the "model" are as follows:
Program Financing

Program Dimensions

Licensing
Location of Site
Operating Hours
Recruitment and Eligibility of Children
Staffing the Program
Patterns for Grouping Children
Nutritional Program
Comprehensive Services

Program Environments

Program Evaluation and Assessment of the Children's Development

Parent Involvement and Program Resources for the Community

This "model" is not intended to be all encompassing; however, it carefully identifies major areas to be considered in implementing child care programs. It can be used as a basis for further development by those involved in early child care - day care programs for young children.

Program Financing

In Sweden, estimated yearly costs for programs for infants and young children in groups range from $2,400 to $3,400 U.S. per child per year. This cost is estimated for a program that operates ten hours a day, twelve months a year. Personnel costs account for sixty-five to seventy-five per cent of the budget. Table 13 is a percentage of cost breakdown for a child center - day nursery for forty-five children, with ten places for six-month to two-year-
olds, twelve places for three and four-year-olds and fifteen places for five and six-year-olds.¹

In Sweden, the state and municipalities pay approximately eighty-five per cent of day care costs, with parent fees making up the remaining fifteen per cent. Parent fees are adjusted to income with the result that some parents pay twenty cents a day while others pay five dollars a day.

In the United States, massive funds for programs for infants and young children from the federal government are unlikely in the immediate future. However some possible federal sources for individual programs are Title IV A - Social Security Act, Handicapped Children's Early Education Program of the Bureau for the Handicapped, and Title I, Office of Education. Each of these divisions has supported individual infant care programs in the past.

Because the possibility of federal subsidy in the United States is limited, it is important to consider other sources of funds. Some possible resources are private foundations specializing in community action programs or health programs, local community organizations, such as the Elks Club, business organizations, and insurance companies. Help with kitchen and food expenses has in the past been

¹Driftkostnader for Barnstugor (Karlskrona: Axel Abrahamsons Boktr. Ab., 1970, Socialstyrelsen Byra HB2), (Information was translated and currency was converted from Swedish Kroner to dollars) p. 89.
TABLE 13

BUDGET ANALYSIS FOR A SWEDISH DAY NURSERY

Staff - director, preschool teachers, child nurse, cook, cleaning staff, doctor ....................... 58.5%

Staff benefits ........................................ 13.2%

Expenditures such as outdoor equipment, sand, disposable diapers, toilet paper ..................... .4%

New items such as plates, curtains ................. .1%

Children's materials and food ....................... 7.7%

Administrative items - includes telephone, stamps ....................... .3%

Repair and general upkeep ........................... .5%

Insurance for children and building ................ .1%

Upkeep of buildings, including large electrical items, cleaning and watering of building ............. 17.2%

available through the National School Lunch Act. Funds received from parents and volunteer services to the program should also be considered viable.

Parent fees are another means of ongoing support for the program. The sliding fee scale adjusted to the family income is most realistic in meeting community needs. In a study sponsored by the Massachusetts Early Education Project it was reported that parent fees ranged from $1-$15 U.S. per week. In Sweden, parent fees were adjusted to

1 Massachusetts Early Education Project, op. cit., pp. 5-7.
family income and the fees ranged from $1-$25 U.S. per week. In the United States a fair cost range might be between $5-$55 U.S. per week, per child, realizing that infant care is particularly costly.

Program Dimensions

An early child care - day care program has at least eight major program dimensions: licensing, location of site, operating hours, recruitment and eligibility of children, staffing the program, patterns for grouping children, nutritional program, and comprehensive services. In describing each component, information illustrating the operation of the Swedish system is presented. In addition, when appropriate, suggested resources and techniques for adapting the Swedish experience to the United States "system" is recommended.

Licensing

Licensing guidelines for programs for children under three are not developed at a federal level in this country. Consequently, federal monies can not be allocated on a large scale for anything but research programs until federal guidelines are established. At a state level the situation is not much better; only a limited number of states have any specific licensing requirements. This situation is in the process of changing, and, as stated in State and Local
Day Care Licensing Requirements, developing these guidelines for infant care is a priority for many states.\(^1\) For the states that do have licensing requirements, the publication, Abstracts of State Day Care Licensing Requirements, Part 2, Day Care Center, details present licensing regulations.\(^2\) Licensing requirements define such program components as staff-child ratio, health practices, nutritional practices, physical size of facility, location of facility, recruitment of children, comprehensive services. Standards for Day Care Centers for Infants and Children under 3 Years of Age, developed by the American Academy of Pediatrics, Committee on Infant and Preschool Child, discusses general standards for child care programs.\(^3\)

In Sweden there are uniform standards to be met in establishing a day nursery. The regulations set standards relating to such factors as the amount of daylight available in the facility, and provisions for artificial lighting.

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Additionally, the child center has to be located in a site that is permanent and the facilities cannot be below ground level; outdoors, a fenced in safe playyard is required. The Swedish regulations also include suggestions for the layout of the physical facility. Specific rooms of the buildings are suggested as are room furnishings (see Appendix L).

Location of Site

The site should be located in order to easily involve older brothers and sisters, groups of after school children, high school students, grandparents and senior citizens. The ideal site is located within the neighborhood of the children to be served. If this is impossible, a site easily reached by public transportation allows some neighborhood participation. Demand studies indicate that parents place high priority on child care services near the home.¹

The ideal situation is not always easy to locate. Suitable physical buildings and facilities which are near the children's homes are often difficult to find since licensing determines location by defining only certain buildings as appropriate. Sometimes suitable facilities can be located in local factories, civic centers, churches and public schools. To date, in the United States a limited

¹Massachusetts Early Education Project, op. cit., p. 2.
number of day care centers have been especially built or extensively renovated for groups of infants and young children.

The discussion of the physical environment of a center for children under three will graphically illustrate how the Swedish day nursery is arranged. This information will provide general guidelines for designing and arranging physical spaces.

Operating Hours

In considering the overall operating hours for an early child care - day care program, decisions such as the annual, weekly and daily schedules of the program must be established. In Sweden, most of the facilities visited were open year round from 6:30 A.M. to 6:30 or 7:00 P.M., and within each area arrangements could be made for children whose parents worked on Saturday until 2-2:30 P.M. In one of the day nurseries located on the grounds of a hospital, facilities were open on both Saturdays and Sundays, for children whose parents were in the medical professions.

Specific decisions regarding operating hours must be made in light of the objectives of the program, the needs of the families to be served, and available resources, both human and financial. For example, in an area where a large number of women work on the night shift of a factory, night care for children is needed. To assess the needs of the
families, a questionnaire might be devised to gather information regarding the parents' work schedules (week days and Saturdays), and the hours and days they prefer that the center operate. Once this information was collected, decisions that best meet the needs of those being served could be made.

An example of a schedule that might meet the needs of a community is an early child care - day care program open twelve months of the year daily from 7:00 A.M. to 7:00 P.M. and on Saturdays from 7:00 A.M. to 5:00 P.M. Although the program is open long hours daily, it is not recommended that every child be present for the entire day.

Recruitment and Eligibility of Children

In Sweden the day nurseries are serving children from all socio-economic, cultural and social groups; children from single parent families in which the parent is either working or studying; children with physical and mental handicaps; children from families experiencing social problems; immigrant children from non-Swedish speaking homes and children from families where both parents are either students or gainfully employed. Judging from both actual observations and specific reports of the Swedish experience, the servicing of handicapped children in a day nursery is strongly endorsed. Of particular importance is the integration of physically and mentally handicapped children
into a day nursery with non-handicapped children. These children receive priority admissions to the day nurseries.

Swedes define handicaps to include a broad range of problems. For example, children were observed who had special needs due to mental retardation, birth defects, emotional problems, physical disabilities and deficiency in cultural stimulus. It is recognized that children learn from imitation of others. Handicapped children placed with non-handicapped children learn to respond as most children their age. They are not isolated in a program where a limited norm of behavior exists. And, the handicapped child and his family do not become isolated from the mainstream of society.

The author recommends that early child care - day care programs attempt to recruit children from a broad socio-economic background as well as handicapped children. The difficulty of recruiting children from a wide socio-economic background and still having the program located in the neighborhood where the children live presents a challenge. In cities it can be a challenge because buildings are difficult to locate and expensive to build. Also, not all members of a neighborhood can purchase the services. To help meet these challenges, scholarship funds and other sources of income must be available to low income families and a graduated fee schedule has to be established.
There is a question as to whether chronological age should be the determining criterion of program eligibility or whether other factors such as family needs and circumstances should be taken into account. It is important to consider the child's emotional development, the ease with which the child relates to the staff and accepts their handling of him. One way of initially assessing the child's comfort is by observing the child as he interacts with the program staff and other children to determine how comfortable he is while playing and being in the program's environment.

Methods that can be used to inform parents of the program's services and to recruit program participants is by contacting neighborhood families via flyers, individual canvassing, radio and talk shows, and newspaper articles. The development of an effective outreach program is another system for reaching families.

Staffing the Program

Directing the Program

The director of the early child care - day care program is a key person who can determine the overall quality and philosophy of the program. The summary of the Abt study reported the following:

We found that directors of child care centers are very important to the success of these operations. They provide direction, purpose, support. They fill in for resources the center might be unable to afford, working 50 and
60 hours a week in some cases. It may be that in this highly labor-intensive field, maintaining a director-child ratio is as important as any other policy.\(^1\)

The director's roles and responsibilities must be defined. Program development and ongoing responsibilities may include policy making decision, hiring and firing, funding and budget, supervision and training of staff members, staff recruitment and development, staff meetings, public relations responsibilities and other related matters.

In selecting a director, an individual with a combination of skills in early childhood education and management is an ideal choice. To date, these skills are usually learned on the job. In the future, however, it may be possible for individuals to specialize in such a combination of skills in institutions of higher learning as well.

Staff - The Infant Specialist

As a result of studying day nurseries and the staff training for those involved with infants and young children in Sweden, it is the author's opinion that there is a need for a new professional group, the infant specialists, to work in early child care - day care programs in the United States. There is a need to apply our present theoretical

knowledge and research findings in a practical course of study for the infant specialist. Present research with infants stays primarily at the theoretical hypothetical stage. Little or no translation of this material to the real world needs of staff personnel working in the field has been accomplished. These types of experiences are needed in the training of an infant specialist and educator. Individuals with this type of expertise are especially important if infant and toddler programs and other related programs are going to be developed similar to Head Start and Home Start. Infant specialist and training programs could be developed in various forms.

The following suggestions are based on the Swedish training system. Training would be two academic years with each year consisting of forty weeks. The first year would consist of thirteen weeks of theory, twenty-one weeks of practice and theory, and six weeks of theory. During the twenty-one week period students would have practical experience with normal children from infancy to seven years of age. The second year would be similar in design: the first period theory, the second practical experience and theory, and the third theory. However, during the second period a student would have several alternatives for further specialization: pediatric nursing; physically and mentally retarded; healthy children and infancy. Child specialists
could work in a number of environments, day nurseries, hospitals, children's homes and special facilities for handicapped children.

An alternative design would be an eight to nine month program. Requirements for entrance would stipulate that the candidate have previous experience with children and families. Experiences considered acceptable could be working and living with a family or working with groups of children in a day nursery. The infant specialist training would focus on the physical aspects of child care with study in education, child psychology and growth and development starting from prenatal to seven years of age. Particular emphasis would be the child's first three years of life.

Staff - Kitchen and Maintenance

The number of staff needed for the kitchen is determined by the number of meals and snacks served to the children daily and the number of children to be served. In selecting a cook, it is important to locate an individual who has had knowledge of preparing meals for large groups of children, and experience in planning nutritionally balanced meals. If the cook has had little experience in nutrition, it is advised that a nutritional consultant work with the cook and review daily vitamin needs and weekly or monthly menus.
A maintenance staff is needed to ensure the cleanliness and safety of the early child care - day care center both indoors and outdoors. The size of the maintenance staff depends on the physical design of the center, the requirements for cleanliness related to children's needs such as clean floors for crawling infants and the extent to which the teaching staff can assist.

Staff-Child Ratio

In making decisions regarding the number of adults in the early child care - day care program, the staff-child ratio is critical. Both too few and too many adults can present problems. Too many adults inhibit a child's spontaneity, while too few adults leave the child's personal and emotional needs unattended.

From observations in Sweden, for children up to three years of age staff-child ratios ranged from one adult to every two, three, four or five children. Realizing that infants, toddlers and two-year-olds all have different needs, ideal ratios were one adult to every three or four children.

For the infants and toddlers, the advantages and feasibility of having one or two adults who are primarily concerned with a given number of children and who bathe, change, talk and read to these children and expose them to a variety of experiences might be considered. In some ways this arrangement may result in a more individualized and
personalized program for each child. On the other hand, staffing schedules may make such a plan unrealistic, instead the decision may be to use a limited number of staff persons to develop a close and unique relationship with each child.

Staff Schedules

In determining staff schedules, consideration must be given to the actual time spent with the children as well as the time spent on corollary duties such as preparation of the environment and materials, observation reports, staff conferences within each unit, entire staff conferences which involve everyone working in the program, and parent conferences.

In Sweden, within a unit each staff person's schedule is rotated daily. Early in the morning, between 6:30 A.M. and 8:30 A.M., the children are combined together and as time progresses and more children and staff arrive, the children and staff go into their own units. A typical staff schedule for a Swedish infant unit has been adapted by the author to meet the needs of staff working in programs in the United States, and appears in Table 14.

Inservice Training

Ongoing inservice training must be designed to specifically assist the staff in an understanding of the
**TABLE 14**

STAFF SCHEDULE FOR AN INFANT UNIT

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>6:30</td>
<td>9:30</td>
<td>8:00</td>
<td>6:30</td>
</tr>
<tr>
<td>Person #1</td>
<td>2:30</td>
<td>6:00</td>
<td>4:00</td>
<td>2:00</td>
</tr>
<tr>
<td><strong>Second Week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>10:00</td>
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<td>6:30</td>
<td>9:30</td>
</tr>
<tr>
<td>Person #2</td>
<td>6:00</td>
<td>2:30</td>
<td>1:30</td>
<td>6:00</td>
</tr>
<tr>
<td><strong>Third Week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>8:00</td>
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<td>9:30</td>
<td>8:00</td>
</tr>
<tr>
<td>Person #3</td>
<td>4:00</td>
<td>2:30</td>
<td>6:00</td>
<td>3:30</td>
</tr>
<tr>
<td><strong>Fourth Week</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>7:30</td>
<td>8:00</td>
<td>10:00</td>
<td>7:30</td>
</tr>
<tr>
<td>Person #4</td>
<td>3:30</td>
<td>4:00</td>
<td>6:00</td>
<td>3:30</td>
</tr>
</tbody>
</table>

Developmental process of infants and young children. Preservice and inservice training for all staff, including the kitchen and maintenance staff, must be designed and integrated into an existing program. Initial planning and ongoing assessments of the training program require inputs from all those involved. A system for weekly or biweekly inservice training sessions could be devised by conducting the same session two days in a row and alternating staff. Staff members could be freed for such meetings by hiring relief staff, scheduling sessions during some of the
children's nap and rest time, or by a combination of the three methods.

In summary, the entire staff should be composed of people who are genuinely concerned about the development and well being of young children. It is important that the staff share the goals and values of the program and realize the importance in the human relations aspect of the program. Patience, warmth, understanding of the needs and feelings of individual children as well as the group, along with acceptance and appreciation of children's cultures and customs, are examples of qualities that are important for those involved with such young children. It is also important to select staff members who reflect the cultural and ethnic background of the children attending the program.

Patterns for Grouping Children

There are many options to consider when deciding on the grouping designs for the infants and children. Same age grouping, family grouping, combination grouping and child adult grouping are among these alternatives.

Same Age Grouping

Same age grouping is grouping children of the same age together: for example, crib babies in one group, toddlers in another. In Sweden over a period of years, same age grouping has been recommended by the state. In Sweden same
age grouping includes infants and young children six months to eighteen months or two years of age. It was reported that the prime reason for this grouping pattern was consideration for the physical safeguards and health protection of the children. Staff working with young children reported that eight months to one and a half years of age appeared to be the period when infants were most susceptible to sicknesses such as croup and bronchitis. A study by Wadell entitled *Absence from Day Care Centers - A Planning Problem for Local Governments*, reports:

Younger children had longer and more frequent sick absences than older children. The healthier individual was never absent because of illness and the sickest 121-130 days out of 249. The average yearly sick rate was found to be 10.8 (27 out of 249 days). Children in the youngest age groups, 0-1, 1-2, 2-3 years, were absent due to illness 22.0%, 15.2% and 13.2% of the planned time of attendance, respectively. In the remaining age groups the rate was approximately 8%.1

More research is needed on questions relating to grouping of children, such as whether or not Swedish children attending the day nurseries have a higher incidence of sickness than their peers at home. It would be of interest to know if the sixteen-month-old child is any more susceptible to sickness than the three-year-old child as a result of their first encounter with a daily group experience.

Such research and information could be of value to people

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involved in early child care - day care programs in the United States.

Family Grouping

Another plan, referred to as family grouping, describes a situation where children of all ages, from infancy to six years of age, are grouped together. Children who are cared for after school can be included in this group. This plan allows for older brothers and sisters of the younger children to join the group in the afternoon or in the mornings before their school starts.

Present grouping practices are being questioned in some of the day nurseries in Sweden, and some communities are experimenting with different patterns of family grouping. Family grouping is viewed by some child nurses, preschool teachers and parents as a more natural "home-like" situation that allows the option of having brothers and sisters together daily in the group. Staff reported that family grouping was more of a challenge to them since it required them to be more aware of the individual needs and specific interests of each child. Because of the age range of the children, the staff commented that they had to have a wide variety of materials with several levels of difficulty in order to meet the needs of everyone in the group.

An advantage of family grouping is that often a young child works with a piece of equipment that one might not
have considered for a child his age. Equally important is that it allows an older child to reinforce a skill that he had mastered earlier, by teaching the skill to a younger child. From the author’s observations, it was evident that in a family grouping situation older children can serve as models for the younger children to imitate. This was found to be true especially at meal and snack time where younger children imitated the older children and the older children helped the younger children handle juice and milk containers. Family grouping is an excellent way to foster a sense of usefulness and responsibility since older children are eager to assist in playing with and caring for infants. Infants and young children benefit by this grouping pattern because they receive a great deal of attention. After observing several groups of children in family group situations, the author believes that it is important to have two or three children at the eldest age levels. This allows the older children to stimulate each other, share ideas and play together at times as well as being with the entire group at other times. The following are two examples of family grouping of children:

**Group I**

**Ten to Twelve Children**

Two to three children infancy to two years of age.

Four to six children three to six years of age.

Two to three children after school age.
Group II
Ten to Twelve Children
One to two children infancy to eighteen months of age.
Two to three children one-and-a-half to two-and-a half years of age.
Three to four children three to five years of age.
Three children five to six years of age.

Issues to be dealt with concerning this type of grouping are:

When should the group of children mix with their peers, when should they mix with other groups?

What activities are best suited to peer groups, which to mixed age groups?

How does one set a child-staff ratio for the different group patterns?

Child-Adult Grouping

In Sweden there is a group which is opposed to the purely child-centered facilities--programs serving only children. Journalists, architects and others are proposing a "Together Center," an open program which allows for human interchange among children and adults of both sexes.

A favorable environment for children would include many different kinds of adults with a wide variety of interests--interests with an intrinsic value of their own and not merely made up for the sake of the children.

Children in segregated surroundings miss a great deal of the variegated social and emotional training that they would automatically receive in an environment for all sorts of people. Children associating more or less
exclusively with their parents acquire insufficient and excessively uniform objects of identification and insufficient and excessively uniform emotional attachments (we are not talking about early infancy). There is also a danger of their coming to see themselves and the care devoted to them as the focal point of life.1

The "Together Center" could be a model of neighborhood social integration with a basic membership of approximately seventy-five families. Child care and an early child care—day care program for children from fourteen to fifteen months of age could be one of the many components of the center, which would be planned for use by adults, pensioners, school children, and teenagers. Hobby and recreational facilities could be provided, and activities designed to attract a wide variety of people. Children of all ages could be in the center of adult life and activities.

In summary, there are many options that deserve consideration in grouping young children. The author has presented viable models for further investigation and research. Specific questions that deserve further attention are: Do the children grouped in one type of grouping plan remain healthier than those in another type of grouping? Should infants and young children be included in family grouping plans? If so, what precautions must be taken? Does one type of grouping foster certain types of skills in younger

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1 Ingrid Sjostrand, "Children in Our Environments" (unpublished mimeographed copy), p. 2.
children, in older children? Can 2-year-olds learn more from each other or from a mixed age group?

Nutritional Program

Proper nutrition is critical in the physical, mental, social and emotional development of young children. Care must be taken to insure that the food is properly prepared and attractively served so that the young children will enjoy eating it. For infants, formula and baby foods and/or junior foods are suitable. Decisions must be made as to whether the program is going to use standard formulas such as Formil or Enfamil or whether the parents are to bring the baby's formula from home.

For full day programs, provisions must be made to serve breakfast, lunch and two or three snacks daily to the children. Nutritious meals can be assured by having the cooks and kitchen staff work with a nutritionist in meal planning.

Meal time in Sweden is a relaxing time. Staff members talk to and cuddle the children as they eat, and there are no time limits imposed on the children. Starting at a year or so, the children sit at the table and eat their meals with the adults. Infants are bottle fed individually and cuddled while being fed. For feedings of solid food, the children are placed in an infant seat or high chairs and are talked to as they are fed. For the younger children, the staff often prepares foods in an electric blender.
The kitchens to be built in the Swedish day nurseries in the future are designed so that the children can look through a glass partition and see the food being prepared. The kitchens will be partially open so that the cooking smells will provide sensory experiences for the children, and children will be encouraged to go into the kitchen with the adults.

Specific information on spacing of feedings, feeding patterns, kitchen and health standards, cleaning of feeding equipment and a bibliography on infant and child feeding is provided in Programs for Infants and Young Children, Part II: Nutrition by the Appalachian Regional Commission.\(^1\) The information is extensive and includes instructions for securing specific bulletins and pamphlets.

Comprehensive Services

Comprehensive services, specifically health, psychological and social services, have to be determined in light of the needs of the children serviced. Matters such as the availability of funds for comprehensive services and the availability of specialist staff and local health clinics influence the policies of a given early child care - day care program. As part of the health services program,

\(^1\) Child Development Staff, Program for Infants and Young Children, Part II: Nutrition (Washington: Appalachian Regional Commission, 1970.)
specific health information must be secured from the parents regarding each child. Information as to health history, physical examinations, immunization records, and formula or special dietary requirements is needed. Since the children are young, the value and importance of early detection of physical and psychological problems is emphasized. For this reason, extensive comprehensive services should be made available whenever possible.

The health services provided by the program should make efforts to include regular medical check-ups, immunizations, referral services for children with minor illnesses, provisions for a child who became ill during the day and emergency care. It is important to involve parents in determining services provided for their children, as they may decide not to have their child examined in the program, preferring instead to use their own physician.

If funds and staff are available a comprehensive health service available to both the child and his family could be offered through the early child care - day care program. The program could provide medical, dental, and psychological services for the entire family. A fee schedule could be established in relation to the family income. The author believes that this type of health service, with the child as the focal point in the delivery of health services, has a great deal of possibility for implementation
in the United States.

Program Environment

Indoor Environment

In planning the indoor environment the differing needs of infants and toddlers must be taken into account. Infants need a psychologically and physically safe environment that allows them to feel secure as they explore their surroundings. Space should be arranged to provide opportunities for the infants to crawl, explore, listen, touch, see, smell and hear. Toddlers and two-year-olds need opportunities to master their own bodies and be exposed to language, cognitive, aesthetic scientific and mathematical experiences. The toddler period is a time when children are developing a sense of mastery and for this reason the environment should allow them to explore as well as feel comfortable in their surroundings.

Whenever possible photographs of the day nurseries in Sweden will be used to illustrate the physical components of a day nursery. The photographs were taken in six different day nurseries. The photographs assembled represent a "typical Swedish day nursery," since almost all day nurseries in Sweden are similar in overall design. The Swedes have been able to plan day nurseries which provide children with a range of opportunities to enhance their development. The Swedish day nurseries are planned with the child's
physical safety, comfort, and size in mind: shelves are within the child's reach, special doors with door handles children can manipulate and that protect the children's fingers from getting caught are used and there are many areas for the child to explore and be comfortable and relaxed in.

Specific ideas and suggestions for arranging and equipping rooms and areas have been adapted from the Swedish scene and are included in the following discussion. Indoor facilities that deserve consideration include areas for sleeping, playing, changing and toilet facilities, storage for strollers, staff, kitchen and general purpose facilities, and accommodations for sick children. Figure 2 presents a floor plan of a typical Swedish day nursery. This figure and the photographs constitute the basis for the following discussion.

Consider first the crib room or sleeping area. Separate areas are needed, and the number of rooms depends on whether the children are sleeping in cribs or portable cots. Figure 2 shows that the sleeping room is connected to, or located near, the dressing room, the washroom area, the porch and the isolation room. Infants require individual cribs while toddlers are able to sleep on mats or portable cots. However to facilitate the efficiency of the sleeping room or area, storage for the cribs and cots should be provided in or near the area of use.
Fig. 2—Floor plan of an infant unit Swedish day nursery.
For specific rooms, furnishings and connections recommended by the National Board of Health and Welfare in Sweden for the day nurseries refer to Appendix L.

If the infants' cribs are placed near the window, the children will enjoy a more stimulating environment than if the cribs are in a windowless area. Items such as wall hangings, cradle gyms and mobiles, should be placed so that they can be easily played with and viewed by the infants and young children. Cue cards with vital information on each child such as his favorite foods and eating habits should be kept both in the sleeping area (front of crib) and playrooms (see Appendix M--it has suggestions for the initial collection of such information). Specific information regarding each child may be particularly valuable in helping the staff recall individual children's needs, and is a systematic method for the sharing of information.

For the toddler it may be possible to place mats on the floor of the playroom upon which he can rest and sleep. The important criteria is that the children have a comfortable and designated place to rest and sleep daily. This is especially important since they are in a group situation for a large percentage of the day.

In rooms which are designed for sleeping and playing, soft colorful mats can be put down and stored easily as seen in photographs 1 and 2. Such a setting encourages
younger children to crawl and explore freely and allows them to be together.

Efforts can be made to have each child's sleeping area unique. To do this, a variety of sizes, shapes and colors of cribs, cots and mattresses may be considered. Pictures of the child and his family which are placed on the side of the cribs providing opportunities for the child to see himself and his family are examples of experiences that increase the child's awareness of himself.

The author believes that children in a group situation should have opportunities to be alone and have moments of solitude. Group situations can become over-stimulating and tiring. Each child needs some quiet time each day to spend as he chooses—looking at a book, resting in his crib, or sitting on an adult's lap being cuddled.

In Sweden children are taken out of their cribs as soon as they wake up. The author suggests that cribs and beds be arranged so that children can spend time alone in their beds without disturbing others. The importance of leaving a child alone for moments of solitude has to be considered.

In some programs it may be necessary to combine sleeping and playing areas. Rooms which are used for both purposes are seen in photographs 1, 2, 3, 4, 5 and 6. Some of these sleeping area are especially for infants and others
are for toddlers.

In all of these rooms both adult and child sized furniture (chairs and tables) are included. Consideration is given for the comfort of both the staff and children. For example, rocking chairs and soft chairs are included in the decor. They are a comfort to the adult and the children who enjoy being held and rocked.

Consider next the large playroom. One or two large playroom areas are needed. This room may be connected to the dressing room, coat room, sleeping porch and small kitchen. Figure 2 illustrates the location of the playrooms in a Swedish day nursery program. If possible it should have immediate access to the outdoor playyard, and be convenient to a central kitchen.

Rooms should be arranged so that they provide a variety of experiences for the children and have a "home-like" feeling. A small kitchen within the playroom can create a "home-like" environment where children can watch the staff prepare bottles and snacks. The staff may also cook with the toddlers. Kitchen utensils can be most satisfying for children to play with and use in a number of ways, and having them accessible for children provides another reason for incorporating a kitchen area within the playroom.

There is no reason why rooms cannot be planned to be multi-purpose in design and used for playing as well as
sleeping and resting for the child aged one to three years. Photographs 5 and 6 are examples of two playrooms in two different day nurseries in Sweden designed to be used for both playing and sleeping.

The playrooms must be designed so that the children have the freedom to walk and crawl around and be challenged by and curious about what goes on around them. For example, photographs 7 and 8 show two different sections of the same room for children six months to one and a-half-years-of-age. The room is arranged so that young children can crawl on the floor and play with toys, sit on the "couch" and look out of doors, and climb on some ladders and look out the window. It is a room where children can navigate without the constant assistance of an adult. The spaces and materials are geared to the children's physical size and interests. In planning a rich environment, it is important to select equipment and materials that allow for "learning conditions conducive to the acquiring and practicing of skills; opportunities for action, and objects to manipulate, to explore and master; opportunities to utilize emerging skills and support right from the beginning for the baby's use of his own abilities."

The playroom in photograph 9 has wall surfaces and floors in primary colors. The walls have been covered with a variety of textures to encourage the children to touch and explore. The staff uses the color scheme and textures in the room as a way of working with the children and encouraging them to learn to be responsive to their environment.

The guides published by the Office of Child Development and the Appalachian Regional Commission provide lists of suitable equipment, materials, supplies and toys for the young children.

The types of materials that would be appropriate for an infant program include:

1. Materials and equipment that facilitate sequential learning and development of specific skills; for example, blocks, stacking cups, sequential circles and rods can assist in the development of coordination and other skills.

2. Materials that stimulate curiosity and invite exploration; for example, a pull toy with a bell on it, trucks and balls, jack-in-the-box and kitchen utensils.

3. Materials that are flexible and can be used in a variety of ways by the infants and children; for example, painting materials, sand, water and clay.

4. Materials that represent the natural world surrounding children; for example, gerbils, stones, grass and flowers.

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1 Ibid.

The special needs of the handicapped child or children to be integrated into the program should be considered. Special materials and toys may be selected for a given child who is blind and needs a wide variety of opportunities for tactile experience. In the day nurseries in Sweden, special books are written illustrating handicapped children who play, live and attend the day nurseries, and are friends with non-handicapped children. These books are regularly read to the children. It is hoped that these kinds of experiences encourage the children to be aware of the handicapped child's situation at an early age and the inclusion of handicapped child as a natural event.

The older child in photograph 7 who is near the wall is severely handicapped and plays primarily with younger children. The room is physically arranged so that the child can maneuver without difficulty. As is illustrated in the photograph, she is able to read on the "sofa" on the floor as she looks at pictures in a magazine which was available to her.

Equipment such as large beads, plastic telephones, rattles, balls, stuffed animals, and picture books may be given to the children to explore, manipulate and experiment with. In photograph 2, a staff person and child are talking and playing together as the child uses the telephone. The photograph illustrates how an environment for a young child
was arranged. A mat was conveniently placed on the floor for the child to lie on, materials appropriate to the child's age were made available—a telephone, a weighted doll and a ball, and the room was brightly painted.

Photographs 6, 9, 10, and 11 show a range of materials appropriate to the environment. Items such as pull toys, soft cellular plastic trains and animals, tricycles and plastic and wooden boxes on wheels, are in the playroom for the children to use. These materials can facilitate large motor activities. A child will begin by sitting on a cellular plastic animal and as he becomes more coordinated, switch over to a wheel toy and then move up to a bicycle which requires peddling. When selecting equipment in Sweden, consideration is given to articles that the children can sit on and use in a variety of ways. An example of this is a play box that has solid-rubber wheels. The children can sit on it and decide for themselves what kind of vehicle it is: a car, a fork lift truck, crane, pram, the possibilities being limitless.

Also within the environments were materials that fostered small motor development. There were duplications of toys and other materials to alleviate the grasping that is characteristic and natural for young children. Duplicates of toys such as telephones can provide for imitative play. As seen in photograph 12, some of these materials and toys
were within the reach of the children so that they could select those pieces of equipment of interest and special appeal to them. These were primarily activities that fostered the children's fine motor and cognitive skills such as: stacking and nesting toys, different kinds of tactile boxes, puzzles, wooden lotto games, busy boxes, and items which graduated in sizes.

Blocks of different textures and shapes are included in the environment. The different kinds of blocks in photographs 10 and 11 were observed as being popular building materials. The primary color wooden blocks which were hollow inside had a handgrip opening on one side. The children used them as blocks, slides, suitcases, and planks. For example, the boys in photograph 10 were building a runway and taking off from the slide. The large orange foam blocks are popular building materials. Some staff members reported that they would like to have large quantities of such building materials because the blocks have the advantage of being easy to manipulate, quiet and soft. A combination of foam rubber and wooden blocks is likely to provide opportunities for sensory exploration and contribute to an awareness of size and weight.

Both the slide and tent seen in photographs 10 and 11 appeared to be pieces of standard equipment for young children in Sweden and they seemed to be both appealing and
versatile. The children used the tent as a retreat or doll house. In arranging an environment for a child, efforts should be made to have retreat and quiet areas within large playrooms. Often, especially in renovated centers, doors can be removed from a closet and a set of bright curtains can be hung with a thick mat or pillow on the floor for one or two children to sit quietly in, or use in hiding games.

It is important for the playroom to be arranged so that the children can easily relax while eating together. An example of how this is facilitated is shown in photograph 13. The children are sitting at a wooden child size table, and chairs with arm rests on the sides.

Finally, a changing cart is useful in the playroom. This allows the staff to remain within the unit while tending to the infants and children. This cart stores items such as disposable diapers, salve and water in plastic bottles.

Next, consider the washing and toilet area. Washing and toilet facilities can be in one large area or several small areas. Figure 2 shows that this room may connect with the playroom, sleeping room and coat room. It is important that there be specific areas designated for washing and that these areas be accessible. An adequate number of facilities is of course important.

Since much time must be spent by the staff meeting the
physical needs of the children and infants, it is important that this environment be planned to emphasize maximum comfort and minimize physical strain for both the child and the adult. Optimum planning will result in more time and energy being available for meeting the human needs of the child and staff. An effective environment is particularly important to the tasks of washing, changing, and diapering a child. If the environment is well arranged, hygienic activities can afford a natural and relaxed time for an adult and child to play and talk together and a natural place for one toddler to learn from another. A two-year-old child who is about to become toilet trained may develop a deeper interest in the process when he sees an older child using the toilet. Children may be more responsive to brushing their teeth if there are other children around to imitate.

There are a variety of ways the washing and toilet area may be arranged and used. Photographs 14, 15, and 16 are examples of washrooms in Sweden. Photograph 14 illustrates a section of a washroom in a day nursery. In this area there is a compartment for each child to store a change of clothes, a comb and other belongings. Individual compartments are provided for each child's towel and on top of the towel area there is a place for a plastic cup, toothbrush and soap container, comb and pacifier. These compartments
are identified either by print or picture. The changing tables in these rooms are not very portable, but more flexible changing tables can be built. Drawers underneath or on top are particularly useful for storing and disposing of diapers and other items.

It is also possible to design a large washroom to be multi-purpose in design for use by the child as he uses and plays with water, sand, dirt, and paint. Water play is important for children. By being able to pour water from various sized cups, sponges and hoses, funnels and plastic containers the child is able to actively explore how materials react to water, how containers can be used in water and the nature of floating and sinking objects. Photographs 17 and 18 are two different washrooms in Sweden. Suitable floors, drainage, compartments for individual towels and large sinks for washing the children makes this a practical room for activities. In photograph 18 a group of children are happily engaged in body painting.

Laundry facilities should be located in or near the washing and toilet area. As well as being conveniently located, these facilities must be placed so that the safety of the children is paramount. Further, soaps and detergents are locked up and not left within the reach of the children. In Figure 2 the laundry facility is located off the washroom area.
Next consider the coat and carriages area. It is advisable that the indoor area for storage of carriages, strollers, bunting and coats is near the playroom so the staff will have an easier time observing and helping the children as they arrive and leave the building. Having this area near an entrance reduces the amount of unnecessary traffic flow in the center when children enter and leave the building.

An isolation room, or small resting room should be included in the facility. Ideally it should be designed and furnished so that it could be used by an individual child who becomes ill and needs a room to rest in during the day. At other times it may become a quiet area for the children or a room for small group activities.

The room should be a bright and cheerful one and have toys in it for an ill child to play with and to use. If possible, the small room should have a window. An isolation room is particularly useful if a child at the program should become ill with the flu or other childhood disease and need to rest alone while waiting for someone to come and remove him. In photograph 12 the isolation room is located in the left hand corner and is connected to the playroom. The room was designed so that it can be used for children who become ill while at the program and for small groups of children who need to rest or engage in a
In addition to an isolation room, facilities for small groups of children with minor illnesses should be considered especially if the early child care - day care program is serving children from working families. To have such a facility, a specially trained staff person is needed to care for the children with minor illnesses. Such special care facilities have been included in the project, "The Good Life" for Infants and Toddlers, in Greensboro, North Carolina which is under the direction of Mary E. Keister and is one of the important facets of the demonstration project. During World War II the Kaiser Child Service at the Kaiser Shipyards in Portland, Oregon, had daily provisions for children who had minor illnesses.

Next consider a room for informal and formal meetings for staff members and parents. If a meeting room is provided, parents may be more likely to visit with one another and spend more time at the program. It is important for the room to be designed so that it is a reference reading room supplied with books and magazines, toy lending library and an area for social gatherings and relaxing. A consideration in designing this room is that its entrance be located so that children cannot see their parents entering the facility.

Next consider a large general purpose room that could
be used for a physical therapy room for handicapped children, and an area for large motor activities for the children. For large motor activities the room can be equipped with jungle gyms, crawling, tunnels, large blocks and balance beams. These materials are movable and can be removed. The exact purpose of the room should be assessed in light of the specific needs of the children in the program.

Facilities and rooms for the staff deserve a great deal of thought and consideration. Staff work long hours and special dining rooms and sitting rooms for relaxation are crucial. Sitting rooms and other staff facilities should be located away from the children to allow the staff to truly relax. The staff room may be located near the parent room allowing for a natural exchange of ideas and meeting from time to time.

Finally, consider the kitchen and eating area. In designing a central kitchen, the children's safety must be kept in mind. Proposed plans in Sweden include glass partitions and a partially open kitchen which would allow odors to permeate so that the children may have a wide range of sensory experience.

In the United States the licensing requirements often require that the kitchen be a separate unit. However, the author believes that the kitchen should be accessible to the room where the children eat. A more "home-like"
environment is presented if the children can watch and participate in the preparation of their food.

As important as the eating equipment is the eating environment. Adequate nourishment and regularity of meal times are important variables for consideration in a program for young children. In Sweden there was a great deal of emphasis placed on having mealtimes be a relaxing period. Attractive bright plastic cloths, dishes and cups that the children can handle easily are used. Candles were lit during the afternoon snack to signify a period of quiet and these times provided particularly good opportunities for the staff to be with and interact with the children. Photograph 13 illustrates a group of children sitting together for a leisure family-style dinner.

Outdoor Environment

In considering the site and arranging the outdoor environment it should be kept in mind that children ought to be able to move around freely from indoors to outdoors. By dividing the outdoor environment into peaceful and active sectors a greater variety of movement is encouraged in the young children.

It is important for the outdoor environment to be safe for the children, therefore, anything like exposed nails, sharp edges and pointed fence pickets which carry a risk should be excluded. The playroom should be fenced-in
Photograph 19 shows a Swedish nursery which has a fenced-in outdoor yard. In this particular facility an effort was made to have the fence blend into the natural environment.

The outdoor environment may be divided into areas of different shapes and sizes. This may be done by using vegetation or walls. This demarcation of areas will help the children to get a mental set as to the kinds of activities that are to take place within each section.

Whenever possible young children should be allowed to play outdoors daily. This is particularly important to consider in an early child care - day care program where the children are in a facility for six to ten hours a day.

In talking with parents at the day nurseries in Sweden the author noted their appreciation of the fact that their children were able to get out of doors daily. Those children who could walk were encouraged to play outside and infants were taken out by staff members. Sometimes two children were taken out together in a stroller designed for twins.

Figure 3 is adapted from a playyard being built for young children in Sweden. The areas identified are the asphalt area, the quiet area, the sand and water area, the garden area, the animal area and the building and climbing area.
Fig. 3—Outdoor environment for young children adapted from Swedish design.
The smooth hard asphalt surface area is particularly suitable for the children's wheeled toys, their bicycles, small cars, and trains. On these hard surfaces strollers and wheel chairs can be pushed easily. Photograph 20 shows a group of infants sleeping outdoors. During the twelve month operational period in Sweden the children usually slept outdoors one to three hours a day, dressed in bunting and covered with a blanket. Not shown in Figure 3 but an alternative to having the children sleep outside without protection, would be to construct an awning like structure on the asphalt area to protect the children from the winds and rains.

The quiet area in the playyard can have a number of tables and chairs for both the children and adults for sitting, eating their meals, reading stories and relaxing. The use of shrubs and nonpoisonous trees and fruit trees can be planted in the area to foster a feeling of closeness. It is important that the quiet area not be a wide open area, the need for small protective spaces is very important to the child.

The sand and water area may be combined and located next to one another. A large pit or sand box can be a particularly exciting place for children to make their own "creations." Dump trucks, pails, shovels, sifters, hoses, scales and boats are a few items that would be of appeal
and interest to children engaged in sand play. The sand area should be located away from active areas. It is important that the children have the feeling that their created structures will not be destroyed by running, hopping and climbing children. Building in the sand is a quiet activity also. Because the Swedes think it is important for the children to get outside and play year round and because they value sand play as an activity; a heated sand box that can be used year round has been designed for the children's use.

Areas especially for the children's pets and gardens are included in the plans seen on Figure 3. Young children can be encouraged to care for pets. Appropriate pets for young children are gerbils, guinea pigs and rabbits. A flower and vegetable garden may be planted and cared for by the older children with the assistance of the two and three-year-olds.

In most of the day care centers in the U.S.S.R., the children had their own gardens, and animals which they cared for during the summer months. The older children were encouraged to help the younger children care for their flowers. The animals and gardens were important to the children and they would show these areas to visitors with a great deal of pride.

Gassy surfaces and slopes could be planted to include
a variety of shrubs, flowers and plants. Also within this area there could be small group hiding places where the children can go and not be disturbed. An example of such a place can be seen in photograph 21 which the children used to hide and play in either alone or with one another.

Finally the climbing and building area could be designed for use by children of all ages. Jungle gyms, climbing structures made of tires, boxes and swings can be included. Photograph 22 is a climbing area in Sweden designed to be used by children ranging in age from approximately nineteen months to six years of age.

Program Evaluation and Assessment of the Children's Development

The goals and purposes of the assessment and evaluation program are dependent on the overall objectives of the early child care - day care program. A two level evaluation program may be implemented in assessing the individual child's needs as well as evaluating the program as a whole. The first level might focus on observing the individual child within the environment. The tools to be used and overall purposes of the program would be assessed by all those involved with the program. It is important that the staff and consultants observe the children both individually and as a group noting the specific ways in which they use the equipment and explore the environment. The
observation schedule in Appendix F could be useful in pro-
viding a guideline for staff observing the program, 
teacher-child interaction and the ways in which the chil-
dren use the equipment and materials.

Observations of the children can be useful in the early
detection of developmental problems in young children, such
as physical defects in sight, hearing, vision and brain
damage. When there is a question regarding the development
of a child of a particular health problem, the child care
center serves as a natural observation facility in which a
doctor or psychologist may observe a given child or a small
group of children.

A system for recording the observations must be de-
vised. Then the information may be shared with other mem-
bers of the team and parents.

The second level of the assessment and evaluation of
the program would focus on the total program. The educa-
tional, health, nutritional and social services, components
would be assessed as to their overall effectiveness. These
assessments and evaluations may be done by a team reflect-
ing the composition of the program's advisory board, or a
more objective viewpoint may be obtained by enlisting a
group of outside resource people. For those developing
their own instruments Appendices B, F, H and J provide an
initial basis for the development of evaluation tools.
Parent Involvement and Program Resources of the Community

Parent Involvement

An important question to consider in providing services for the young child is what roles and responsibilities the parents should assume in the program. Parents can be involved in making decisions about the operation of the program as members of a decision making board or can act as advisors to the program. Parents may also participate in the program as staff members, volunteers, and sources of financial support. Whatever the role of the parents, the program should be concerned with strengthening the family unit and working together with the family.

Some of the most important feelings and relationships between the staff, the child, and his family are established during the child's initial adjustment period to the program. It is important that during the child's initial introduction to the program parents attend the program with their child. This initial transition period is an ideal time for both the child and his parent to become familiar with the staff, and the daily routine of the program. Adjustment periods will vary in length depending on the child and the time he needs to begin to feel comfortable in the new group setting. It is a time which provides an ideal opportunity for the staff to get to know the child and his family and to develop a respect for them as individuals.
Following this initial adjustment period, the extent to which the parents can be involved must be assessed by the parents themselves. In Sweden, some of the parents that were working commented that they had little time to be involved with the program since they preferred to spend their spare time with their families. This may be a realistic and desirable value and one should ask whether parents who have made this choice should be "pressured" to be actively involved with the program when it would mean spending less time with their families. In the United States a great deal of stress is placed on the importance of active parent involvement. When adequate facilities are widely available and more opportunities exist for women in the labor market, some working parents in the United States may not feel compelled to be involved in the day care program. As a result new roles for parents in the program might emerge.

Parents can become involved by taking leading roles as members of the program's policy board. It is advised that the board consist of representatives from the groups that operate and benefit from the program's services: parents, staff (including those who work with the children daily as well as members of the comprehensive services components), individuals involved in related programs, and interested community residents. In developing the role of the board,
guidelines outlining the responsibilities of the board need to be established in unison with the program's staff. Some of the activities with which the board may choose to be concerned are overall planning and program development, hiring and firing of staff, raising funds, determining expenditures, ongoing input regarding daily operations of the program such as field trips, investigating special operational problems and evaluating the program.

Planning meetings held monthly prior to the scheduled board meeting could be a method for encouraging parental participation. At this meeting parents could be encouraged to discuss general concerns they have regarding the operation of the program. Parents from these meetings could then present the concerns of the group to the monthly board meetings. These meetings could be taped and made available to the parents who could not attend. Information about specific recommendations and steps taken would then be available to everyone.

Parent meetings with staff, informal visits of the parents during the normal daily operation, parent information sessions, and workshops all offer opportunities for the staff and parents to get together. As a way of getting higher participation it is important to consider what time periods are most convenient for the parents, for some of the meetings, late afternoon or early dinner meetings while
the children are at the program would be good times for the families. Family picnics and get togethers for late Saturday or Sunday could be particularly appealing. Bettye Caldwell at the Center for Early Development in Little Rock, Arkansas, reports that Saturday sessions, between 11:30 A.M. to 1:00 P.M. are popular times for parents and families to attend meetings at the center. Video taping is a means for sharing meaningful information for those parents who are not able to observe the daily program and their individual child. For those parents who cannot attend meetings on a regular basis, home visits by the staff might be an alternative.

Program Resources for the Community

Early child care - day care programs have the potential of becoming a vehicle for providing needed resources to a community. Health education and human services could be offered to the families within the community. The scope of these services and their resources should be determined in light of real community need by those involved with the early child care - day care program. Resource services should provide a link between the program, the families, and the community as a whole. Specific ways the program could provide services include a toy lending service, food service program, child care sitting service, temporary relief service for families, support and telephone service,
Community resource service, children's lobby groups, study groups, and "Together Centers."

A toy lending service operating out of the program could be of value to both the staff and the parents. It would allow the staff access to a variety of materials which they and the children could use on a rotating basis and parents could use the service to learn about toys which are both educational and enjoyable for their children. This service could operate so that staff would make home visits taking with them specific toys for use in the child's home for a predetermined period of time.

In planning this toy lending service special needs of handicapped children should be considered. Throughout Sweden "Lekotekets," lending libraries for the use of families with handicapped children have been set up. These libraries contain a wide range of materials: puzzles, special sensory games, and large and small manipulative materials. Parents with handicapped children make appointments to visit the library where a staff person assists them in selecting and/or developing materials that would interest and benefit the child. Parents have access to borrowing these materials from the libraries. A director of such a program in a rural area reported that more than sixty percent of the families with handicapped children use the facility biweekly.
A food service program for families with working mothers offers the mother the options of ordering daily dinners for home consumption, prepared for those families who ordered them a day ahead of time. Other food services include the possibility of community dinners once or twice a week for families and the formation of a food cooperative for the purchasing of food at lower prices.

A child care sitting service could provide services for twenty-four hour child care, week-end and daily child care. Older people might be especially helpful in assisting on a short or long term arrangement, and, if necessary, special programs could be designed to meet the needs of two or three families together.

A temporary relief service for families could provide assistance and services for a family in need. Such a service would be useful in instances where the mother became ill, or where a family had to daily cope with a handicapped child.

Support and telephone service could be available to those families who are experiencing problems. A rotating system may be developed by which parents could advise, assist and guide one another and then seek additional expert advice when appropriate. Specific plans of action could be outlined to provide immediate support for those experiencing crisis type problems.
Study groups which would include workshops and seminars on a variety of topics could be planned for community groups. Parents could be polled for their preferences and sessions could be planned on broad topics such as child development, human growth and development or adolescent behavior, topics about which parents want information.

A community resource service could compile information on housing, legal rights, and community referral services. Guides suggesting specific trips and things to do with children could be made available through the early child care - day care program.

Children's lobby groups and other organizations for articulating and expressing concerns relating to children and their families could be organized. The purpose of these organizations would be to review pending legislation and to serve as a pressure group and spokesman for children within the community and state.

"Together Centers" could be established and, as discussed under the topic of grouping of children, these centers could be a model of neighborhood social integration. The centers would be planned for use by adults, senior citizens, school children and teenagers as well as young children. Child care could be one of many programs offered, and the center could be designed to meet the various needs of those living within the community.
When planning such services matters such as coordination, funding and ongoing support are important issues that deserve consideration. Also it is realized that these concepts need further development for actual implementation, but it is the intent of the author to provide some general directions that might be viable for a community to further develop and expand.

In summary this "model" has provided the reader with options to consider in developing an early child care - day care program in the United States. The "model" should be adapted to meet specific community needs and further modified depending upon the availability of local resources. At the same time the components discussed such as program financing, program dimensions, program environments, program evaluation and assessment of the children's development, and parent involvement and program resources for the community remain critical however much they may vary to meet existing local needs. The "model" needs further development, specifically in the area of changing and adapting the environments to meet the specific and long-range needs of individual programs and their settings and in the area of program dimensions which includes topics such as comprehensive services. The "model" also suggests areas for future study and investigation.
CHAPTER VI
SUMMARY AND AREAS FOR FUTURE STUDY

This dissertation has reported on the Swedish day nursery system focusing on children from six months of age to three years. A "Conceptual Model for an Early Child Care - Day Care Program" in the United States for a full day, center-based program for children six months to three years of age has been developed based upon the knowledge and insights gained in Sweden.

There has been significant growth in the number of day nurseries in Sweden during the past decade. Chapter I discusses how the role of the government, the role of women and the needs of children have influenced the growth and development of day nurseries in Sweden and the United States. Chapter II reviewed relevant literature describing the Swedish and American systems for infant and early child care. Emphasis was on the three variables that provide the basic rationale for the study: the coordination of child care in Sweden versus the United States, the population of children served in Sweden compared to the United States, and the paucity of resource information describing the Swedish experience. Chapter III outlined the methods and procedures followed in conducting this study of the Swedish day nursery
system and developing the day nursery "model." In Chapter IV the findings on the administration, operation, environment, and future goals and directions of the Swedish day nursery system were reported. In Chapter V the author presents a day nursery "model" based upon the Swedish day nursery system. The "model" included the following major components—program financing, program dimensions, program environments, program evaluation and assessment of the children's development and parent involvement and program resources for the community. In this summary chapter the author will review areas for further study of Sweden's day nursery system and suggest areas for further study and refinement of the "model."

In studying the role of the municipality, county and state in Sweden in the education and well-being of young children one finds a well organized and coordinated system. While this document presents a general picture of how the system operates at a state, county and municipal level, explicit implementation and designs of these levels should be further investigated. Aspects of the Swedish administrative system are transferable or adaptable to the United States on either a national or state level. This information could assist those concerned with coordinating the badly fragmented child development services that do exist. For example, a state such as Massachusetts which has
approximately the same population size as Sweden could gain insights by further studying Sweden's system for the development of medical, educational and developmental services for children.

Legislation is needed for the protection and well-being of children and youth in the United States. The Child Welfare Act of Sweden—its content, organization and methods for implementation—should be studied for transferability to a "Child Advocacy System" in the United States. This might be best studied via a team approach made up of a parent, a lawyer, a child psychologist, a social worker and a medical doctor. From such a study suggestions for legislation to provide for the protection and well-being of children and youth could be developed.

In regards to the Swedish day nursery system, studies and research are needed to extend investigation into the special problems associated with the establishment and growth of a day nursery programs for infants and toddlers. These data could be especially pertinent if there is to be a rapid expansion of day care programs for infants and toddlers in the United States.

The physical designs of the Swedish day nurseries should be investigated at greater length. Over a period of years the Swedes have amassed considerable experience in designing facilities for young children. Ideally, a team
consisting of an architect, a space utilization expert, a child development specialist and a parent should study these day nursery environments, both indoors and outdoors, and make recommendations for day care facilities in the United States.

Swedish day nurseries and infant programs are in a period of rapid transition. Sweden's experimental studies in child care, the planning of new facilities, the grouping of children and the integration of handicapped with non-handicapped children should be studied on an ongoing basis. The information learned could provide crucial inputs for those involved in planning early child care - day care programs in the United States.

The integration, assistance and support of handicapped children deserves further attention. Specific types of support and services provided, should be documented. These efforts might best be assessed by a team consisting of a psychologist, a medical doctor, a teacher with a background in special education or exceptional children and a parent.

There is also a need for further development of the "model" itself. Implementing an early child care - day care program is a costly operation and requires the knowledge, experience, and involvement of a number of individuals including parents, staff and the community as a whole. Further research on environments, grouping of children,
developmental curriculum, methods for involvement and services for the larger community is encouraged. Some specific suggestions for further study are:

1. Do young children organized in one type of grouping plan remain healthier than those in another type?

2. Should infants and young children be included in family grouping plans? If so, what precautions must be made?

3. Does one type of grouping foster development of certain types of skills for both younger and older children?

4. What kinds of initial guidelines, criteria for assessment, and ongoing monitoring guides must be developed for the periodic appraisal of early child care - day care programs?

5. What types of experiences should be included in an infant specialist training program?

6. How many children should the day nursery be designed for in order to be an economically viable unit while still remaining "home-like"?

In summary, early child care - day care programs for young children require a great deal of time and interest on the part of those involved. Clearly, more resources and research efforts must be directed to this problem if the United States is going to offer programs that assist each child within the group to develop to his maximum potential and fullest capacity.
APPENDICES
APPENDIX A

GENERAL INTERVIEW SCHEDULE

Schedule I

The following questions refer to programs for children from infancy to three years of age.

I. Complete the following questions by selecting the one most appropriate and record your answer in the box:

1. Totally Satisfied
2. Well Satisfied
3. Satisfied
4. Somewhat Dissatisfied
5. Totally Dissatisfied

A. What is your degree of satisfaction regarding overall government policy and involvement of other agencies regarding the education and well being of young children? Why?

B. What is your degree of satisfaction with the overall program and curriculum at the child center? Why?

C. What is your degree of satisfaction regarding the overall physical condition of the child center? Why?

D. What is your degree of satisfaction with the selection methods and requirements for admission of children to the child center? Why?
Schedule I—Continued

E. What is your degree of satisfaction regarding the daily, weekly and monthly role of the parents in the child center? Why?

F. What is your degree of satisfaction regarding the level of involvement in and overall commitment of the parents to the child center? Why?

G. What is your degree of satisfaction with the existing range of program options available for young children? Why?

H. What is your degree of satisfaction with the existing range of program options available for young children with both parents working? Why?

II. Complete the following questions:

A. What are the two most important present day influences leading to the establishment of child centers, especially day nurseries?

B. What are the two most obvious strengths in the child centers, day nurseries with which you are familiar?
Schedule I—Continued

C. What are the two most obvious weaknesses in the child centers, day nurseries with which you are familiar?

D. Do you think there should be a change in the overall future direction of child centers, day nurseries?

E. If so, what should be the future direction for the care and well being of infants and young children?

1. With one parent working?

2. With both parents working?
APPENDIX B

GENERAL INTERVIEW SCHEDULE

Schedule I

The following questions refer to programs for children from infancy to three years of age.

I. Complete the following questions by selecting the one most appropriate and record your answer in the box:

1. Totally Satisfied
2. Well Satisfied
3. Satisfied
4. Somewhat Dissatisfied
5. Totally Dissatisfied

A. What is your degree of satisfaction with overall state and municipal policies regarding the education and well being of young children? Why?

B. What is your degree of satisfaction with the overall program and curriculum at the day nursery? Why?

C. What is your degree of satisfaction regarding the overall physical condition of the day nursery? Why?

D. What is your degree of satisfaction with the selection methods and requirements for admission of children to the day nursery? Why?
Schedule I—Continued

E. What is your degree of satisfaction regarding the daily, weekly and monthly role of the parents in the day nursery? Why?

F. What is your degree of satisfaction with the existing range of program options available for all young children? Why?

G. What is your degree of satisfaction with the existing range of program options available for young children with both parents working? Why?

II. Answer the following questions:

A. What are the two most important present day influences leading to the establishment of child centers, especially day nurseries?

B. What are the two most obvious strengths in the day nursery with which you are familiar?

C. What are the two most obvious weaknesses in the day nursery with which you are familiar?
D. Do you think there should be a change in the overall future direction of day nurseries? If so, what should be the future direction?

E. Do you believe all families with infants and young children should have the option to send their children to day nurseries?
APPENDIX C

GUIDELINE FOR LIBRARY RESEARCH POLICY
INFORMATION, BIBLIOGRAPHICAL
INFORMATION AND OPEN
ENDED INTERVIEWS

Schedule II

The following topics especially refer to programs for children from infancy to three years of age.

I. Learn the overall policy and commitment of the government regarding the education and well being of young children from infancy to three years of age. Discuss various groups such as: government, public and private agencies, "advocacy systems" and study commissions. For example, some topics for exploration:

A. Government - Is there a written statement as to the role of the government? What is the nature of decisions made at the various levels? What is the system for financial and other support?

B. Agencies - What are the explicit roles and responsibilities of the various agencies at the national, county and municipal levels? What are the roles and responsibilities of agencies such as:
   - The National Board of Health and Welfare
   - The Board of Education
   - Labor Market Board
   - Association of Swedish Local Authorities
   - Swedish Employers' Confederation
List and discuss those not included.

C. Legislation - How did the government create programs for young children? Was it done by legislation or what was the impetus? (Discuss major legislation that relates to the education and well being of young children.)

D. "Advocacy System" - Is there such a system? If so, what is its overall role, method of operation and the reasons for the formation of such systems? How does it operate at various levels?
II. **Royal Commission Report and Various Studies** - What are the major studies that have been completed in the area of curriculum, program planning and those that relate to the overall education and well-being of young children? What are the overall objectives, recommendations and plans for implementation of the Royal Commission Report?

II. Learn what is required policy at the national, county and municipal levels regarding the education and well-being of young children from infancy to three years of age. Are there policies regarding the methods of planning, coordination of the delivery of services and financial support? For example, some topics for exploration:

A. **Financial Support of Programs** - What are the sources and percentages of funds from the government, private organizations, tuition fees and other sources? (Discuss in terms of initial planning and ongoing programs.)

B. **Actual Programs** - Are there written guides and stated objectives as to the curriculum of study for the various groups of children—infants, toddlers, preschoolers? Are there staff requirements and other guidelines concerned with the education and well-being of young children from infancy to three years of age? Some topics for exploration regarding policies:

1. **Physical Environment** - Are there requirements for physical protection, health, safety and sanitation regulations and overall quality control measures? Are there requirements for the amount of indoor and outdoor space needed?

2. **Time Requirements and Transportation** - Are there specified time periods—daily and year-around? What arrangements for transportation are recommended if any?

3. How much time is required for the planning and development of the programs?

4. For a given child center, what might be considered to be the percentage of the total
Schedule II—Continued

budget spent for the following broad categories?

- Staff (salary and benefits yearly).
- Supervisory/Administrative costs.
- Staff development and inservice training.
- Basic equipment (furniture, cribs, non-expendable teaching devices, etc.).
- Basic program materials (mobiles, toys, books, games).
- Expendable supplies and raw materials.
- Food services (breakfast, lunch, dinner, snacks, etc.).
- Transportation.
- Comprehensive Services—medical, dental, social and others (list and include percentages).
- Evaluation.
- Dissemination.
- Other items (list and include percentages).

5. Procedures for Grouping of Infants and Children—How are the children to be grouped? What is the earliest age infants are accepted?

6. Selection Procedure of Children—What are the requirements for selection and admission of children to the child centers? Once admitted what is the period of time a child is allowed to remain in the program? Are there requirements for the parents?
7. **Staffing Patterns and Training** - What kinds of personnel will be required and what are the qualifications? For a given child center, what is required of the items on Table I?

8. **Training and Staff Development** - What types of ongoing training programs and staff development will be required? What kinds of incentives for engaging in training are provided for the recipients?

9. **Children with Special Needs** - What provisions are made for children with special needs?

10. **Research Projects** - What kinds of special research projects, experimental child care programs are going on in Sweden? What are their prime sources of funds? Is there research available regarding the effects of the child centers (day nurseries) on the children's emotional, social, physical and intellectual development? If so, how was the research conducted, number of years, control and experimental group?

11. **Program Evaluation and Assessment of Children's Development** - What kinds of program evaluations are conducted? By what agencies? What are the main purposes of the evaluation?


13. **Dissemination System** - What are the methods for general dissemination of child care information at all levels? What types of information and materials are disseminated to the staff and parents?

C. **Comprehensive Services** - Learn if there is national, county and municipal policy regarding the child centers providing comprehensive services such as: medical, dental, psychological, nutritional, family and social services. Does the child center require the use of local resources? Learn the details regarding the various programs--
Schedule II—Continued

nutrition, medical, etc.

III. Learn the major historical factors and current movements influencing the establishment and support of child centers (day nurseries). What are the reasons supporting the commitment for the well being and early education of infants and children to three years of age? Below are listed a few topics to explore; plan to expand on other areas that are relevant:

A. **Historical Influence** - What are some of the political, social and economical forces leading to the initial establishment of child centers?

B. **Present Day Influences and Movements** - Is the research in child development and early learning supporting the importance of the early years? What research is most relevant to the practical application of the education and well being of young children? (Emphasis on largest group.)

C. **Freedom of Choice** - Is the growth of child centers, especially day nurseries, related to the role of women?

D. Summary - What factors are considered to be the impetus for the establishment of child centers, especially day nurseries?

E. **Present and Projected Statistics** - Learn the percentage of all children in day nurseries from infancy to three years of age. Breakdown from three to seven years of age? With above breakdown what percentage of children are being served by other programs? What are the plans for expansion of preschool programs?

IV. Learn the nature and type of consumer involvement in the child centers. Below are listed a few topics for exploration:

A. **Relationship of the Consumer (Parents) to the Overall Planning of the Child Centers** - What is the relationship of the parents (consumer) and interested individuals to the overall direction—planning, expansion and modification of the child centers (national, county, municipal and local
B. Parent Programs Sponsored by the Child Centers - What is the role of the child center in the area of parent education, family life, education of young children and related topics?
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<th>Number</th>
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<th>Years of Experience</th>
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<td>Child Care Worker</td>
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<td>Custodian</td>
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APPENDIX D

GUIDELINE FOR LIBRARY RESEARCH-POLICY INFORMATION
AND BIBLIOGRAPHICAL INFORMATION

Schedule II

The following topics especially refer to programs for children from infancy to three years of age.

I. Learn the overall policy and commitment of the government regarding the education and well being of young children from infancy to three years of age. Discuss various groups such as: government, public and private agencies, "advocacy systems" and study commissions. For example, some topics for exploration:

A. Government - Is there a written statement as to the role of the government? What is the nature of the decisions made at the various levels? What is the system for financial and other support?

B. Agencies - What are the explicit roles and responsibilities of the various agencies at the national, county and municipal level? What are the roles and responsibilities of agencies such as:
   - The National Board of Health and Welfare
   - The Board of Education
   - Labor Market Board
   - Association of Swedish Local Authorities
   - Swedish Employers' Confederation

List and discuss those not included.

C. Legislation - How did the government create programs for young children? Was it done by legislation or what was the impetus? (Discuss major legislation that relates to the education and well being of young children.)

D. "Advocacy System" - Is there such a system? If so, what is its overall role, method of operation and the reasons for the formation of such systems? How does it operate at various levels?

E. Royal Commission Report and Various Studies - What are the major studies that have been completed in
II. Learn what is required policy at the national, county and municipal level regarding the education and well being of young children from infancy to three years of age. Are there policies regarding the methods of planning, coordination of the delivery of services and financial support? For example, some topics for exploration:

A. Financial Support of Programs - What are the sources and percentages of funds from the government, private organizations, tuition fees and other sources? (Discuss in terms of initial planning and ongoing programs.)

B. Actual Programs - Are there written guides and stated objectives as to the curriculum of study for the various groups of children--infants, toddlers, preschoolers? Are there staff requirements and other guidelines concerned with the education and well being of young children from infancy to three years of age? Some topics for exploration regarding policies:

1. Physical Environment - Are there requirements for physical protection, health, safety and sanitation regulations and overall quality control measures? Are there requirements for the amount of indoor and outdoor space needed?

2. Time Requirements and Transportation - Are there specified time periods--daily and year-around? What arrangements for transportation are recommended if any?

3. How much time is required for the planning and development of the programs?

4. For a given child center, what might be considered to be the percentage of the total budget spent for the following broad categories?
Schedule II—Continued

1. Staff (salary and benefits yearly).
2. Supervisory/Administrative costs.
3. Staff development and inservice training.
4. Basic equipment (furniture, cribs, non-expendable teaching devices, etc.).
5. Basic program materials (mobiles, toys, books, games).
7. Food services (breakfast, lunch, dinner, snacks, etc.).
8. Transportation.
9. Comprehensive Services—medical, dental, social and others (list and include percentages).
11. Dissemination.
12. Other items (list and include percentages).

5. **Procedures for Grouping of Infants and Children** - How are the children to be grouped? What is the earliest age infants are accepted?

6. **Selection Procedure of Children** - What are the requirements for selection and admission of children to the child centers? Once admitted what is the period of time a child is allowed to remain in the program? Are there requirements for the parents?

7. **Staffing Patterns and Training** - What kinds of personnel will be required and what are the qualifications? For a given child center, what is required of the items on Table I?
Schedule II—Continued

8. **Training and Staff Development** - What types of ongoing training programs and staff development will be required? What kinds of incentives for engaging in training are provided for the recipients?

9. **Children with Special Needs** - What provisions are made for children with special needs?

10. **Research Projects** - What kinds of special research projects, experimental child care programs are going on in Sweden? What are their prime sources of funds? Is there research available regarding the effects of the child centers (day nurseries) on the children's emotional, social, physical and intellectual development? If so, how was the research conducted, number of years, control and experimental group?

11. **Program Evaluation and Assessment of Children's Development** - What kinds of program evaluations are conducted? By what agencies? What are the main purposes of the evaluation?


13. **Dissemination System** - What are the methods for general dissemination of child care information at all levels? What types of information and materials are disseminated to the staff and parents?

C. **Comprehensive Services** - Learn if there is national, county and municipal policy regarding the child centers providing comprehensive services such as: medical, dental, psychological, nutritional, family and social services. Does the child center require the use of local resources? Learn the details regarding the various programs—nutrition, medical, etc.

III. Learn the major historical factors and current movements influencing the establishment and support of child centers (day nurseries). What are the reasons supporting the commitment for the well being and
early education of infants and children to three years of age? Below are listed a few topics to explore; plan to expand on other areas that are relevant:

A. **Historical Influence** - What are some of the political, social and economical forces leading to the initial establishment of child centers?

B. **Present Day Influences and Movements** - Is the research in child development and early learning supporting the importance of the early years? What research is most relevant to the practical application of the education and well being of young children? (Emphasis on largest group.)

C. **Freedom of Choice** - Is the growth of child centers, especially day nurseries, related to the role of women?

D. **Summary** - What factors are considered to be the impetus for the establishment of child centers, especially day nurseries?

E. **Present and Projected Statistics** - Learn the percentage of all children in day nurseries from infancy to three years of age. Breakdown from three to seven years of age? With above breakdown what percentage of children are being served by other programs? What are the plans for expansion of preschool programs?

IV. Learn the nature and type of consumer involvement in the child centers. Below are listed a few topics for exploration:

A. **Relationship of the Consumer (Parents) to the Overall Planning of the Child Centers** - What is the relationship of the parents (consumer) and interested individuals to the overall direction—planning, expansion and modification of the child centers (national, county, municipal and local level)?

B. **Parent Programs Sponsored by the Child Centers** - What is the role of the child center in the area of parent education, family life, education of young children and related topics?
APPENDIX E

OBSERVATION SCHEDULE IN CHILD CENTER AND INTERVIEW SCHEDULE WITH CENTER STAFF

Schedule III

The following questions refer to programs for children from infancy to three years of age.

Section A - Observation Schedule

Procedure - Complete I and II by recording the appropriate answers from the listed three categories, complete open ended questions and check other answers.


I. Aims and Objectives:

A. Is there an observable emphasis in the program?

B. What are the objectives of the child center as determined by observation?

1. Level 1 - Broad Child Center Objectives

Mainly custodial day care.

Concern for well being of infants and toddlers - highly personal program.

School Readiness.

Cognitive development.

Other.

2. **Level 2 - Teaching of Specific Activities**

**Motor Skills**

Reaching for various equipment, mobiles, rattles, etc.

Handling, exploring various materials and equipment that encourage large motor development.

Climbing, jumping, running, crawling.

Using a variety of materials and equipment that encourage fine motor development.

**Cognitive**

Concept formation - classification of color, form, shape.

Problem solving - completion of a task, manipulation of materials from part to whole.

Individual interests - provisions are made for individual differences and interests and appropriate accommodations are made.

**Language**

Formal language instruction.
Expansión de vocabulario.

Imitativo modelos - escuchar el lenguaje y se anima a repetir.

Motivación

Atención dada al interés del niño en jugar con otros.

Atención dada al interés del niño en explorar y jugar con materiales diversos.

Afectivo-Confianza Autonomía y Iniciativa

Adultos que permiten al niño explorar.

Materiales en el ambiente que permiten la autodirección del niño.

Oportunidades que fomentan a los niños jugando juntos.

Adultos muestran el afecto y consistencia en el manejo de cada niño.

Adultos responden a las necesidades del niño cuando él se queja, pone los brazos fuera, y busca ayuda.

Ego Desarrollo y Concepto Autónomo

Concepto positivo - el niño tiene lo que es importante para él en el contexto particular. Extensión a la que se hacen provisiones para que el niño se haga consciente de quién es. Listas de ejemplos:
(Some examples may be: child's own blanket and bottle, crib is labeled, picture of self and family, cue card providing vital information such as child's favorite foods, nickname, etc.).

Identification - provisions for sex role identification

II. Use of Time and Materials:

A. How is the time used in the program?

Highly structured schedule of activities. Flexible schedule from day to day.

B. How much diversity in the materials in the environment?

Narrow range of materials and activities available. Wide range of activities and materials available.

C. What types of materials and equipment are there?

Materials that facilitate sequential learning and the development of specific skills. Materials that do not facilitate sequential learning and the development of specific skills.

List materials and reasons for this.
Materials that stimulate curiosity and invite exploration.  Materials that do not stimulate curiosity and do not invite exploration.

List materials and reasons for this.


List materials and reasons for this.

D. Complete Table II.

E. Record the daily routine.

III. The Environment:

A. Description of Setting - Diagram of indoor and outdoor area. Detailed description of rooms such as: playroom, eating, sleeping and changing quarters. List of equipment in each room, amount of space and overall control measures.

B. List of toys, materials and supplies (not cited IIc) available to the children.

C. Photograph total environment.
IV. Tally of Growth Producing and Non-Growth Producing Behavior of the Staff:

A. To do a time sampling of the staff with the prime responsibilities of a specific classroom. To observe and record behavior of the various staff. Statistics will be employed to develop estimates of the ways time is spent by the staff persons. Operationally, this technique requires the taking of a number of "snapshot" observations of the staff members in the classroom at pre-determined times during the course of the day. From this data it is then possible to construct a "profile" to develop some postulates of the staff's interactions with the children and an indication as to whether the atmosphere appears to be growth or non-growth producing.

B. Complete Table III.

V. Comprehensive Services:

A. Observe the nutrition program and other services such as: medical, dental, psychological, etc.

Nutrition - feeding program, nutrition education.
Medical - preventive services, complete treatment and follow-up, health education, parent and child.
Dental - screening and treatment.

B. Observe children with special needs and provisions for them.

VI. Parent Involvement (Consumer) in the Child Center:

A. Observe consumer involvement in the child center.

1Section A - Part IV of the instrument modified from Ira J. Gordon "Relationship Between Observed Home Behavior Variables and Infant Performance at Age One," Research Reports (Florida: Institute of Development of Human Resources - College of Education April 15, 1969), pp. 63-89.
Schedule III—Continued

B. Observe the role of the consumer in the local center where their child is in attendance (daily, weekly, and monthly).

VII. Narrative:
Detailed narrative of one half-day at 3-4 centers. To focus on peer interactions, adult-child interactions with in depth description of activities and children's play.

Section B - Interview Schedule - Center Level

I. Programs at the Child Center:

A. Educational Aspect - Is there a particular philosophy? What are the specific skills, types of activities that are planned for the infants, toddlers and preschoolers? Record of daily routines.

B. Procedures for Grouping of Infants and Children - How are the children grouped? What is the earliest age at which infants are accepted?

C. Selection Procedure of Children - What are the requirements for the selection and admission of children to the child center?

D. Role of Family - Does the program at the child center require the support of the family at home? If so, please explain. Are there requirements for the parents?

E. Children with Special Needs - What provisions are made for children with special needs, i.e. mental retardation, emotional problems, physical disabilities and those coming from families lacking in cultural stimulus?

F. Program Evaluation and Assessment of the Children's Development - What kinds of program evaluations are conducted? By what agencies? What are the main purposes of the evaluation?

G. Records of the Children - Are records kept? Who uses them? Why?
II. Comprehensive Services:

A. What are the role and responsibilities of the child center in providing comprehensive services, such as: medical, dental, psychological, nutritional, family and general social services?

B. Check V-A in Section A.

III. Dissemination System:

A. What are the methods for dissemination of general child care information, curriculum guides and related matters from the national to the county, municipal and local levels?

B. How are materials, records of children and information disseminated to staffs working in the child centers?

C. How is information disseminated to parents?

IV. Consumer Involvement in the Child Centers:

A. What is the role of the consumer in the local center where their child is in attendance (daily, weekly and monthly)?

B. What is the consumer's role regarding the operation and administration, general direction, expansion and modification of the child centers?

C. What is the role of the child centers in the area of parent education, family life, education of young children and related topics?

D. What is the relationship of community organizations and interested individuals to the child centers?

V. Summary of Swedish Education Appraisals:

In the sharing of your experiences with other countries, what information and literature do you believe would be of value in the field of early child care (day nurseries)?
Schedule III—Continued

TABLE II

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<th>Natural World Orientation</th>
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TABLE III

Name of Center:

Time of Day:

Number of Children in Unit:

Number of Staff in Unit:

Title and Number of Staff Observed:

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**Non-Growth Producing**

1. Appears as though the children are not there.
2. Tone of voice sounds cross and angry.
3. Shows little interest or helpfulness to children learning various tasks. Doesn't help with tasks or activities.
4. Doesn't encourage activities or stimulate children's interests.

6. Observes individuals or groups of children sensitive to their overall needs and growth.

7. Indeterminate or no activity.
## Schedule III—Continued

### TABLE III—Continued

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5. Expects the same of all children of the same age.

6. Indeterminate or no activity.
Schedule III—Continued

TABLE III—Continued

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<th>Activity and Brief Description (To Check Also)</th>
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**Growth Producing**

1. Refer to previous definitions and explanations.

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**Non-Growth Producing**

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**Growth Producing**

1. Refer to previous definitions and explanations.

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**Non-Growth Producing**

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**Growth Producing**

1. Refer to previous definitions and explanations.

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**Non-Growth Producing**

1.

2.

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6.
APPENDIX F

OBSERVATION SCHEDULE IN DAY NURSERY AND INTERVIEW SCHEDULE WITH STAFF

Schedule III

The following questions refer to programs for children from infancy to three years of age.

Section A - Observation Schedule¹

Procedure - Complete I and II by recording the appropriate answers from the listed three categories, complete open ended questions and check other answer.


I. Aims and Objectives:

A. Is there an observable emphasis in the program?

B. What are the objectives of the day nursery as determined by observation?

1. Level 1 - Broad Day Nursery Objectives

Mainly custodial day care.

---

Concern for well being of infants and toddlers - highly personal program.

School readiness.

Cognitive development.

Development of social skills - living and playing together.

2. Level 2 - Fostering of Specific Skills and Total Development

Motor Skills

Reaching for various equipment, mobiles, rattles, etc.

Handling, exploring various materials and equipment that encourage large motor development.

Climbing, jumping, running, crawling.

Using a variety of materials and equipment that encourage fine motor development.

Cognitive

Concept formation - classification of color, form, shape.

Individual interests - provisions are made for individual differences and interests and appropriate accommodations are made.

Language

Formal language instruction.

Expansion of vocabulary.
Schedule III—Continued

Imitative models - hears language and is encouraged to repeat.

Communications individualized - opportunities for adults and child to communicate.

Motivation

Attention given to interest child in playing with others.

Attention given to interest child in exploring and playing with various materials.

Affective-Trust Autonomy and Initiative

Adults that allow the child to explore.

Materials in the environment that allow for the child's self direction.

Opportunities that foster children's playing together.

Adults show warmth and consistency in the handling of each child.

Adults respond to the child's needs when the child cries, puts arms out, and looks for assistance.

Ego Development and Positive Self Concept

Positive self concept - child has what is important for him in particular setting. Extent to which provisions are made for the child to become aware of who he is. List examples:
Schedule III—Continued

(Some examples may be: child's own blanket and bottle, crib is labeled, picture of self and family, cue card providing vital information such as child's favorite foods, nickname, etc.).

Identification - provisions for sex role identification.

II. Use of Materials:

A. How much diversity in the materials in the environment?

Narrow range of materials and activities available. 

Wide range of activities and materials available.

B. What types of materials and equipment are there?

Materials that facilitate sequential learning and the development of specific skills. 

Materials that do not facilitate sequential learning and the development of specific skills.

List materials and reasons for this.

Materials that stimulate curiosity and invite exploration. 

Materials that do not stimulate curiosity and do not invite exploration.

List materials and reasons for this.
Materials that are flexible and ones that can be used in a variety of ways by the infants and children.

Materials that are not flexible and ones that can not be used in a variety of ways by the infants.

List materials and reasons for this.

Materials that aid in organizing natural world surrounding children - pets, stones, grass, flowers.

Materials that do not aid in organizing natural world surrounding children - pets, stones, grass, flowers.

List materials and reasons for this.

C. Complete Table II.

D. Record the daily routine.

E. Record the age range and number of children in each unit.
III. The Environment:

A. Description of Setting - Diagram of indoor and outdoor area. Detailed description of rooms such as: playroom, eating, sleeping and changing quarters. List of equipment in each room, amount of space and overall control measures.

B. List of toys, materials and supplies (not included on Table II) available to the children.

C. Photograph total environment.

IV. Tally of Growth Producing and Non-Growth Producing Behavior of the Staff:

A. To do a time sampling of the staff who have the prime responsibilities for a given unit. Observing and recording behavior of the various staff assists in developing estimates of the ways time is spent by the staff persons. Operationally, this technique requires the taking of a number of "snapshot" observations of the staff members in the classroom at pre-determined times during the course of the day. From this data it is then possible to construct a "profile" to develop some postulates about the staff's interactions with the children and an indication as to whether the atmosphere appears to be growth or non-growth producing. It gives one data as to the overall atmosphere.

B. Complete Table III.

V. Comprehensive Services:

A. Observe the nutrition program and other services

---

Schedule III—Continued

such as: medical, dental, psychological, etc.

Nutrition - feeding program, nutrition education.

Medical - preventive services, complete treatment and follow-up, health education, parent and child.

Dental - screening and treatment, dental education.

B. Observe children with special needs and provisions for them.

VI. Parent (Consumer) Involvement in the Day Nursery:

A. Observe consumer involvement in the day nursery.

B. Observe the role of the consumer in the local center where their child is in attendance (daily, weekly, and monthly).

VII. Narrative:

Detailed narrative of one half day at 3-4 centers. To focus on peer interactions, adult-child interactions with in-depth description of activities and children's play.

Section B - Interview Schedule - Center Level

I. Programs at the Day Nursery:

A. Educational Aspect - Is there a particular philosophy? What are the specific skills, types of activities that are planned for the infants, toddlers and preschoolers? Record of daily routines.

B. Procedures for Grouping of Infants and Children - How are the children grouped? What is the earliest age at which infants are accepted?

C. Selection Procedure of Children - What are the requirements for the selection and admission of children to the day nursery?

D. Role of Family - Does the program at the day
nursery require the support of the family at home? If so, please explain. Are there requirements for the parents?

E. Children with Special Needs - What provisions are made for children with special needs, i.e. mental retardation, emotional problems, physical disabilities and those coming from families lacking in cultural stimulus?

F. Program Evaluation and Assessment of the Children's Development - What kinds of program evaluations are conducted? By what agencies? What are the main purposes of the evaluation?

G. Records of the Children - Are records kept? Who uses them? Why? What happens to records?

II. Comprehensive Services:

A. What are the role and responsibilities of the day nursery in providing comprehensive services, such as: medical, dental, psychological, nutritional, family and general social services?

B. Check V-A in Section A.

III. Dissemination System:

A. What are the methods for dissemination of general child care information, curriculum guides and related matters from the national to the county, municipal and local levels?

B. How are materials, records of children and information disseminated to staffs working in the day nursery?

C. How is information disseminated to parents?

IV. Consumer Involvement in the Child Centers:

A. What is the role of the consumer in the local center where their child is in attendance (daily, weekly and monthly)?

B. What is the consumer's role regarding the operation and administration, general direction,
expansion and modification of the day nursery?

C. What is the role of the day nursery in the area of parent education, family life, education of young children and related topics?

D. What is the relationship of community organizations and interested individuals to the day nursery?

V. Summary of Swedish Education Appraisals:

In the sharing of your experiences with other countries, what information and literature do you believe would be of value in the field of early child care (day nurseries)?
### TABLE II

<table>
<thead>
<tr>
<th>List Materials</th>
<th>Facilities Sequential Learning</th>
<th>Encourages Curiosity</th>
<th>Natural World Orientation</th>
<th>Flexible and Used a Variety of Ways</th>
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<tr>
<td>Yes</td>
<td>No</td>
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<td>Yes</td>
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Schedule III—Continued

**TABLE III**

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Title and Number of Staff Observed:

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<tr>
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Growth Producing

1. Looks directly into children's faces.

2. Smiles and talks to children.

3. Tone of voice sounds soft and supporting.

4. Helps the children in a supportive manner appropriate to their age to learn various tasks such as feeding.

5. Expands or reinforces the children's interests.
### Schedule III—Continued

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<th>3rd. Observation</th>
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<tr>
<td>6.</td>
<td>Observes individuals or groups of children and is sensitive to their overall needs and growth.</td>
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<td>7.</td>
<td>Indeterminate or no activity.</td>
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<td></td>
<td><strong>Non-Growth Producing</strong></td>
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5. Expects the same of all children of the same age.

6. Indeterminate or no activity.
**TABLE III—Continued**

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**Growth Producing**

1. Refer to previous definitions and explanations.
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**Non-Growth Producing**

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APPENDIX G

INTERVIEW SCHEDULE WITH PARENTS

Schedule IV

The following questions refer to programs for children from infancy to three years of age.

I. Data Collected Previous to Interview with Parents:
   A. Age and sex of child.
   B. Age and sex of siblings.
   C. Number of siblings that attend or attended child centers.

II. Interview Schedule:
   A. Are you involved in the child center where your child is in attendance? If so, how?
   B. What is the relationship and role of the parents to the overall planning of the child centers?
   C. What is the role of the parents regarding the overall direction and planning of the child centers?
   D. Are you involved on a national, county, municipal or local level with the education and well being of young children? If so, how?
   E. What types of programs for parents are sponsored by the child center where your child is in attendance? Which ones do you attend? Why?
   F. Why do you send your child to the child center?
   G. Does the program at the child center require the support of the family at home? If so, how?
   H. Should child care be made available to all families? If so, why?
APPENDIX H

INTERVIEW SCHEDULE WITH PARENTS

Schedule IV

The following questions refer to programs for children from infancy to three years of age.

I. Data Collected Previous to Interview with Parents:
   A. Age and sex of child.
   B. Age and sex of siblings.
   C. Number of siblings that attend or attended child centers.

II. Interview Schedule:
   A. Are you involved in the day nursery where your child is in attendance? If so, how? If not, why?
   B. What is the role of the parents in the overall direction and planning of the day nurseries?
   C. Are you involved on a state, county, municipal or local level with the education and well being of young children? If so, how?
   D. What types of programs for parents are sponsored by the day nursery where your child is in attendance? Which ones do you attend? Why?
   E. What ways would you like to be involved in the day nursery where your child is in attendance?
   F. Why do you send your child to the day nursery?
   G. Does the program at the day nursery require the support of the family? If so, how?
   H. Should child care be made available to all families? If so, why?
APPENDIX I

QUESTIONNAIRE FOR GENERAL INFORMATION
DEMOGRAPHIC DATA - CENTER LEVEL

Schedule V

1. What is the total number of children in the child center? 

2. How many male children? How many female children? 

3. What is the total number of each in the child center (day nursery) in the following age categories?

   - 6 months - 1 year: 
   - 1 year - 2 years: 
   - 2 years - 3 years: 
   - 3 years - 4 years: 
   - 4 years - 5 years: 
   - 5 years - 6 years: 
   - 6 years - 7 years: 

4. What is the length of the day? 

5. What is the annual calendar of the child center? 

6. What is the staffing pattern for this child center? What types of ongoing training programs and staff development is required? What kinds of incentives for engaging in training are provided for the staff? Please complete attached form - Table I. 

7. What percentage of the total budget is spent for the following categories?

   Staff (salary and benefits yearly). 
   Supervisory/Administrative costs. 
   Staff development and inservice training.
Basic equipment (furniture, cribs, non-expendable teaching devices, etc.)

Basic program materials (mobiles, toys, books, games).

Expendable supplies and raw materials.

Food services (breakfast, lunch, dinner, snacks, etc.).

Transportation.

Comprehensive services (medical, dental, social, etc.).

Evaluation.

Dissemination.

Other items (list).

8. What is the adult-child ratio and title of the adult working with the following age categories?

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Title of Adult</th>
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<tr>
<td>6 months - 1 year</td>
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<td>1 year - 2 years</td>
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<tr>
<td>2 years - 3 years</td>
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<td>3 &quot; - 4 &quot;</td>
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<td>4 &quot; - 5 &quot;</td>
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<td>5 &quot; - 6 &quot;</td>
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<tr>
<td>6 &quot; - 7 &quot;</td>
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</tbody>
</table>

9. What is the percentage of children with both parents working?

10. What is the percentage of children with one parent working?

11. What is the range of fees charged to the families?

12. How is the fee for each family established?
13. Please list the various sources of funds for this child center and the percentage if known.

<table>
<thead>
<tr>
<th>Sources</th>
<th>Percentages</th>
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<tr>
<td>Number</td>
<td>Professional Training</td>
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<tr>
<td></td>
<td>Supervisor</td>
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<tr>
<td></td>
<td>Teacher</td>
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<tr>
<td></td>
<td>Nurse</td>
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<tr>
<td></td>
<td>Teacher-Aide</td>
</tr>
<tr>
<td></td>
<td>or Assistant</td>
</tr>
<tr>
<td></td>
<td>Child Care Worker</td>
</tr>
<tr>
<td></td>
<td>Home Visitor</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
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<tr>
<td></td>
<td>Psychologist</td>
</tr>
<tr>
<td></td>
<td>Social Worker</td>
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<tr>
<td></td>
<td>Medical Worker</td>
</tr>
<tr>
<td></td>
<td>Nutritionist/ Cook</td>
</tr>
<tr>
<td></td>
<td>Custodian</td>
</tr>
<tr>
<td></td>
<td>Others (Designate)</td>
</tr>
</tbody>
</table>
APPENDIX J

DEMOGRAPHIC AND OPERATIONAL INFORMATION CENTER LEVEL

Schedule V

1. What is the total number of children in the child center?

2. How many male children?
   How many female children?

3. What is the total number of each in the day nursery in the following age categories?

   - 6 months - 1 year
   - 1 year - 2 years
   - 2 years - 3
   - 3 - 4
   - 4 - 5
   - 5 - 6
   - 6 - 7

4. What is the length of the day?

5. What is the annual calendar of the day nursery?

6. What is the staffing pattern for this day nursery?
   What types of ongoing training programs and staff development is required?
   What kinds of incentives for engaging in training are provided for the staff?
   Please complete attached form - Table I.

7. What percentage of the total budget is spent for the following categories?

   - Staff (salary and benefits yearly).
   - Supervisory/Administrative costs.
   - Staff development and inservice training.
Schedule V—Continued

Basic equipment (furniture, cribs, non-expendable teaching devices, etc.).

Basic program materials (mobiles, toys, books, games).

Expendable supplies and raw materials.

Food services (breakfast, lunch, dinner, snacks, etc.).

Transportation.

Comprehensive services (medical, dental, social, etc.).

Evaluation.

Dissemination

Other items (list).

8. What is the adult-child ratio and title of the adult working with the following age categories?

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Title of Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months - 1 year</td>
<td></td>
</tr>
<tr>
<td>1 year - 2 years</td>
<td></td>
</tr>
<tr>
<td>2 years - 3 years</td>
<td></td>
</tr>
<tr>
<td>3 &quot; - 4 &quot;</td>
<td></td>
</tr>
<tr>
<td>4 &quot; - 5 &quot;</td>
<td></td>
</tr>
<tr>
<td>5 &quot; - 6 &quot;</td>
<td></td>
</tr>
<tr>
<td>6 &quot; - 7 &quot;</td>
<td></td>
</tr>
</tbody>
</table>

9. What is the percentage of children from two parent families?

10. What is the percentage of children from one parent families?

11. What is the range of fees charged to the families?

12. How is the fee for each family established?
13. Please list the various sources of funds for this day nursery and the percentage if known.

<table>
<thead>
<tr>
<th>Sources</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>Number</td>
<td>Type</td>
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<td>---------------------------</td>
</tr>
<tr>
<td></td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Nurse</td>
</tr>
<tr>
<td></td>
<td>Teacher-Aide</td>
</tr>
<tr>
<td></td>
<td>or Assistant</td>
</tr>
<tr>
<td></td>
<td>Child Care Worker</td>
</tr>
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<td></td>
<td>Home Visitor</td>
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<td></td>
<td>Volunteer</td>
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<tr>
<td></td>
<td>Psychologist</td>
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<tr>
<td></td>
<td>Social Worker</td>
</tr>
<tr>
<td></td>
<td>Medical Worker</td>
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<tr>
<td></td>
<td>Nutritionist/ Cook</td>
</tr>
<tr>
<td></td>
<td>Custodian</td>
</tr>
<tr>
<td></td>
<td>Others</td>
</tr>
<tr>
<td></td>
<td>(Designate)</td>
</tr>
</tbody>
</table>
APPENDIX K
IDENTIFICATION SHEET*

Name and address of center -

Name of director -

Name and title of person completing form -

Number of staff -

Number of children -

*To complete and add to front of various schedules.
# APPENDIX L

## ROOMS OF THE DAY NURSERIES - FURNISHINGS AND CONNECTIONS

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Six Months - Two Years</th>
<th>Two-Year-Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coat Room</td>
<td><strong>Furnishings</strong></td>
<td><strong>Furnishings</strong></td>
</tr>
<tr>
<td></td>
<td>Closed shelves for buntings and coats</td>
<td>Coat shelves, open so children can use</td>
</tr>
<tr>
<td></td>
<td>Sitting bench for adults</td>
<td>Markings and two hooks for each child on shelves</td>
</tr>
<tr>
<td></td>
<td>Area for grown-ups to keep coats</td>
<td>Space for shoes outside and inside</td>
</tr>
<tr>
<td></td>
<td><strong>Connections</strong></td>
<td><strong>Connections</strong></td>
</tr>
<tr>
<td></td>
<td>Area for children's carriages to be heated</td>
<td>Playroom</td>
</tr>
<tr>
<td></td>
<td>Playroom</td>
<td>Isolation room</td>
</tr>
<tr>
<td></td>
<td>Dressing room</td>
<td>Washroom - toilet area</td>
</tr>
<tr>
<td></td>
<td>Isolation room</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personnel changing room</td>
<td></td>
</tr>
<tr>
<td>2. Area for Carriages</td>
<td><strong>Furnishings</strong></td>
<td><strong>Furnishings</strong></td>
</tr>
<tr>
<td></td>
<td>Shelf for bags</td>
<td>Shelf for bags</td>
</tr>
</tbody>
</table>
### Type of Room | Six Months - Two Years | Two-Year-Olds
--- | --- | ---
**Connections** |  |  
Entry hall  
Coat room  
Personnel coat room | Entry hall  
Coat room  
Personnel coat room |  
**Furnishings** |  |  
One child size toilet  
Shelf for potties  
Wash stand, wash sink |  
Two wash stands with mirrors  
Protection to ceiling  
Place where children can dry off  
Floor - drain  
Room to have water play  
Place to dry up  
Place for rags - mop - storage |  
Shelf area for towels  
Child's eight - two hooks used for tooth brush |
<table>
<thead>
<tr>
<th>Type of Room</th>
<th>Six Months - Two Years</th>
<th>Two-Year-Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Dressing Room</td>
<td><strong>Furnishings</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small dressing table with room for scale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child size bath tub, portable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hand spray to use for washing children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wash stand for personnel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Twelve individual cupboards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Space on floor, potty chairs</td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playroom for infants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coat room - best if separated with glass doors and windows</td>
<td></td>
</tr>
<tr>
<td>5. Playroom I</td>
<td><strong>Furnishings</strong></td>
<td><strong>Furnishings</strong></td>
</tr>
<tr>
<td>(playing and eating area)</td>
<td></td>
<td>Eating area with chairs</td>
</tr>
<tr>
<td></td>
<td>Four cribs</td>
<td>Window bench to look out</td>
</tr>
<tr>
<td></td>
<td>Table and two chairs for adults</td>
<td>window, 25 cm. high</td>
</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td>Connections</td>
</tr>
<tr>
<td>Dressing room - coat room</td>
<td></td>
<td>Coat room</td>
</tr>
<tr>
<td>Terrace sleeping porch</td>
<td></td>
<td>Playroom</td>
</tr>
<tr>
<td>Small kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Playroom II (playing and</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td>sleeping area)</td>
<td>Six cots, 55 x 140 cm.</td>
<td>Sleeping area for children</td>
</tr>
<tr>
<td></td>
<td>Distance between each one 50 cm.</td>
<td>(sleeping for 8)</td>
</tr>
<tr>
<td></td>
<td>Table and chairs for eating</td>
<td>Shelf for material, size 55 x 140 cm.</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td>Distance between 50 cm.</td>
</tr>
<tr>
<td>Coat room - Dressing room</td>
<td></td>
<td>Work bench</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Window bench</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Play Kitchen</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td></td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td>Connections</td>
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<td>Not specified</td>
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</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>8. Workshop Area</td>
<td><strong>Furnishings</strong></td>
<td><strong>Furnishings</strong></td>
</tr>
<tr>
<td>(water play area)</td>
<td>Large area for water play</td>
<td>Large area for water play</td>
</tr>
<tr>
<td></td>
<td><strong>Connections</strong></td>
<td><strong>Connections</strong></td>
</tr>
<tr>
<td></td>
<td>With Playroom I and II</td>
<td>With Playroom I and II</td>
</tr>
<tr>
<td>9. Isolation Room</td>
<td><strong>Furnishings</strong></td>
<td><strong>Furnishings</strong></td>
</tr>
<tr>
<td></td>
<td>One wash stand</td>
<td>One wash stand</td>
</tr>
<tr>
<td></td>
<td>Crib or cot</td>
<td>Crib or cot</td>
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<tr>
<td></td>
<td><strong>Connections</strong></td>
<td><strong>Connections</strong></td>
</tr>
<tr>
<td></td>
<td>Coat room and one of the playrooms</td>
<td>Coat room and one of the</td>
</tr>
<tr>
<td></td>
<td>Glass door leading to one of the playrooms</td>
<td>playrooms</td>
</tr>
<tr>
<td>10. Study Room</td>
<td><strong>Furnishings</strong></td>
<td><strong>Furnishings</strong></td>
</tr>
<tr>
<td></td>
<td>Decided by local group</td>
<td>Decided by local group</td>
</tr>
<tr>
<td></td>
<td>Includes office space</td>
<td>Includes office space</td>
</tr>
<tr>
<td></td>
<td><strong>Connections</strong></td>
<td><strong>Connections</strong></td>
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<tr>
<td></td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
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</tr>
<tr>
<td>11. Materials Room</td>
<td>Furnishings</td>
<td>Furnishings</td>
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<tr>
<td></td>
<td>Moveable shelves</td>
<td>Moveable shelves</td>
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<tr>
<td></td>
<td>Personnel work space</td>
<td>Personnel work space</td>
</tr>
<tr>
<td></td>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td></td>
<td>Playroom II</td>
<td>Playroom I and II</td>
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<tr>
<td>12. Supply (storage room)</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td></td>
<td>Blankets, pillows and cots</td>
<td>Storage for cots</td>
</tr>
<tr>
<td></td>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td></td>
<td>Playroom II</td>
<td>Playroom II</td>
</tr>
<tr>
<td>13. Outside Play Area</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td>(balcony roof area)</td>
<td>Sandy - cement surface</td>
<td>Building area</td>
</tr>
<tr>
<td></td>
<td>Grass area</td>
<td>Old car tires to swing on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sandbox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Garden - land with fruit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>trees and berry bushes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplies for outdoors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Protection from rain</td>
</tr>
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<td></td>
<td></td>
<td>Outside shower</td>
</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
</tr>
<tr>
<td>------------------------</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14. Main Entrance</td>
<td>Connections Playroom I and II and washroom</td>
<td>Separation between ages through low fences or hedges</td>
</tr>
<tr>
<td></td>
<td>Furnishings Coat cupboard Connections</td>
<td>Connections Playroom I and II and washroom</td>
</tr>
<tr>
<td></td>
<td>Connections Coal room - waiting room</td>
<td>Furnishings Coat cupboard Connections</td>
</tr>
<tr>
<td>15. Personnel Dressing Room</td>
<td>Furnishings Individual wardrobe lockers Small shelves Bench and mirror Toilet and shower</td>
<td>Furnishings More individual wardrobe lockers Accommodations for students in training (same as for six-months - two years)</td>
</tr>
<tr>
<td></td>
<td>Connections Coat room or area for carriages</td>
<td>Connections Coat room</td>
</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16. Personnel Day and Dining Room</td>
<td><strong>Furnishings</strong>&lt;br&gt;Area for dining&lt;br&gt;Table, chairs and furniture for sitting room</td>
<td><strong>Furnishings</strong>&lt;br&gt;To share with staff working in unit, 6 months - two years</td>
</tr>
<tr>
<td>17. Personnel Rest and Work Room</td>
<td><strong>Furnishings</strong>&lt;br&gt;Sofa for resting&lt;br&gt;Work space near window</td>
<td><strong>Furnishings</strong>&lt;br&gt;To share with staff working in unit, 6 months - two years</td>
</tr>
<tr>
<td>18. Central Kitchen</td>
<td><strong>Furnishings</strong>&lt;br&gt;Equipping total kitchen--&lt;br&gt;sink, dishwasher, stove, refrigerator, storage area, wagons for serving</td>
<td><strong>Furnishings</strong>&lt;br&gt;To share with staff working in unit, 6 months - 2 years</td>
</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Back door to receive groceries</td>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td>Small stove, sink and refrigerator</td>
<td>Connections</td>
<td>(same as stated for 6 months - two years)</td>
</tr>
<tr>
<td>Coat Room, Playroom 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automatic washer and dryer</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td>Connections</td>
</tr>
<tr>
<td>Playroom I, dressing room</td>
<td></td>
<td>Playroom I, dressing room</td>
</tr>
<tr>
<td>Moveable shelves</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td>Connections</td>
<td></td>
<td>Connections</td>
</tr>
<tr>
<td>Corridors</td>
<td></td>
<td>Corridors</td>
</tr>
<tr>
<td>Type of Room</td>
<td>Six Months - Two Years</td>
<td>Two-Year-Olds</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>22. Central Cleaning Supply</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td></td>
<td>Moveable shelves -</td>
<td>(same as stated for</td>
</tr>
<tr>
<td></td>
<td>cleaning equipment</td>
<td>6 months - two years)</td>
</tr>
<tr>
<td></td>
<td>Moveable cart for equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td></td>
<td>Corridor</td>
<td>(same as stated for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 months - two years)</td>
</tr>
<tr>
<td>23. Heating Supply Unit</td>
<td>Furnishings</td>
<td>Furnishings</td>
</tr>
<tr>
<td></td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
<tr>
<td></td>
<td>Connections</td>
<td>Connections</td>
</tr>
<tr>
<td></td>
<td>Not specified</td>
<td>Not specified</td>
</tr>
</tbody>
</table>

APPENDIX M

SUGGESTED OUTLINE FOR COLLECTION OF INFORMATION REGARDING INDIVIDUAL CHILDREN*

Name

Nickname

Address

Phone Number

Person to call in case of emergency

Date of Birth

Special information regarding the child:
   Foods the child likes
   Foods the child does not like
   Allergies
   Favorite toy
   Special likes
   Special dislikes
   Special information regarding the child's health

*This is to be modified and it is important that it meets the needs of the individual center and the families being served.
DAY NURSERIES VISITED IN SWEDEN

Daghemme Risingeplan
Tensta, Sweden

Daghemmet Tisslingeplan
Tensta, Sweden

Ekhamra Stigen
Vasteras, Sweden

Folke Bernadottehemmet
Uppsala, Sweden

Getbergets Daghem
Skelleftea, Sweden

Henriksdalsbergets Barnstuga
Nacka, Sweden

Hagens, Daghem
Skelleftea, Sweden

Hoganas Daghem
Uppsala, Sweden

Langbro Torg Daghem
Orebro, Sweden

Morohojden Daghem
Skelleftea, Sweden

Nordanby Barnstuga
Vasteras, Sweden

Prastbordets Daghem
Skelleftea, Sweden

Slottsbacken Daghem
(Akademiska Sjukhuset)
Uppsala, Sweden

Sorby Gard Daghem
Orebro, Sweden

Spinnrockens Barnstuga
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