



City of Richmond

Report to Committee

To: Planning Committee **Date:** August 17, 2015
From: Cathryn Volkering Carlile **File:** 07-3070-01/2015-Vol
 General Manager, Community Services 01
Re: Child Care Development Policy Amendment

Staff Recommendation

That the Child Care Development Policy 4017 be amended as set out in Appendix A of the staff report titled "Child Care Development Policy Amendment", dated June 2, 2015, from the General Manager, Community Services.

Cathryn Volkering Carlile
 General Manager, Community Services
 (604-276-4068)

Att. 2

REPORT CONCURRENCE		
ROUTED TO:	CONCURRENCE	CONCURRENCE OF GENERAL MANAGER
Finance Department Project Development Development Applications	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
REVIEWED BY STAFF REPORT / AGENDA REVIEW SUBCOMMITTEE	INITIALS: 	APPROVED BY CAO (DERIVY)

CNCL - 452

Staff Report

Origin

This report proposes amendments to the Child Care Development Policy (4017). The proposed amendments primarily reflect the development of design guidelines to improve child care facility delivery targets. Preparation of the guidelines was jointly coordinated by the Community Services and Engineering & Public Works Divisions.

The proposed City of Richmond Child Care Design Guidelines will be used in planning for future child care facilities either constructed by the City as capital projects or by developers as community amenity contributions. Other amendments were intended to improve clarity regarding the child care grants, development of child care facilities, partnerships and planning (Attachment 1).

This report supports Council's 2014-2018 Term Goal #2 A Vibrant, Active and Connected City:

Continue the development and implementation of an excellent and accessible system of programs, services, and public spaces that reflect Richmond's demographics, rich heritage, diverse needs, and unique opportunities, and that facilitate active, caring, and connected communities.

This report supports Council's 2014-2018 Term Goal #4 Leadership in Sustainability:

Continue advancement of the City's sustainability framework and initiatives to improve the short and long term livability of our City, and that maintain Richmond's position as a leader in sustainable programs, practices and innovations.

Analysis

Revisions to the Child Care Development Policy (4017)

Child Care Grants

Minor changes were made to the child care grant references to add furnishings and program development to the list of items the City supports.

Development of Child Care Facilities

The most significant revision to the Child Care Development Policy is the section that discusses the development of child care facilities. The section refers to preparing, using and updating child care design guidelines to assist with negotiations for voluntary child care community amenities as part of the rezoning processes.

A set of guidelines was developed as a joint initiative by the Community Services Division and the Engineering & Public Works Division.

The draft guidelines were tested during the City lead development of the Cranberry Children's Centre.

The proposed City of Richmond Child Care Design Guidelines are attached for reference (Attachment 2). The document is intended to be used for City initiated child care projects, developer-built child care amenity contributions, and shared with the public as a resource. Once approved, the "City of Richmond Child Care Design Guidelines" will be posted on the City's web site and made available to developers contemplating making a child care amenity contribution as part of a rezoning application. Staff will update the guidelines from time to time as opportunities for improvements are identified.

Partnerships and Planning

Wording concerning "partnerships" has been revised to bring together two previous sections in the policy that discuss how the City will work in partnership with others to plan, develop and maintain a quality and affordable comprehensive child care system in Richmond.

The "planning" section has been reduced to one statement which discusses how the City will address child care needs based on available resources and budgets.

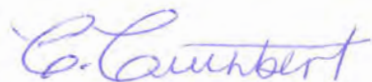
Financial Impact

There is no financial impact.

Conclusion

The Child Care Development Policy (4017) now provides direction on utilizing and updating the proposed City of Richmond Child Care Design Guidelines which will assist with the development of new City-owned child care facilities or developer-built child care community amenities.

Staff recommends that Council adopt the amended the Child Care Development Policy (4017) as presented in Attachment 1.



Coralys Cuthbert
Child Care Coordinator
(604-204-8621)

- Att. 1: Recommended Child Care Development Policy (4017) Amendments
- 2: Proposed City of Richmond Child Care Design Guidelines



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Adopted by Council: January 24, 2006

Policy 4017

Amended by Council: April 10, 2012, December 8, 2014

File Ref: 3070

Child Care Development Policy

POLICY 4017:

It is Council policy that:

1. GENERAL

- 1.1 The City of Richmond acknowledges that quality and affordable child care is an essential service in the community for residents, employers and employees.

2. PLANNING

- 2.1 To address child care needs, the City will: plan, partner and, as resources and budgets become available, support a range of quality, affordable child care.

3. PARTNERSHIPS

- 3.1 The City of Richmond is committed to:

- (a) Being an active partner with senior governments, stakeholders, parents, the private and non-profit sectors, and the community, to plan, develop and maintain a quality and affordable comprehensive child care system in Richmond.

Working with the following organizations and groups to facilitate quality child care in Richmond:

- (i) Community Associations and Societies - to assess whether or not child care services can be improved in community centres, and new spaces added to existing and future community centres.
- (ii) Developers - to encourage developers to provide land and facilities for child care programs throughout the City.
- (iii) Employers - to encourage employers' involvement in advocating and planning for child care.
- (iv) Intercultural Advisory Committee - to investigate and report on child care concerns, needs and problems facing ethno cultural groups in the City.
- (v) School Board – to continue providing space for child care programs on school sites; to co-locate child care spaces with schools where appropriate, and to liaise with the Child Care Development Advisory Committee,



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- (b) Monitoring the need for new child care spaces to support Richmond residents, employee and student populations.
- (c) Providing, when appropriate, new child care spaces and/or facilities to meet existing needs and future population growth.
- (d) Requesting senior governments and other stakeholders to provide ongoing funding for affordable child care facilities, spaces, operations and programming.

4. RICHMOND CHILD CARE DEVELOPMENT ADVISORY COMMITTEE (CCDAC)

- 4.1 The City will establish and support the Richmond Child Care Development Advisory Committee.

5. CHILD CARE RESERVE FUNDS

- 5.1 The City has established two Child Care Reserve Funds as described below.

- (a) Child Care Development Reserve Fund (established by Reserve Fund Establishment Bylaw No. 7812)

The City will administer the Child Care Development Reserve Fund to financially assist with the following capital expenses:

- (i) Establishing child care facilities and spaces in:
 - City buildings and on City land.
 - Private developments.
 - Senior government projects.
 - Community partner projects.
- (ii) Acquiring sites for lease to non-profit societies for child care; and
- (iii) Providing grants to non-profit societies for capital purchases and improvements, such as equipment, furnishings, renovations and playground improvements.

- (b) Child Care Operating Reserve Fund (established by Child Care Operating Reserve Fund Establishment Bylaw No. 8827)

- (i) The City will administer the Child Care Operating Reserve Fund to financially assist with non-capital expenses relating to child care within the City, including the following:



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- Grants to non-profit societies to support child care professional and program development within the City;
- Studies, research and production of reports and other information in relation to child care issues within the City; and
- Remuneration and costs, including without limitation expenses and travel costs, for consultants and City personnel to support the development and quality of child care within the City.

5.2 Developer cash contributions and child care density bonus contributions to the City's Child Care Reserve Funds will be allocated as follows:

- (a) 90% of the amount will be deposited to the Child Care Development Reserve Fund, and
- (b) 10% of the amount will be deposited to the Child Care Operating Reserve Fund, unless Council directs otherwise prior to the date of the developer's payment, in which case the payment will be deposited as directed by Council.

5.3 All expenditures from the Child Care Reserve Funds must be authorized by Council.

6. DEVELOPMENT OF CHILD CARE FACILITIES

6.1 To facilitate consistent, transparent and sound planning, the City will:

- (a) Undertake periodic child care needs assessments to update its child care strategy.
- (b) Use its powers through the rezoning and development approval processes to achieve child care targets and objectives.
- (c) Prepare Child Care Design Guidelines which articulate the City's expectations for the design and development of City-owned or leased child care facilities, whether they are built as City capital projects or by developers as community amenity contributions.
- (d) Make the Child Care Design Guidelines available to members of the public as a resource, and to City staff, developers, and architects as a guide for planning child care spaces in City-owned or leased facilities or developer-built community amenities being contributed to the City.



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Adopted by Council: January 24, 2006

Policy 4017

Amended by Council: April 10, 2012, December 8, 2014

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Child Care Development Policy

6.2 The City will further facilitate the establishment of child care facilities by:

- (a) Encouraging adequate child care centre facilities throughout the City where needed, particularly in each new community.
- (b) Providing City land and facilities for child care programs in locations throughout the City.
- (c) Encouraging child care program expansion through the enhancement of existing community facilities.

7. CHILD CARE GRANTS POLICY

7.1 Through City child care grants, support child care:

- (a) Facilities.
- (b) Spaces.
- (c) Programming.
- (d) Equipment and furnishings.
- (e) Professional and program development support.

8. PROFESSIONAL CHILD CARE SUPPORT RESOURCES

8.1 Support resources for child care providers as advised by the Child Care Development Advisory Committee and as the need requires and budgets become available.

9. POLICY REVIEWS

9.1 From time to time, the City will:

- (a) Review child care policies, regulations and procedures to ensure that no undue barriers exist to the development of child care.
- (b) As appropriate, develop targets for the required number, type and location of child care services in Richmond.

10. AREA PLANS

10.1 The City will ensure that area plans contain effective child care policies.



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11. INFORMATION

11.1 The City will, with advice from the Child Care Development Advisory Committee:

- (a) Generate, consolidate and analyze information to facilitate the development of child care facilities, programs and non-profit child care agencies;
- (b) Determine if any City land holdings are appropriate to be made available for immediate use as child care facilities;
- (c) Review, update and distribute City produced public information material to the public on child care.

12. PROMOTION

12.1 The City will:

- (a) Declare the month of May "Child Care Month" and support awareness and fund-raising activities during that month.



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Adopted by Council: January 24, 2006

Policy 4017

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Child Care Development Policy

POLICY 4017:

~~1. POLICY~~

It is Council policy that:

1. GENERAL

~~1.1~~ The City of Richmond acknowledges that quality and affordable child care is an essential service in the community for residents, employers and employees.

2. PLANNING

~~2.2.1~~ To address child care needs, the City will: plan, partner and, as resources and budgets become available, support a range of quality, affordable child care.

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- ~~• Facilities~~
- ~~• Spaces~~
- ~~• Programming~~
- ~~• Equipment~~
- ~~• Support resources.~~

3. PARTNERSHIPS

~~3-3.1~~ The City of Richmond is committed to:

~~3.1~~ The City of Richmond is committed to:

- (a) ~~B~~being an active partner with senior governments, stakeholders, parents, the private and ~~co-operative~~non-profit sectors, and the community, to plan, develop and maintain a quality and affordable comprehensive child care system in Richmond.

Working with the following specific organizations and groups to facilitate quality child care in Richmond:



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- (i) Community Associations and Societies - to assess whether or not child care services can be improved in community centres, and new spaces added to existing and future community centres.
- (ii) Developers - to encourage developers to provide their provision of land and facilities for child care programs throughout the City.
- (iii) Employers - to encourage their employers' involvement in advocating and planning for child care.
- (iv) Intercultural Advisory Committee - to investigate and report on child care concerns, needs and problems facing ethno cultural groups in the City.
- (v) School Board – to continue providing space for child care programs on school sites; to co-locate child care spaces with schools where appropriate, and to liaise with the Child Care Development Advisory Committee.
- (b) Monitoring the need for new child care spaces to support Advise regarding establishing child care facilities for Richmond residents, employee and student populations workers and students at institutions and workplaces (e.g., Richmond Hospital, Workers Compensation Board).
- (c) Providing, when appropriate, new child care spaces and/or facilities to meet existing needs and future population growth.
- (d) To request Requesting the S senior G governments and other stakeholders to provide ongoing funding for affordable child care facilities, spaces, operations and programming.

4. RICHMOND CHILD CARE DEVELOPMENT ADVISORY COMMITTEE (CCDAC)

-The City will establish and support the Richmond Child Care Development Advisory Committee.

4.1

5. CHILD CARE RESERVE FUNDS

5.5.1 The City has established two Child Care Reserve Funds as described below.



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~~5.1~~ The City has established two Child Care Reserve Funds as described below.

~~1)(a)~~ ~~(a)~~ Child Care Development Reserve Fund (established by Reserve Fund Establishment Bylaw No. 7812)

The City will administer the Child Care Development Reserve Fund to financially assist with the following capital expenses:

• ~~(i)~~ Establishing child care facilities and spaces in:

- City buildings and on City land;
- Private developments;
- Senior government projects; **and**
- Community partner projects;

• ~~(ii)~~ Acquiring sites for lease to non-profit societies for child care; and

• ~~(iii)~~ Providing grants to non-profit societies for capital purchases and improvements, such as equipment, furnishings, renovations and playground improvements.

~~2)(b)~~ ~~(b)~~ Child Care Operating Reserve Fund (~~E~~established by Child Care Operating Reserve Fund Establishment Bylaw No. ~~82068827~~)

~~(i)~~ ~~(i)~~ The City will administer the Child Care Operating Reserve Fund to financially assist with non-capital expenses relating to child care within the City, including the following:

- Grants to non-profit societies to support child care professional and program development within the City;
- Studies, research and production of reports and other information in relation to child care issues within the City; and
- Remuneration and costs, including without limitation expenses and travel costs, for consultants and City personnel to support the development and quality of child care within the City.



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-
5.2 Developer cash contributions and child care density bonus contributions to the City's Child Care Reserve Funds will be allocated as follows:

a)(a) 90% of the amount will be deposited to the Child Care Development Reserve Fund, and

b)(b) 10% of the amount will be deposited to the Child Care Operating Reserve Fund, unless Council directs otherwise prior to the date of the developer's payment, in which case the payment will be deposited as directed by Council.

-
5.3 All expenditures from the Child Care Reserve Funds must be authorized by Council.

6. **DEVELOPMENT APPLICATIONS OF CHILD CARE FACILITIES**

6.1 ~~6.1 To develop City child care policies and guidelines, and use Council's powers and negotiations in the development approval process, to achieve child care targets and objectives. To facilitate consistent, transparent and sound planning, the City will:~~

(a) The City will undertake periodic child care needs assessments to update its child care strategy.

(b) Use its powers through the rezoning and development approval processes to achieve child care targets and objectives.

(c) Prepare Child Care Design Guidelines and Technical Specifications which articulate the City's expectations for the design and development of City-owned or leased child care facilities, whether they are built as City capital projects or by developers as community amenity contributions.

(d) Make the Child Care Design Guidelines and Technical Specifications available to members of the public as a resource, and to City staff, developers, and architects as a guide for planning child care spaces in City-owned or leased facilities or developer-built community amenities being contributed to the City.



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- (a) Encouraging adequate child care centre facilities throughout the City where needed, particularly in each new community.
- (b) Providing City land and facilities for child care programs in locations throughout the City.
- (c) Encouraging child care program expansion through the enhancement of existing community facilities.

7. CHILD CARE GRANTS POLICY

7.1 —Through City child care grants, support child care:

- ~~• (a) Facilities.~~
- (a)
- ~~• (b) Spaces.~~
- ~~• (c) Programming.~~
- ~~• (d) Equipment and furnishings.~~
- (e) Professional and program development support.

8. PROFESSIONAL CHILD CARE SUPPORT RESOURCES

8.1 ~~8.1~~ Support resources for child care providers as advised by the Child Care Development Advisory Committee and as the need requires and budgets become available.

9. POLICY REVIEWS

~~9.1~~ From time to time, the City will:

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Adopted by Council: January 24, 2006

Policy 4017

Amended by Council: April 10, 2012, December 8, 2014

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Child Care Development Policy

9.1

- ~~(a)~~ ~~(a)~~ ~~r~~ Review child care policies, regulations and procedures to ensure that no undue barriers exist to the development of child care.
- ~~(b)~~ ~~(b)~~ As appropriate, develop targets for the required number, type and location of child care services in Richmond.

10. AREA PLANS

10.1 ~~10.1~~ The City will ensure that area plans contain effective child care policies.

11. INFORMATION

~~11.1~~ The City will, with advice from the Child Care Development Advisory Committee:

11.1

- ~~(a)~~ (a) Generate, consolidate and analyze information to facilitate the development of child care facilities, programs and non-profit child care agencies;
- ~~(b)~~ (b) Determine if any City land holdings are appropriate to be made available for immediate use as child care facilities;
- ~~(c)~~ (c) Review, update and distribute City produced public information material to the public on child care.

12. PROMOTION

-The City will;

12.1

- ~~(a)~~ (a) ~~d~~ Declare the month of May "Child Care Month" and support awareness and fund-raising activities during that month.



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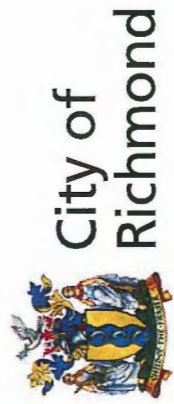
13. PARTNERSHIPS

- ~~Employers~~
 - ~~Encourage employer involvement in child care.~~
- ~~Developers~~
 - ~~Encourage the developers to provide land and facilities for child care programs throughout the City.~~
- ~~Community Associations~~
 - ~~Encourage City staff and the Council of Community Associations to:
 - ~~Assess whether or not child care services can be improved in community centres;~~
 - ~~Provide enhanced child care programs in current and future community centres.~~~~
- ~~Intercultural~~
 - ~~Encourage the Richmond intercultural Committee to investigate and report on the child care concerns, needs and problems facing ethno-cultural groups in the City.~~
- ~~School Board~~
 - ~~Co-ordinate CCDAC activities with the Richmond School Board.~~
 - ~~Encourage the Richmond School District to involve schools in the provision of child care services.~~
 - ~~Encourage child care centre facilities to be integrated with schools, as appropriate.~~

14. CHILD CARE FACILITIES

~~The City will facilitate establishment of child care facilities by:~~

- ~~Encouraging adequate child care centre facilities throughout the City where needed, particularly in each new community.~~
- ~~Securing child care facilities from developers as voluntary contributions through the rezoning process.~~
- ~~Providing City land and facilities for child care programs in locations throughout the City.~~
- ~~Encouraging child care program expansion through the enhancement of existing community facilities.~~



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City of Richmond Child Care Design Guidelines

July 2015

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The City of Richmond would like to acknowledge the groups who contributed to the development of these child care design guidelines: The City of Richmond Child Care Development Advisory Committee, Developmental Disabilities Association, Richmond Centre for Disability, Richmond Society for Community Living, and the Society of Richmond Children's Centres.

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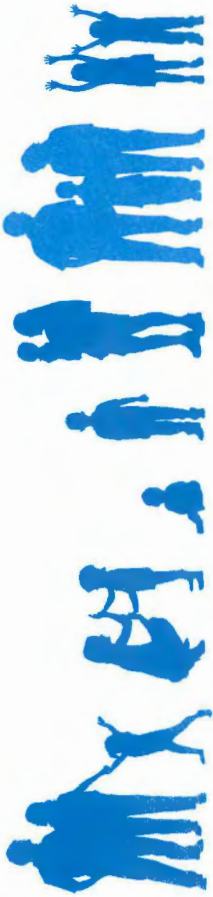
APPENDIX: SPACE SUMMARY TABLES

- Six Types of Age-Related Group Child Care Programs
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 - B) GENERAL ARCHITECTURAL MILLWORK SPECIFICATION
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 - E) WINDOW BLINDS
 - F) MAILBOX
 - G) NOTICE BOARDS AND TACKBOARDS
 - H) SIGNAGE
 - I) ACCESSIBILITY ITEMS
 - J) ELEVATOR DESIGN CONSIDERATIONS
 - K) SEISMIC BRACING

The City of Richmond provides the following Child Care Design Guidelines (the "Guidelines") to assist City staff and the development community in the creation of child care space within the City of Richmond for child care space in City owned or City leased premises. The Guidelines are provided to the public as a resource on an information only basis. Therefore, while the content is thought to be accurate on the publication date shown, the Guidelines are provided on an "as is" basis and without warranty of any kind, either expressed or implied. The City of Richmond, its elected officials, officers, agents, employees and contractors will, in no event, be liable or responsible for losses or damages of any kind arising out of the use of the Guidelines. Changes may be made to the Guidelines without prior notice.

The information contained in the Guidelines is subject always to the provisions of all governing legislation and bylaws including, without limitation, the BC Building Code, the Community Care and Assisted Living Act (BC), Child Care Licensing Regulation (BC), the City of Richmond Building Regulation Bylaw 7230, the City of Richmond Zoning Bylaw 8500, and the City of Richmond Subdivision and Development Bylaw 8751, all as they amended or replaced from time to time.



1 Introduction

1.1 Mission Statement

The City of Richmond is committed to working with senior levels of government, the business community and the non-profit sector to develop child care spaces. Creating high quality, accessible child care facilities is a priority. The City wishes to promote the construction of new facilities that are designed to provide healthy, secure and inspiring environments for children while also addressing the needs of early educators, parents and caregivers.

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1.2 Intent of the Child Care Design Guidelines and How They Are To Be Applied

The intent of the Child Care Design Guidelines is to provide clarity for developers, architects and child care operators regarding the City's expectations for the design and finish of child care facilities that will become municipal assets. While the document may be used as a resource by anyone considering building new child care facilities in Richmond, it will only apply to child care facilities built as City capital projects or developer-built community amenity contributions related to rezoning processes.

With these design guidelines, the City signals its intention to collaborate with the development industry to help deliver child care facilities that meet the needs of residents and employees who live or work in Richmond. The intent is not to provide minimum standards of design, but to establish guidelines that engage the creative talents of designers and developers to help deliver quality facilities.

1.3 City of Richmond's Commitment To Quality Child Care Facilities

The City of Richmond is committed to the delivery of accessible, affordable and quality child care facilities in the City, to promote the health and well-being of children and families, and to help foster overall economic stability and growth in Richmond.

The City has a strong history of facilitating the development of quality child care facilities and services, based on the following core planning principles:

- meet the needs of the community, and provide child care options that Richmond families require to enhance socio-economic opportunities in the City
- provide quality spaces, indoors and outdoors
- provide for play-based learning
- provide for a welcoming transition between the family home and the child care place
- incorporate best practices in the development of child care facilities
- commitment to best practices for sustainable development
- commitment to principles of accessibility and universal design in the pedestrian environment
- development of resilient buildings for child care uses, that are durable and that minimize maintenance costs over the life of the facility
- commitment to sound management of public funds and working pro-actively with all stakeholders in the delivery of child care

1 Introduction

1.4 The Importance of Understanding How a Child Care Program Operates

Child care facilities are relatively complex building types with a specific set of building requirements. Central to the design of successful child care facilities is an understanding of the activities and routines that organize the daily life in the child care facility, and how these relate to specific age groups. To further this understanding, the following examples of daily routines in two age-specific child care groups are outlined:

1.4.1 Examples of a Typical Daily Routine in a Full Day Infant and Toddler Child Care Program (Group Care under 36 months)

Morning

7:00 – 8:45: Centre opens. Free Play and activities
 8:45 – 9:00: Clean-up
 9:00 – 9:30: Planned Activity (art, sensory, science etc.)
 9:30 – 10:00: Morning snack / Clean-up
 10:00 – 10:30: Circle Time; Preparation for Outdoor Play
 10:30 – 11:15: Outdoor Play or Walk
 11:15 – 11:30: Come inside, clean-up for lunch
 11:30 – 12:00: Lunch

Note: These are examples of daily routines. Some centres will have a more flexible approach and may not necessarily follow these exact schedules.



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Afternoon

12:00 – 3:00: Nap Time
 3:00 – 3:30: Wake up / Free Play
 3:30 – 4:00: Afternoon Snack and feeding
 4:00 – 4:30: Planned Activity #2 (art, sensory, etc.)
 4:30 – 5:15: Outdoor Play
 5:15 – 5:30: Indoor free play / Centre closes

1.4.2 Example of a Typical Daily Routine in an All-Day Child Care Program (Age 30 Months to 5 Years)

Morning

7:00 – 8:30: Center opens, free play and activities
 8:30 – 9:00: Clean-up, bathroom routine
 9:00 – 10:00: Free play and activities
 10:00 – 10:20: Small group meeting
 10:20 – 10:30: Clean-up and bathroom routine
 10:30 – 11:15: Outdoor Play
 11:15 – 11:30: Circle time
 11:30 – 11:45: Clean-up and bathroom routine

Afternoon

11:45 – 12:30: Lunch time
 12:30 – 2:30: Nap time
 2:30 – 3:00: Wake up / Clean-up / Bathroom routine
 3:00 – 3:30: Snack time
 3:30 – 4:45: Outdoor time
 4:45 – 5:30: Indoor free play and activities / Centre closes



Developing a Child Care Facility in the City of Richmond: Overview of the Process

2

The City will work with the development community, child care operators and Vancouver Coastal Health Community Care Facilities Licensing to help create high quality, licensed child care facilities. To facilitate the process, it is important for project applicants to follow an appropriate child care development methodology in order to promote successful applications. An overview of the process would include:

- review Provincial requirements for an Operator's application for a Child Care License with Community Care Facilities Licensing (CCFL) at Vancouver Coastal Health.
- determination of community needs and identification of a site. Preliminary project discussions with CCFL and City staff.
- discussion of size of program and financial viability. A detailed business plan is recommended.
- review of the typical approvals process.

Provincial Regulations and Licensing Approvals

- the operator should start the application process for an operating license with Vancouver Coastal Health – CCFL, and develop an operational plan.

City Approvals

A rezoning or development permit may be required for a child care project. Approval of these applications will be required before applying for a building permit.

- Rezoning Approval
 - City approval that allows land use and density.
 - a rezoning application showing property, building amenity location, size, sun orientation, parking/loading and garbage/recycling locations.
 - demonstrate that sufficient indoor and outdoor space can be provided with adequate circulation, access and egress to meet City zoning regulations, Child Care Design Guidelines and Technical Specifications, and Provincial (CCFL) regulations.
- Development Permit
 - City approval that allows architectural form and character.
 - a development permit includes design drawings that incorporate City zoning regulations, the Child Care Design Guidelines considerations, the Provincial [CCFL] regulations and a high level of urban design.
- Building Permit
 - City approval that allows construction to begin, comprised of working drawings and specifications that demonstrate compliance to the BC Building Code, Richmond Zoning Bylaw requirements.
 - Child care facilities typically are considered "Assembly" type occupancies in the BC Building Code. [The City's Building Approvals Department should be consulted regarding Code requirements for these occupancies].

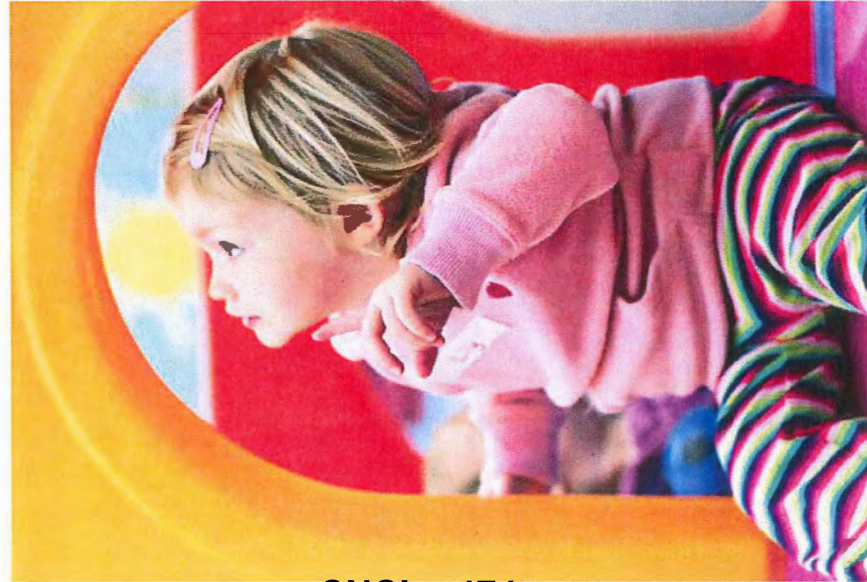
- Final Inspection Card (Occupancy)
 - City final inspection approval of the constructed facility, indicating that it is ready for occupancy.
- Licensing Approval
 - once the City issues a Final Inspection Card, CCFL will inspect the completed facility to ensure all Provincial requirements have been met, to enable issuance of a final license.
- Child Care Facility Application (Record of Child Care)
 - The operator will be required to submit this City application to the City's Building Approvals Department and ensure CCFL has stamped the plans. The City's Building Approvals staff will review the proposed licensed capacity and staff numbers to confirm the facility's occupancy load is consistent with previous City approved building plans. The application must be approved prior to a Provincial child care license being issued.

City Review as Future Owner of the Child Care Facility

- The City has an additional role as the future owner of a child care facility to ensure the space being proposed and built meets its requirements. This role is separate from the approving role and involves staff from Community Services, Engineering and Public Works, and Real Estate Services. Their role will involve input into the type of real estate entity that is negotiated, and all plans and specifications. Staff from these City groups will follow the project from rezoning application through to final occupancy and post occupancy.



Definitions Pertaining to Development of a Child Care Facility 3



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Child care operation and development has a regulatory language that is specific to the needs and requirements of these kinds of facilities. It is important that the terms used in the regulation and development of child care facilities are well understood.

[Definitions from Government of BC's "Child Care Licensing Regulations" or from Vancouver Coastal Health's "Design Resource for Child Care Facilities" - used by permission].

Children

- **Infant** - a child under the age of 18 months
- **Toddler** - a child between 18 and 30 months
- **Preschooler** - a child between 30 Months and 5 years of age
- **School Age Child** - a child between 5 and 12 years of age
- **Special Needs Children** - children who because of physical, mental or emotional handicaps, require additional support and services

Adults

- **Parent** - the person or guardian who usually has the care and control of the child in care. [The parent may in writing designate a "substitute parent"].
- **Licensee / Facility Manager** - the adult operating the facility who must ensure that children in care are supervised at all times by a responsible adult, certified educator or assistant in the employ of the Child Care facility.
- **Standards for Employees and Early Childhood Educators** - are set out in Provincial regulations.

Definitions Pertaining to Development of Child Care Facilities

- **Provincial Community Care and Assisted Living Act** - the over-arching Act that encompasses the Child Care Licensing Regulation. [www.vch.ca/your environment/facility licensing/child care]
- **Provincial Child Care Licensing Regulation** - the regulation that describes requirements for establishing child care facilities and for the continued operation of licensed child care facilities.
- **Community Care Facilities Licensing (CCFL) Program** - located within each Health Services Delivery Area (HSDA), the Community Care Facilities Licensing Program is responsible for the licensing and monitoring of child and residential licensed facilities. In Richmond, the program is administered by Vancouver Coastal Health.
- **Facility** - a building or portion of a building in which licensed care is provided, as well as the outdoor area dedicated to the program.
- **Developmentally Appropriate** - this term means that the space in the facility, and the activities, equipment and materials are appropriate for the age and developmental level of the children.

Definitions Pertaining to Development of a Child Care Facility

3



- **Group Child Care** - care provided on a full-time basis (up to 13 hours per day). It includes:
 - Group Care for Under 36 Months - care for infants and toddlers
 - Group Care 30 Months to School Age – care for children 3 to 5 years old
 - Preschool – care for 30 Months to School Age for no more than 4 hours per day
 - School Age Care – care for children from Kindergarten to 12 years of age
- **Multi-Aged Child Care** - care provided by a licensee in home or outside of the home for children of a variety of ages from infants to 12 year olds (8 is the maximum group size).
- **In-Home Family Child Care** - care provided by a licensee in their own home - not the focus of these Guidelines.
- **Occasional Child Care** - care provided on a short-term basis - not the focus of these Guidelines.
- **Child Minding** - care provided by a licensee while parents are attending on site activities or programs - not the focus of these Guidelines.

The main emphasis in the Child Care Design Guidelines is on the needs and requirements of Group Child Care, rather than In-Home or Occasional Care. The reason for this is that Group Child Care provides all day care for children, and as such, the child tends to spend more time during his or her day at the child care facility than he or she even spends at home. For this reason it is crucial that the child care facility be designed with quality care in mind, and provide the developmentally appropriate indoor and outdoor spaces that the children need to positively support growth, early childhood education, and fun.



Facility Design Considerations 4

4.1 Context and Environmental Concerns

4.1.1. Location in the Community

A child care facility should be strategically located to serve local needs in the community, and centrally located, close to other community facilities such as community centres, schools, libraries and parks.

A child care facility may be provided in a stand-alone building, but as Richmond grows as an urban centre, child care facilities may be successfully located in mixed use projects and commercial zones, provided care is taken to design the project to mitigate negative elements such as traffic or building systems noise, emissions or noxious fumes. Child care facilities should not be located close to major traffic routes or industrial uses.

4.1.2. Adjacent Uses and Security Considerations

Safety and security are important considerations when planning a child care facility. Typically, the facility is located so that it is highly visible from the public street with a well-lit entry to reduce the possibility of vandalism. However, the safety and security of the children is of paramount importance, meaning the boundaries of the child care have to be carefully designed to allow for only controlled access and exit from the child care. Designers of child care facilities can benefit from a knowledge of "CPTED" principles, or "Crime Prevention Through Environmental Design". CPTED principles can inform the process of designing a successful child care facility.

4.1.3 Zoning

The City of Richmond's Official Community Plan [OCP], and Zoning Bylaws guide growth and change in the City. When reviewing a possible site for a child care facility, the zoning and allowable uses for the site must be determined, and early contact with City staff is encouraged to ensure there are no land use regulatory issues associated with a specific property.

4.1.4. Relationship to Grade

Child care facilities should be designed to provide barrier-free, same level access from the exterior to the interior of a building. This allows for wheelchair accessibility and freedom of movement for strollers, and eliminates trip hazards for users. If a child care facility is proposed for an above grade building level, or on upper floors of a building, an elevator is required. The elevator needs to be of sufficient size and capacity to handle triple strollers, and transport landscape materials for outdoor play areas.

4.1.5. Relationship of Indoor and Outdoor Spaces

Ideally, outdoor spaces are provided at the same grade as the indoor space and contiguous with it. The two should be planned together. If minor changes in grade cannot be avoided, ramps could be installed to ensure accessibility of all indoor and outdoor spaces.

4.1.6. Urban Design Considerations

A child care facility has the potential to be a highly visible and attractive focus in the community, with the opportunity to share architectural and landscape features with the public realm in a highly positive way. The urban design possibilities of the child care facility need to be carefully and artfully considered.

4.1.7. Importance of Natural Light

Natural lighting is important in child care facilities. It is recommended that window areas be generous, but measures should be taken to avoid solar heat gain and glare. A window area of at least 20 per cent minimum of the wall area is preferred in child care activity spaces, and an even higher percentage could be considered to promote day-lighting, and less artificial lighting, in the child care activity spaces.

Facility Design Considerations 4

4.1.8. Access

Walking, Biking, Transit

- As Richmond continues to grow as an urban centre, in areas of higher residential density, the preferred means of access to a child care facility will be as a pedestrian. Richmond's flat topography is highly amenable to walking and biking. A barrier-free, accessible, pedestrian-oriented access to the child care facility is important. Barrier-free design also promotes ease of movement for parents with bicycles, bicycle trailers and strollers. Covered and secured storage needs to be provided for these items. A parent stroller storage area needs to be provided in a convenient location preferably close to the facility's entrance.

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Vehicular Access, Drop-Off and Parking, Parking and Loading Regulations, and Fire-fighter Access

- Although Richmond will continue to grow as a pedestrian-oriented urban centre, many trips to the child care facility may be by car, and service and emergency vehicles must be able to also access the child care facility. The City of Richmond Zoning Bylaw sets minimum staff, visitor and bicycle parking and loading space requirements. Consideration also needs to be given to the location of drop-off areas where parents can leave their vehicle for a short time, and safely deliver their child to the child care facility without having to cross other moving traffic areas. As sometimes there is competition for drop-off spots, consider providing "staging areas" where parents can line up and orderly wait in their vehicles for a drop-off space to become available.

4.1.9. Security

Fences and Boundaries

- Generally, outdoor play spaces must be secured to ensure children are kept from harm. Fences must be non-climbable for children, and designed to make trespass from outside difficult. For at grade outdoor play spaces, fencing that has open or glazed portions is desirable, to permit "casual surveillance" of passer-by activity.
- For rooftop play space for child care facilities on upper levels of a building, fences should be well set back from the roof parapet line to prevent feelings of vertigo, yet still provide opportunities for long views by including generous areas of glazing. All rooftop fences and glazed screens must be non-climbable and up to eight feet high.

Gates and Security

- Gates in exterior boundary fencing, or in fencing strategically placed within child care facilities to separate age-specific activity areas, should be equipped with latches that are difficult for children to open. Such "child-proof" latches should be placed on the outside of fencing out of reach of children in care. Gates may also be equipped with self-closing devices.
- "Child-proof" latches however, should not compromise safe egress and fire-exiting from the child care facility, as required by building code. Gates that serve as fire exits will require non-locking panic hardware with a 15 second delay, and a hard-wired alarm linked to the facility's fire alarm system. Consult the City's Building Approvals Department for more information on this subject.

Facility Design Considerations 4

Surveillance

- Controlled access to a child care facility is required to ensure safety for the children and staff. Child care facilities require a locked front door, ideally with glazing that enables staff to see who is at the door before allowing entry. Most facilities will not have a staffed reception area where guests can be greeted. Therefore, conditions need to be in place to allow staff to visually confirm who is at the door, converse with them without having to open the door, and to permit entry with an electronic door release.

If access to the child care entry is in a remote location from the front door, such as a front yard gateway entrance, an enterphone with video monitoring and a staff-controlled entry buzzer should be considered.

Typically, gates in such security sensitive locations are also alarmed, so that staff are aware that a gate has been opened and can then have an opportunity to monitor who has entered or exited. An override button is also installed to avoid the alarm sounding when authorized entry or exit is made.



Limiting Access in Mixed Use Buildings / Shared Facilities

- Unless they are accessed directly from the street or some busy pedestrian thoroughfare like an interior mall, child care facilities in multi-use buildings must have access routes that are well-lit and secure. If the child care facility is located on an upper floor, elevator access should be designed so that it is safe for children and families, with the elevator not opening directly into the child care facility when the upper floor is reached, but rather into an entrance lobby with controlled access into the child care facility. Alternately, a dedicated elevator that serves only the child care facility could be considered, with access control installed at the lower entry level.

4.1.10 Public Art

The integration of public art animates the built and natural environment with meaning, contributing to a vibrant city. Where public art is provided with a child care facility, special care should be taken to ensure that the art work is relevant and safe for children.

4.2 Facility Design – Interior Spaces Group Child Care

4.2.1 City of Richmond Design Guidelines and Provincial Child Care Licensing Regulations

While many options may be considered for the size and age specific types of a child care program, one fundamental concern in developing a child care facility is the economic viability of the child care service. Typically, the greater potential for viability, and for which there is significant demand in the City, is for Group (all-day) child care programs.

With Group child care facilities, there is a core group of indoor and outdoor spaces that must be provided, and the size of each of these components should fulfill the City of Richmond's recommended minimum area requirements, which (as has been noted), are informed by provincial legislation administered by Vancouver Coastal Health's CCFL.

(Please refer to Appendix A Space Summary Tables for various types of child care programs. Designers and developers are advised to contact the City about areas set out in its Guidelines. CCFL should be contacted concerning meeting Provincial licensing regulation).

Facility Design Considerations 4

4.2.2. List of Program Spaces and Activity Areas and Settings – All Day Group Child Care

The following list sets out the basic complement and character of interior spaces for All-Day Group Child Care:

A) THE ENTRY

The front door is the face of a child care facility, and benefits from a design that provides a warm and welcoming sense of arrival.

- provide ample space to accommodate the comings and goings of children and parents. Provide for ease of staff supervision and security of the child care entry.
- provide one means of entry only, supervised by staff with an alarm signaling unauthorized entry or exit. Additional entry doors and exit doors must also be alarmed.
- provide the entry directly from the outdoors. If this is not possible, avoid long, poorly lit institutional corridors. Generally, avoid corridors as visual contact between staff and children is compromised.
- provide for universal accessibility at the entry and throughout the child care facility.



- provide space for strollers, and car or booster seats to be left by parents dropping off children or visiting. Security of strollers and other items for short-term storage are to be considered.
- provide a sign-in counter for parents, and a space for parents to leave their shoes before entering the child care proper.
- for energy conservation purposes in new buildings, vestibules at entries are required. Ensure that the ability for staff to keep a high level of surveillance on the front entry is not compromised by the design of the vestibule. Vestibules function best if they tend to be glass enclosures with automatic opening doors operated by push plates. (Install a push plate on the exterior and the interior, in case someone becomes trapped in the vestibule.)

B) THE CUBBY AREA [AREA BASED ON ONE CUBBY PER CHILD PLUS 10% EXTRA CUBBIES TO ACCOMMODATE PART-TIME CHILDREN ATTENDING THE CHILD CARE]

- best located near the Front Entry, and also near the outdoor access to the Children's Outdoor Play Area.
- provide enough space for one staff and eight children to get dressed for outdoor play in inclement weather.
- locate adjacent the Front Entry.
- also locate near the access to the Outdoor Play Area. This allows for soiled or wet children's clothes and boots to be removed before going in to the Activity Area.
- each child requires their own cubby, with space for coats and shoes, and a change of clothes. [See Technical Specifications section for detailed information]. [Note: The size requirements for Cubbies differs between Infant and Toddler, and Preschooler Age Groups. See Technical Specifications].
- provide for a staff cubby or closet beside the access to the Outdoor Play Area.

Facility Design Considerations 4

C) THE ACTIVITY ROOM

- typically located in close proximity to the Entry and adjacent the Cubbies, the Activity Room is the largest of the child care program spaces, with the other spaces typically arranged contiguous to it.
- the area of the Activity Room is based on a minimum of 40 sq. ft. per child. [Note that this area is devoted to children's activities, and does not include area provided for circulation through the Activity Room, or for built-in millwork. Consult City or CCFL staff for assistance in determining how acceptable area standards will be calculated].
- the room needs to accommodate a variety of activity settings in distinct zones.
- the use of moveable elements to define space is encouraged, along with a design that promotes flexibility.
- it is recommended that the design for the Activity Room include a furniture plan, and indicate how tables and chairs for eating can be accommodated along with other furniture, while leaving adequate play space areas.
- the room design should possess clear circulation paths that respect activity areas in an open plan environment. Separate hallways and columns that block clear sightlines should be avoided.

D) THE GROSS MOTOR AND NAP ROOM

- because the space is large in area, sufficient ceiling height is required. Ceilings of least ten feet in height from floor to finished ceiling are beneficial, rather than the standard eight feet.
- the Activity Room should have an art area with a deep art sink equipped with a sediment trap.
- the Activity Room is best designed to be open to and contiguous with the Kitchen, allowing part of the activity area to be used for eating. (Children however, should not be able to access the Kitchen).
- provide sufficient storage areas so the activity area can be left uncluttered.
- provide a staff work counter, with an area for a notice board. This area could function as an answer station for the enterphone system.
- the Activity Room benefits from a direct relationship with the Outdoor Play Area and the Gross Motor and Nap Room
- Activity Room requirements will differ depending upon the Child Care Group to be served (See space summaries in Appendix A).
- for 3-5 Care a generously sized gross motor/nap room is used both for sleeping and play activity.
- this room is another generously sized multi-purpose room in a child care facility, used for play activity and for napping.
- locate this room so that it can be opened up to the Activity Room, to promote shared use of the two spaces. However, the room should be able to be closed off, so that children can nap without disturbance from other activity.
- to allow for staff supervision into the room, install generously-sized glazed wall areas.
- for a 3-5 years Group Child Care, size the room to accommodate 25 children sleeping on mats — provide a 2 foot x 4 foot size sleeping mat for each child, plus 2 foot circulation space between mats.
- provide adequate storage for play equipment, sleeping mats or cots.
- for Infant and Toddlers separate nap rooms are recommended: one for cribs and one for mats or cots.

Facility Design Considerations 4



Activity Area – Group Child Care Under 36 months



Activity Area - Table Area, Art Area and Kitchen – Group Child Care 30 Months to School Age

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Facility Design Considerations 4

E) THE QUIET ROOM

- the Quiet Room, is a separate room or area with a door for quiet activities involving one staff and up to three children.
- it is generally located adjacent the Activity Room, with glass partitions to allow visual surveillance in and out of the room.

F) THE KITCHEN

- open to the Activity Room, the Kitchen is used for preparation and clean-up of snacks and lunches.
- the Kitchen is an important component of the child care facility, and requires careful design review. Every facility needs to have a Kitchen that is suited to the needs of that specific child care program.
- the Kitchen should be open, and allow good sightlines to the activity areas and to nap areas.
- for safety reasons, the Kitchen is for staff only, and should be separated from the children's activity areas by a latching gate. To involve children in some Kitchen activities, consider providing a child-height counter that separates the Kitchen from the activity areas.

G) CHILD CARE SUPPORT SPACES

Storage - 6 Typical Storage Categories

1. Active Storage - accessible by staff from the various child care activity areas.
2. Semi-Active Storage - shelves and cupboards accessible to staff above or near activity settings.
3. Storage Room - for longer term storage, including seasonal items, and larger pieces of equipment.
4. Sleeping Mat or Cot Storage - adjacent or in the nap room
 - provide purpose built-in millwork for mat or cot storage.
 - include shelf space above mat or cot storage for children's bedding. Provide sufficient shelf space to allow for individual storage baskets as each child's bedding must be kept separate from other children's bedding.
 - if built-in millwork is not provided, a trolley containing the mats or cots and bedding is an option. A storage closet with double doors could be provided to store the trolley and contents.
 - all sleeping mat, cot and bedding storage areas must address seismic safety concerns.
5. Stroller Storage
 - storage for parent strollers and car seats is best located in or adjacent to the entry.
 - program stroller storage for triple sized strollers is also needed and best located close to the entry.

- allow for wheelchair accessibility in the Kitchen.
- provide a pantry for food storage, or ample amounts of cabinetry.
- residential type kitchen exhaust hoods should vent directly to the outdoors.
- provide grease traps for kitchen plumbing.
- provide a green waste and recyclables storage station built into the kitchen millwork.
- Kitchens serving a maximum of 37 children, with no hot meal program, are typically equipped as a "warming kitchen", with a residential style coil-element stove with warming oven, a microwave, a double sink and a separate hand sink, and a dishwasher. No grease-laden cooking vapours are permitted with such a "warming kitchen".
- Kitchens serving over 37 children or used to cook hot meals may be required to provide a commercial kitchen exhaust hood with fire suppression.

Facility Design Considerations 4

6. Emergency Event Storage Requirements

- all storage shelves and items stored must be reviewed for seismic restraint and safety in case of an earthquake. Shelving should be secured to backing structures in walls, and provide for larger storage items to be able to be secured to shelving units with "bungee" cords or the like.
- additionally, emergency event supply storage shelving must be provided, allowing for storage of a sealed "comfort kit" for each child.

Typically, storage is provided throughout a facility, both indoors and outdoors. Besides providing storage rooms with double doors, plan to build in storage in such areas as above cubbies or in nooks or alcoves.



Children's Washrooms

Children's Washrooms in child care facilities have very specific requirements, for the various child care types:

1. For children under 36 months and/or special needs children
 - provide a dedicated diapering area with everything within reach for the caregiver.
 - provide a changing surface, adjacent sink for washing-off of children, and clean and soiled storage.
2. For 30 months to school age
 - provide a washroom immediately accessible from the cubby and activity areas, nearby to the access door to outdoor play.
 - staff must be able to visually supervise the entrance to the washroom.
 - provide a diapering area.

Note: all Children's Washrooms (and all Washrooms and Service Rooms generally), must have floor drains.

Accessible Washroom and Staff Washroom

- as a minimum in the Children's Washroom, provide an accessible toilet stall and sink.
- depending upon an Operator's preferred approach to meeting WorkSafe BC requirements for preventing staff injury, a ceiling lift may be required to assist with transferring older children to a diaper change table (important in centres serving children who require extra supports).
- provide an accessible Toilet Room for staff. As noted, the Toilet Room could also be equipped with a fold-down diaper change table.

Administrative Office

- for administrative activities, as well as small meetings and conferences with parents.
- allow for visual supervision of the primary activity area from this Office.
- provide lockers for staff in this room, (although as an option, lockers can be provided in the cubby area). [Double tier half-lockers are typical].
- the Office should be large enough to seat one person per program at the same time.

Staff Break Room

- a small room where staff can take breaks and have lunch.
- it should be sufficient size to accommodate a small kitchen counter with under-counter fridge, a lunch table, a desk and a small couch.

Parents Room

- consider providing a Parent Room near the Entry and Staff Office, which could be used for small group meetings or interviews.
- a one-way window could be considered for observation purposes.
- this room could also be used as a library and child care reading resource room for parents.
- while desirable in a larger facility serving 69 children or more, a Parents Room should not take precedence over providing a Staff Break Room in a typical facility.

Facility Design Considerations 4

Laundry

- provide a top-loading washer, dryer and folding counter with a deep sink or front loading machines that are inaccessible to children or protected by a safety gate.
- a Laundry Room is typically about 40 sq. ft. in size, ideally located near the washroom for the Infant and Toddler Group, if possible.
- lockable to prevent unsupervised access.
- laundry appliances should be larger capacity machines, with heavy duty ratings.

Janitor's Room

- locked utility area with mop sink, floor drain, shelves, and wall space for hanging mops and brooms.
- a room of a minimum size of 40 sq. ft. in area.

Garbage and Recycling

- provide a lockable room, adequately sized for the separation and storage of garbage and recyclables, accommodating the following:
 - 1 @ 3 cu.yd. garbage container
 - 1 @ 3 cu.yd. cardboard container
 - 3 @ 95 gallon green carts
 - 1 @ 95 gallon refundable container cart
- ideally, the Garbage and Recycling Room could be located right at the garbage and recycling collection point. However, both are to be located away from children's activity areas and the facility entry.

- provide a safe and accessible route to the Garbage and Recycling Room and to the collection point, particularly if the room is remote from the collection area.
- the Garbage and Recycling Room are best secured with solid core metal doors with heavy duty hardware including hold-opens, kickplates and door edge protection.
- provide a hose bib or mop sink and a floor drain.

Service Rooms

- mechanical and electrical rooms and closets must be lockable and ideally kept remote from children's areas.
- avoid mechanical or electrical noise or mechanical exhaust from entering children's areas.
- ideally, if situated in a mixed-use development, the child care facility should have its own separate mechanical heating and ventilation system, to avoid operational conflicts and temperature control difficulties.
- mechanical and electrical service rooms are not to be used for storage of any items.
- in larger centres, a separate communications closet or Information Technology (IT) room may be required for data and telecommunications equipment.

H) GENERAL INTERIOR DESIGN CONSIDERATIONS

Circulation

- generally, avoid corridors and provide more "open plan" types of space planning.
- ideally, support spaces open directly into activity areas.

Column Free Design

- avoid columns at exterior walls that could create entrapment areas for children.

Opening Windows

- to provide fresh air ensure windows can be opened. However, restrictors are required to ensure windows cannot be opened more than 4 inches.
- provide window screens for all operable windows.

Ceilings

- it is ideal if the Activity and Gross Motor and Nap Room areas have ceilings with at least 10 feet of clear height from floor to finished ceiling.
- where ceiling heights exceed 10 feet, sound dampening measures may be required.

Acoustics

- it is recommended that interior noise levels in all spaces occupied by children not exceed a sound pressure level of 45 dB(A) and that exterior noise levels not exceed 55 dB(A).

Facility Design Considerations 4

4.2.3 Space Summary – Facility Design Interior Spaces

As has been noted, the size of Group Child Care programs are specified in Provincial regulations, which also sets out staff to child ratios.

Typically, more dense urban settings require interior spaces that are larger than the Provincial minimum areas noted in the regulations. [See Appendix A for minimum space requirement summaries for the various Group Child Care categories].

The number of child care spaces in each group noted below is also the optimal group size in terms of economic viability for each category of child care.

Group Child Care Facilities – Optimum Sizes

- A. Infant Group (Group Child Care Under 36 Months) serves children from birth to 18 months – 12 spaces
- B. Toddler Group (Group Child Care Under 36 Months) serves children 18 – 36 months – 12 spaces
- C. Infant/Toddler Group (Group Child Care Under 36 Months) serves both age groups in a combined program – 12 spaces
- D. 3-5 Child Care (Group Child Care 30 Months to School Age) serves children 30 months to school age – 25 spaces
- E. Preschool Group – serves children 30 months to school age for no more than 4 hours per day – 20 spaces
- F. School Age Group – serves children kindergarten age to 12 years old – 24 spaces or 30 spaces
(If Kindergarten and Grade 1 children are enrolled the max. is 24 spaces. If children in Grade 2 to Grade 7 are enrolled then the max. is 30 spaces)

See Appendix A for Group Child Care Space Summaries

4.2.4 Non-All Day Child Care Facilities

While the emphasis in Richmond is on delivering all-day Group Child Care facilities, at times the financial viability of program delivery is enhanced by space for other programs, such as Preschool or School Age Care.

The maximum time that children may be in care in a Preschool is 4 hours per day. School Age Care may be for longer than 4 hours, and could be for full day care on professional days and school breaks.

A. PRESCHOOL FACILITIES

A Preschool Child Care facility is targeted for children aged 30 months to school age, up to a maximum of 4 hours per day.

Outdoor play spaces associated with a Preschool facility are recommended to be contiguous, and be securely fenced, similar to a outdoor spaces associated with Group Child Care Facilities.

See Appendix A for a space summary of minimum net areas for a 20 space Preschool facility.

B. SCHOOL AGE CARE FACILITIES AGE 6 TO 12 YEARS

A School Age Care Program must be designed to be age appropriate.

Outdoor play spaces for School Age Care, are recommended to be provided contiguous with the child care facilities.

Facility Design Considerations 4

4.2.5. Shared Facilities

1. Program Types and Scales of Operations

In order to enhance the operational and economic viability of child care facilities in Richmond, the City encourages developers and operators to look at shared facilities, where programs serving different age groups can be delivered under the same roof. Ideally, the City would like to encourage Group programs for infants and toddlers in combination with care for 3 to 5 years olds. In this way, support spaces can be combined, and facilities can be delivered with less total building area and hence less cost.

Additionally, a Shared Facility with different age groups also allows for a sequenced graduation of children, in the same family or amongst groups of friends.



2. Common Program Types for Shared Facilities

- A. **37 SPACE FACILITY**
 - 12 Infants/Toddlers Combined (Group Child Care Under 36 Months)
 - 25 3-5 Care (Group Child Care 30 Months to School Age)
- B. **49 SPACE FACILITY**
 - 12 Infants (Group Child Care Under 36 Months)
 - 12 Toddlers (Group Child Care Under 36 Months)
 - 25 3-5 Care (Group Child Care 30 Months to School Age)
- C. **69 SPACE FACILITY**
 - 12 Infants (Group Child Care Under 36 Months)
 - 12 Toddlers (Group Child Care Under 36 Months)
 - 25 3-5 Care (Group Child Care 30 Months to School Age)
 - 20 Preschool (Part Day Child Care 30 Months to School Age)
- D. **81 SPACE FACILITY**
 - 12 Infants/Toddlers Combined (Group Child Care Under 36 Months)
 - 25 3-5 Care (Group Child Care 30 Months to School Age)
 - 20 Preschool (Part Day Child Care 30 months to School Age)
 - 24 School Age (Child Care for Kindergarten Age to 12 Years Old)

It is advised that the developer or operator discuss the make-up of the various Shared Facility opportunities with City staff and Vancouver Coastal Health's CCFL officials, to gain a better understanding of the potential of Shared Facilities, and the area, equipment and appliance requirements for the various shared options.

4.2.6. Early Childhood Development Hub [ECD Hub]

Conceptually, the ECD Hub is a child care space facility, including at least two types of child care groups, with additional program areas to allow for enhanced community use and offering a continuum of services for families. The activities housed could include family resource and drop-in, parenting programs, and child-focused health services.

The complement of additional program areas could include:

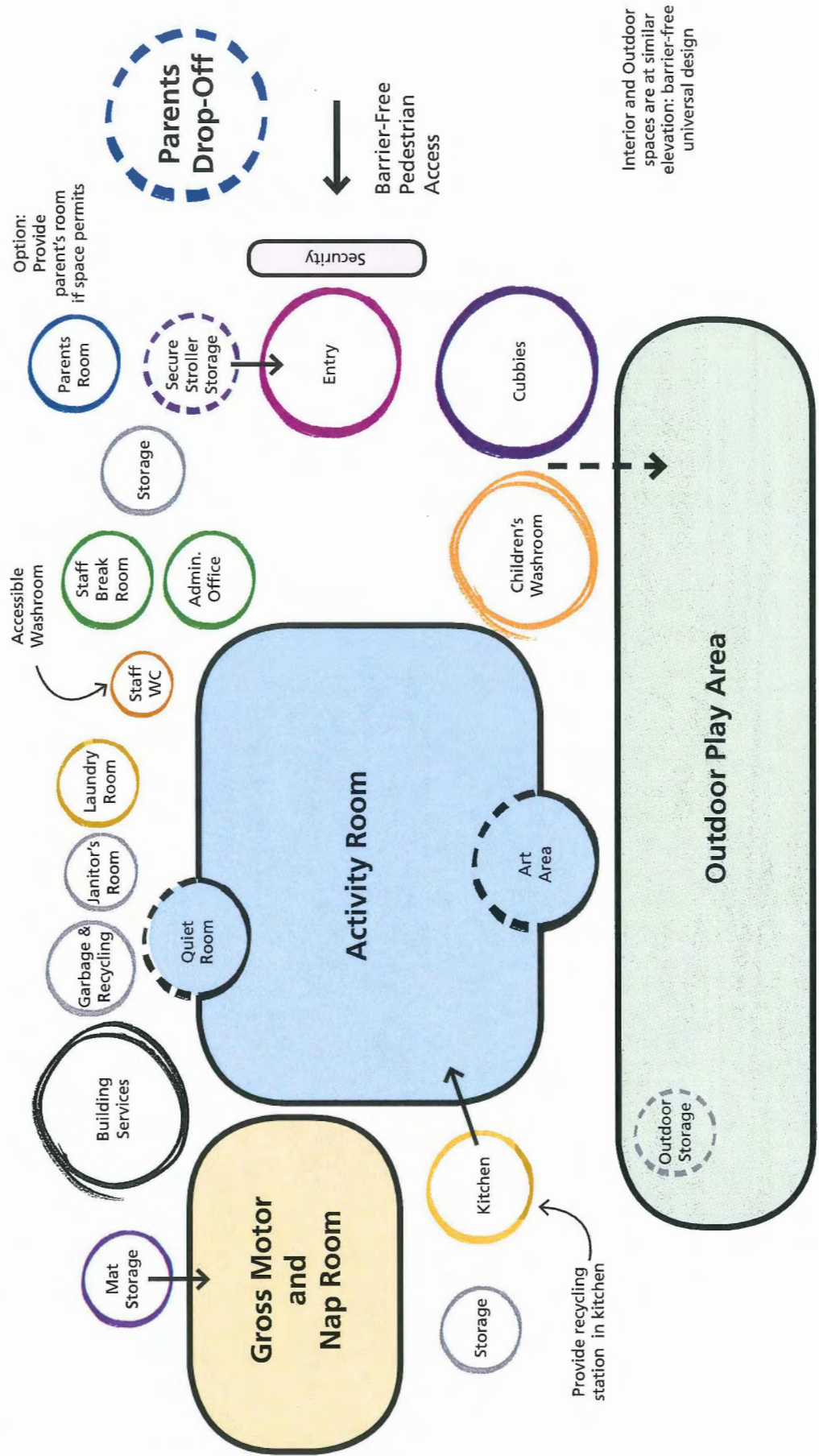
- a 1000 to 2,500 sq. ft. multi-purpose room.
- a convenience kitchen for food warming
- accessible washroom
- lockable storage including parent stroller storage
- an office space

Ideally, the ECD Hub should be well situated to serve a neighbourhood, be well located on a transit route, and suitable as a setting for child development, family support and wellness services.

However, the additional area of the ECD Hub cannot be used to add to the size of the child care facility, unless there is additional area dedicated to the required area for contiguous outdoor play, and additional cubbies are provided.

Facility Design Considerations 4

Group Child Care (30 months to School Age) – Optimum Spatial Inter-Relationships for Child Care Facilities: Interior Spaces



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Facility Design Considerations 4

4.3 Facility Design – Outdoor Activity Areas: Group Child Care

Safe, secure, challenging and fun Outdoor Play Areas are a fundamental requirement of successful child care facilities. The City of Richmond is committed to the provision of high quality and sufficiently large outdoor play areas that work in conjunction with the indoor spaces of child care facilities, in order to provide opportunities for active play throughout the day for all children in care. Ideally, the children will have the opportunity to use the Outdoor Play Areas a number of times during the day, to enjoy the benefits that fresh air, exercise and creative play provides.

To maximize the use and potential of the Outdoor Play Areas, locate them adjacent the child care interior, and install at the same grade as the interior. The following lists the design attributes that will promote successful Outdoor Play Areas:

4.3.1 Environmental Concerns

Environmental concerns that must be addressed include:

A) WIND PROTECTION

Exposure to wind limits the use of outdoor play areas, especially on decks or rooftop locations. Locating building mass to shelter play areas from prevailing winds and weather, and the installation of screens and solid fences, as well as extending building walls to serve as windbreaks, are ways to protect from the negative aspects of wind exposure.

B) SUN EXPOSURE DURING PLAYTIMES

It is important that the Outdoor Play Areas benefit from exposure to sunlight for at least three hours per day at the winter solstice, two hours of which occur during the typical playtimes of 9:30 to 11:30 am or 1:30 to 4:00 pm.

North-facing siting for Outdoor Play Areas may be a problem unless full sun access can be assured during these times.

Though exposure to sunlight is very important, some shade opportunities for hot summer days should be provided through the planting of deciduous trees and the strategic siting of shared structures (which may also provide some shelter on rainy days for outdoor play).

C) PROVIDE NON-GLARE SURFACES

- Building material, colour value and sheen selection are important in the Outdoor Play Areas.
- Do not specify shiny materials, glossy finishes or bright reflective colours.

D) PROTECTION FROM CAR TRAFFIC NOISE AND FUMES

- Outdoor Play Areas should not be located where they are negatively impacted by traffic noise or exhaust.

E) PAY CLOSE ATTENTION TO THE LOCATION OF THE BUILDING'S MECHANICAL EQUIPMENT AND VENTS

- Do not locate the building's mechanical exhaust vents in the Outdoor Play Areas. Building mechanical or electrical equipment must also not be located where equipment noise, exhaust or vibration impacts the Outdoor Play Areas.

4.3.2 Covered and Uncovered Play Areas

- The Outdoor Play Areas are required to include Covered as well as Uncovered Play Areas, all organized in age-appropriate play settings and use zones to offer specific activity settings for exploration by children. It is recommended that Outdoor Play Areas be contiguous with the Indoor Activity Areas.
- Outdoor Play Areas generally incorporate a variety of play areas and a mix of soft landscaping, hard surfacing, and structures. They typically incorporate a variety of natural materials, surfaces and textures.
- Minimum required areas for Outdoor Play are mandated by Provincial legislation, 75 sq. ft. (7 sm) per child (see also Appendix A).

Facility Design Considerations 4

A) COVERED PLAY AREA

- A Covered Play Area is required to provide sheltered play opportunities on inclement days, and a shady area for play on a hot summer's day.
- The Covered Play Area is to:
 - be located adjacent to the cubby area entry door.
 - provide opportunities for play or quiet activities, as well as for outdoor meals and active play on rainy days.
 - include secure outdoor storage to house outdoor play equipment and other items.
 - be equipped with an adult height shelf to accommodate sunscreen, first aid supplies, and the like.

B) UNCOVERED PLAY AREAS

The Uncovered Play Areas are to be designed to provide distinct zones to accommodate different types of outdoor play.

1. Physical Zone

- an area with stationary equipment for climbing, sliding, swaying and balancing.
- off-the-shelf play equipment is not a preferred option. As much as possible, provide custom-made play equipment constructed of natural materials.

2. Social Zone

- a quiet place to sit or talk with friends or staff.
- allow for shade in summer and sun exposure in winter.

3. Dramatic Zone

- consider providing a play house element.

4. Sand Play or Water Play

- a sandbox is a feature of many play areas, but thought needs to be given to how it is covered and secured when not in use. Many sand play elements are contained within a separate closed or screened structure, that can be opened up to the rest of the play space when in use.
- provide a minimum of 12 inches of sand depth for an infant or Toddler sandbox, and 18 inches for 3-5 Care and Preschool groups.
- locate a sandbox away from entrances to interior spaces to prevent sand being tracked inside by the children.

5. Active Play Area (could include a "Trike Path")

- a fun element for active play, care must be taken to ensure the route of the path is separate from other main circulation routes and does not impact quiet play zones.
- this area should be relatively flat.

6. Natural Elements

- could include such elements as vegetable plots, fragrant plantings, soil for digging, log retaining walls for sitting at change of grade areas, and wind toys.

C) HARD LANDSCAPING

The functional requirements of hard surfacing that is selected must be carefully considered to provide long-term resiliency, universal design and accessibility, and ease of maintenance.

- avoid any slippery or unstable surfaces.
- avoid sharp corners or rough surfaces.
- provide fall protection areas and surfaces that meet Licensing requirements. These could include:
 - an engineered wood chip system such as "Fibar System 300" at least 1 foot deep. [Install 16 inches deep, as this material compresses over time].
 - a poured-in-place rubber system.
 - a rubber tile system designed for playgrounds.
 - pea gravel or soft sand at least 1 foot deep.
- provide for effective drainage with adequate slopes to drain for all surfaces. [2% slope to drain minimum - ¼" in 1 foot]. [Note: the apparent porosity of some rubber surfaces should not be relied upon. All surfaces should be built-in with a positive slope to drain, and any ponding should be avoided.]

Child Care Facility Design Guidelines

Facility Design Considerations 4

COVERED AND UNCOVERED OUTDOOR PLAY AREAS



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Facility Design 4 Considerations

D) SOFT LANDSCAPING

Significant areas of soft landscaping are to be provided throughout the Outdoor Play Areas. Soft landscaping could include trees and shrubs, grass and massed planting areas.

However:

- carefully consider plant maintenance issues. Plant species should be vigorous and easily maintainable. Indigenous plant species should be considered.
- provide for built-in irrigation of planted areas that can be automatically operated.
- avoid the use of lawn in higher traffic areas.
- provide for adequate drainage in all outdoor play areas. Provide a minimum 2% slope to drain. Water pooling is not acceptable.
- avoid all toxic plant material. [See 4.3.4 for a list of typical plants to avoid].



E) OUTDOOR PLAY EQUIPMENT

- install outdoor play equipment that provides challenges for children while providing for their safety. Provide safety zones under and around equipment, and allow adequate space for entering and exiting the zone to avoid accidental collisions.
- place climbers at the edge of play areas to maximize use of available space considering required design and fall zones.
- carefully consider sun exposure. Provide shade opportunities in play equipment areas. Slides should be coated so that they do not become too hot to the touch.
- do not use dark colours for surfaces under play equipment.
- equipment may be custom-built, pre-fabricated or a combination of the two. Preference is given to climbers and structures that are custom-built from natural materials.
- climber play equipment should be designed specifically with age group in mind.
- Equipment Height Standards:
 - Toddlers: 3 feet in height
 - Preschoolers: 5 feet in height
 - School-Age Children: 7.5 feet in height
- carefully consider the height and design of guards required when play platforms are constructed above the ground level. They must be non-climbable, and typically a minimum of 4 feet high.

- Use of Pressure-Treated Wood
 - all wood in contact with the soil is to be pressure-treated with CCA-C50 wood preservative. (Preservatives that contain arsenic are not acceptable).
 - Exposed wood that is handled by children should not be pressure-treated.
 - wood used in playground areas that is not naturally rot- and insect-resistant should be treated with a wood preservative that is CSA approved. (However, preservatives containing pentachlorophenol, creosote, tributyl tin oxide, and surface coatings that contain insecticides should not be used for playground equipment).
- All wood work for play structures to be in accordance with Canadian Standards Association (CSA) children's playspaces and equipment guidelines and Licensing.
- Comply with all Fire and Life Safety requirements
 - use non-combustible materials within 10 feet of a fire exit path.
 - locate wood structures 15 to 20 feet away from other structures.
 - do not locate steps in a fire exit path.
 - it is recommended that early contact be made with the City's Building Approvals Department to review fire and life safety concerns.

Facility Design Considerations 4

- F) FENCES AND BOUNDARIES**
- Non-climbable fences of sufficient height (typically a minimum of six feet) are required to prevent children from leaving the play area, and to prevent strangers from being able to reach or climb into the play area.
 - Ensure that fencing is designed to allow for surveillance of the play area from the main Activity area.
 - Openings in fences should be no more than four inches in width. If chain link is used, a 1½ inch opening is the maximum dimension.
 - In rooftop situations, a perimeter fence height of 8 feet is to be provided from last foothold.
- G) OUTDOOR STORAGE**
- Ample weatherproof outdoor storage should be provided for each group's play area.
- provide sufficient lockable secure storage for outdoor toys and play equipment, wheeled vehicles, and maintenance tools. [Note that trikes and push toys can take up considerable space].
 - provide appropriate shelving for various items to fit in the secure storage, including play items such as balls and sandbox items, as well as sanitizer, tissues and music player.
- H) LIGHTING**
- Lighting in the Outdoor Play Areas needs to be included to allow for use of the space on darker winter days or in inclement weather.
 - Avoid any lighting fixtures that produce glare. Consider the use of downlights and soffit lighting in play areas, and lighting in landscaped areas. Locate lighting fixtures so that they will not be a hazard to children.
 - Generally, consider task lighting to enhance play activities, in areas such as in climbers and play huts.
- I) SHARED OUTDOOR SPACE**
- When two or more child care programs share the same outdoor area, provide play precincts for the various age groups. These may be separated by low fencing. Provide age specific-sized play equipment, design features and play structures in each area.
- J) ROOF-TOP OUTDOOR PLAY AREAS**
- Outdoor Play Areas designed on decks or rooftops have their own very specific design requirements, for both new and adaptive re-use of existing buildings:
- design the roof structure to support the weight of play space elements and substantial areas of planting, with sufficient soil depth or planter depth to accommodate shrubs and small trees. Locate heavier elements over columns and beams to minimize costs.
 - include hose bibs and provide irrigation for planted areas, including an irrigation controller that is part of a Direct Digital Control (DDC) system.
 - allow for anchorage of heavier elements into the rooftop housekeeping pads or other structures that do not penetrate roofing membranes. Consider installing modular and sectional play elements that allow for incremental roof repair in the future.
 - design boundary fencing to prevent climbing, and sufficiently high enough to deter throwing objects over the fencing. Provide for a fence top with an overhang that extends back into the play area, and set the fence back from the parapet to avoid sensations of vertigo.
 - allow for long views from the play area.
 - protect play areas from wind.
 - do not locate the play area on the north side of a building on a rooftop. Provide for some sun access, but be mindful that roof areas can get very hot in sunny weather. Provide for shade from the hot sun for at least one-third of the play area.
 - locate any mechanical systems and equipment away from the play area, to avoid noise and fumes.

Facility Design Considerations 4

- advance plan to prevent roof leakage and for repair of roofing membranes in the future. Provide for enhanced positive slopes to drain of at least ¼" in one foot minimum, and accessible and serviceable clean-outs and silt traps at roof drains.
- use resilient, lightweight and non-slip decking surfaces, cushioned under play equipment fall zones as per CCFL Licensing requirements.
- use wind tolerant and drought-resistant landscaping and plantings.
- ensure children are buffered for traffic and other disruptive noise [ideal to achieve a sound pressure level of 55 dBA].



- Consideration needs to be given to the location of residential balconies above a children's outdoor play area to minimize the potential of falling debris from balconies and to mitigate potential noise complaints from future residents.
- suggested suitable small deciduous trees for shade and colour, suitable for rooftop planters are:

Suitable Trees for Roof-Top Outdoor Play Areas

BOTANICAL NAME	COMMON NAME	EXPOSURE
Acer campestre	Hedge Maple	Sun to light shade
Acer circinatum	Vine Maple	Part shade
Acer griseum	Paper bark Maple	Part shade
Acer japonicum	Japanese Maple	Part shade
Acer palmatum	Smooth Japanese Maple	Part shade
Cornus kousa Hybrids	Kousa Dogwood 'Aurora', 'Celestine', and 'Starlight'	Sun to light shade
Cercis canadensis	Redbud	Sun to light shade
Magnolia stellata 'Royal Star'	'Royal Star' Star Magnolia	Sun to light shade
Parrotia persica	Persian Ironwood	Sun to light shade
Pyrus calleryana 'Chanticleer'	'Chanticleer' Flowering Pear	Sun to light shade
Styrax japonicus	Japanese Snowbell tree	Sun to light shade
Pinus contorta	Shore Pine	Sun
Picea omorika	Serbian Spruce	Sun

4.3.3 Outdoor Play Areas Space Summary

See Appendix A for a summary of the required Outdoor Play Areas, for each category of child care.

4.3.4 Toxic Plant List

Many plants commonly used in landscaping in North America have toxic properties that can be harmful to children. The use of these plants for soft landscaping in child care outdoor areas must be avoided.

The following list is not an exhaustive one, and landscape designers and developers are advised to also consult a local botanical garden for plant selection, as well as the American Medical Association (AMA) Handbook of Poisonous and Injurious Plants.

Facility Design Considerations 4

Toxic Plant List

BOTANICAL NAME	COMMON NAME	TOXIC PART
Aconitum spp	Monkshood, Wolfbane	all parts
Actaea spp	Baneberry, Cohosh	berries & roots
Aesculus spp	Horse Chestnut, Buckeye	Fruit poisonous, choking hazard
Allium Canadense	Wild Garlic, Wild Onion	bulbs, flowers, stems
Anemone spp	Anemone, Pasque Flower	whole plant
Arisaema spp	Jack-in-the-Pulpit, Bog Onion	whole plant
Atropa belladonna	Deadly Nightshade	whole plant
Aucuba japonica	Aucuba, Japanese Laurel	fruit
Baptisia spp	Wild Indigo, Rattle bush	whole plant
Buxus sempervirens	Boxwood, Box	whole plant
Calla palustris	Water Arum, Wild Calla	whole plant, esp root
Caltha spp	Marsh Marigold	whole mature plant
Calycanthus spp	Carolina Alspice, Spice bush	seeds
Capsicum spp	Chili Pepper, Bird Pepper	fruit & seeds
Celastrus scandens	Bittersweet	fruit
Clematis spp	Clematis	whole plant
Colchicum spp	Autumn Crocus	whole plant
Convallaria majalis	Lily-of-the-Valley	whole plant
Daphne mezereum	Daphne, February Daphne	whole plant
Datura spp	Jimsonweed	whole plant, esp seeds
Delphinium spp	Larkspur, Delphinium	whole plant, esp. seeds
Dicentra spp	Bleeding Heart	whole plant
Digitalis purpurea	Foxglove	whole plant
Dirca palustris	Leatherwood	whole plant
Echium spp	Bugloss, Snake Flower	whole plant
Euonymus spp	Burning Bush, Spindle Tree	fruit
Euphorbia spp	Spurge, Gopher Purge	latex
Galanthus nivalis	Snowdrop	bulb
Gelsemium sempervirens	Yellow-Jessamine	flowers
Gymnocladus dioicus	Kentucky Coffee Tree	seeds
Hedera spp	English Ivy	berry & leaf
Heliotropium spp	Heliotrope	whole plant
Heliborus niger	Christmas Rose	whole plant
Hyacinthus orientalis	Hyacinth	whole plant esp. bulb
Hydrangea spp	Hydrangea	flower bud
Ilex spp	Holly, English Holly	fruit

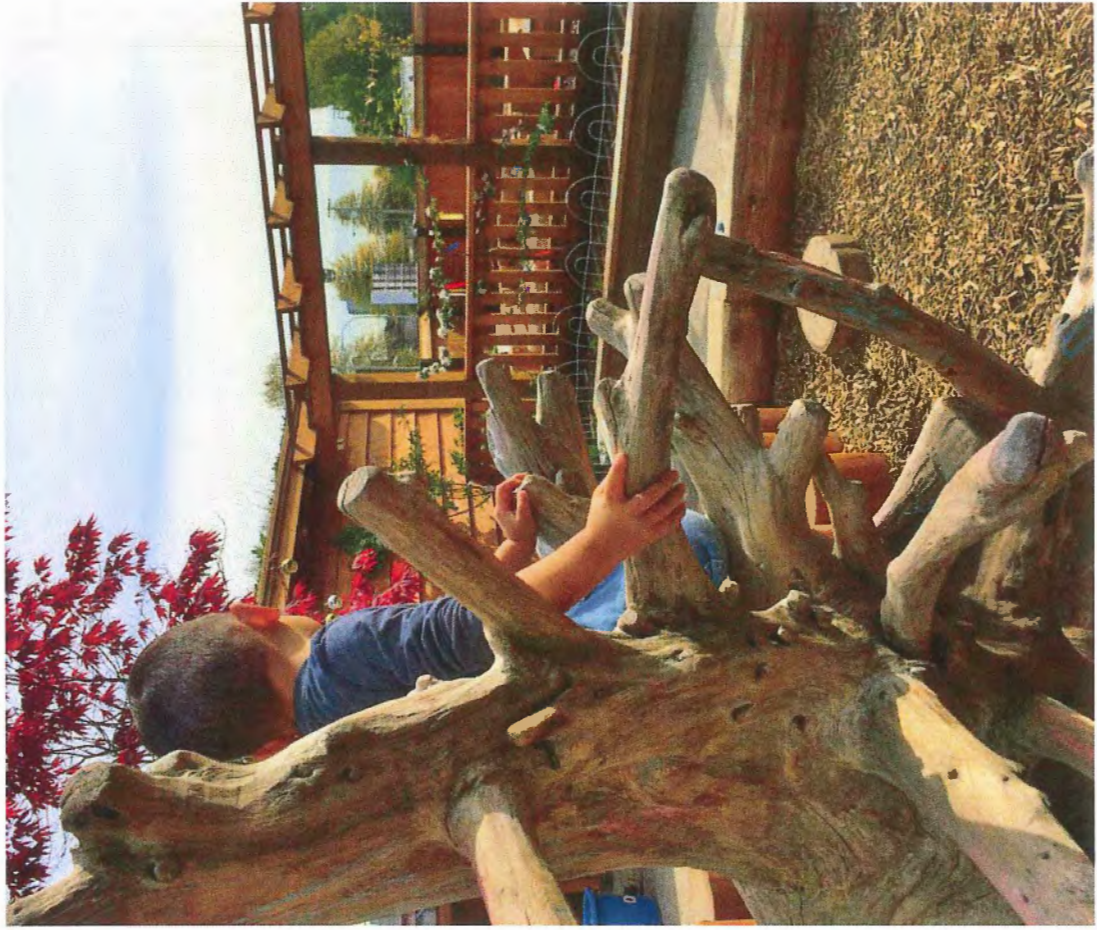
BOTANICAL NAME	COMMON NAME	TOXIC PART
Iris spp	Iris, Flag	roots, flowers
Jasminum nudiflorum	Jasmine	seeds
Kalmia spp	Mountain Laurel	leaves, nectar
Laburnum spp	Laburnum, Golden Rain Tree	all parts
Lantana camara	Lantana	seeds
Leucothoe spp	Pepper Bush, Sweet Bells	leaves, nectar
Ligustrum vulgare	Privet	whole plant
Lobelia spp	Cardinal Flower	whole plant
Lonicera spp	Honeysuckle	possibly berries
Lycoris spp	Spider Lily	bulb
Morus rubra	Red Mulberry	unripe fruit and sap
Narcissus spp	Daffodil, Jonquil, Narcissus	bulb
Nerium oleander	Oleander	whole plant
Nicotiana spp	Flowering tobacco	whole plant
Ornithogalum spp	Star of Bethlehem	whole plant
Parthenocissus quinquefolia	Virginia Creeper	fruit
Pernettya spp	Pernettya	leaves & nectar
Physalis spp	Chinese or Japanese Lantern	fruit
Pleris spp	Lily-of-the-Valley Bush	leaves & nectar
Podophyllum pel tatum	May Apple	whole plant
Prunus spp	Cherries, Plums, Peaches	pit kernels only
Quercus spp	Oak	leaves and acorns at large quantities, also choking hazard
Ranunculus spp	Buttercup	sap, roots
Rhamnus spp	Buckthorn, Cascara	fruit & bark
Rheum rhabarbarum	Rhubarb.	leaves
Rhododendron spp	Azalea, Rhododendron	leaves, nectar
Rhodotypos spp	Jetbead	berries
Rhus vernix	Poison Sumac	whole plant, esp. sap of bark causes swelling
Ricinus communis	Castor Bean	seeds
Robinia pseudoacacia	Black Locust	leaves, roots, bark
Sambucus spp	Elderberry	whole plant except cooked berries
Scilla spp	Squill, Star Hyacinth	whole plant
Senecio spp	Groundsel, Ragwort	whole plant

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Toxic Plant List

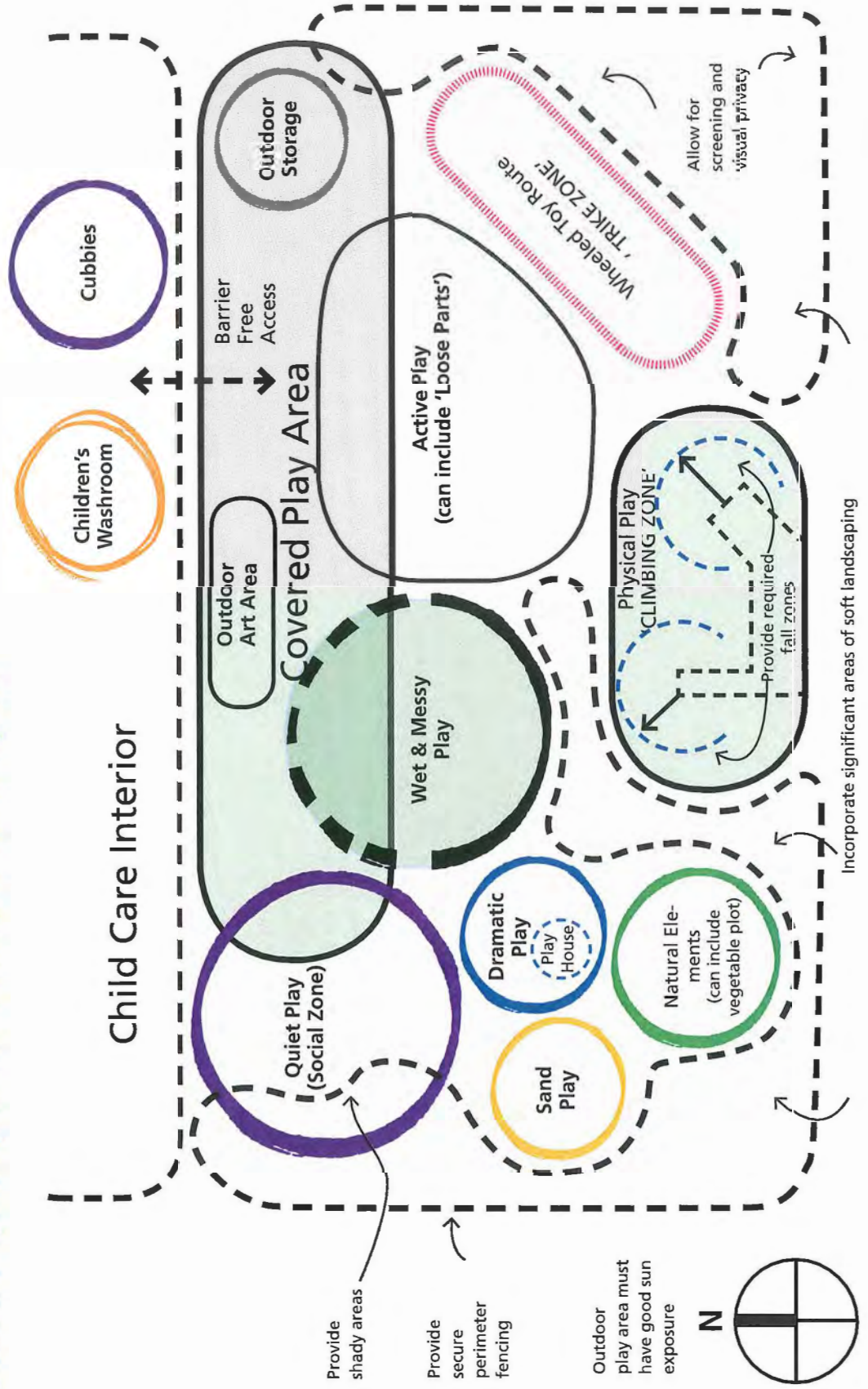
BOTANICAL NAME	COMMON NAME	TOXIC PART
Solanum spp	Nightshade, Potato, Jerusalem Cherry	uncooked sprout, green skin
Sophora spp	Scholar Tree	seeds
Symphoricarpospp	Snowberry, Waxberry	berries in large quantities
Taxus spp	Yew	not the red aril around the seed
Wisteria spp	Wisteria	whole plant, esp. seeds and pods
Zantedeschia aethiopeca	Calla Lily	leaves
Zephyranthes atamasco	Zephyr Lily, Rain Lily	bulb
Aloespp	Aloe	latex beneath skin
Amaryllis	Amaryllis, Belladonna	bulbs
Anthurium	Anthurium	leaves & stems
Arum	Arum, Solomon's Lily	whole plant
Caladium spp	Caladium, Elephants Ear	whole plant
Clivia spp	Kaffir Lily	whole plant
Crinum spp	Spider Lily	whole plant, esp bulb
Dieffenbachia	Dumbcane	leaves
Epipremnum aureum	Pothos	whole plant
Eriobotrya	Loquat	pitkernel
Hymenocallis spp	Spider Lily	bulbs
Monstera deliciosa	Monstera, breadfruit	leaves
Philodendron spp	Philodendron	leaves
Spathiphyllum	Spathe Flower, Anthurium	whole plant
Additional commonly used landscape plants that are toxic:		
Colchicum autumnale	Autumn crocus	whole plant
Cotoneaster spp	Cotoneaster	fruit in large quantities
Juniperus spp	Juniper	berries
Papaver spp	Poppy	seeds, pods, sap



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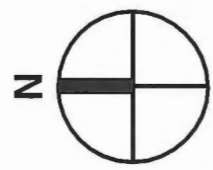
Group Child Care - Optimum Spatial Inter-Relationships for Outdoor Play Areas



Provide shady areas

Provide secure perimeter fencing

Outdoor play area must have good sun exposure



Incorporate significant areas of soft landscaping



Facility Technical Considerations 5

5.1 Purpose

The Technical Considerations are intended to be read in conjunction with the Design Guidelines, and augment as follows:

- Outline the design, construction, material and building system requirements for child care facilities.
- Provide a tool for preparing cost estimates early in the design process.
- Provide a checklist for consultants, who are ultimately responsible for ensuring that the completed facility meets the standards and conforms to the regulations of all authorities having jurisdiction.
- Provide clarity for turnkey developments (where the developer is turning over a completed facility to the City) regarding all facility requirements.

5.2 Applicable Regulations

Developers and consultants must ensure that all applicable regulations are met, to the satisfaction of all authorities having jurisdiction. Regulations include, but are not limited to:

- British Columbia Building Code
- City of Richmond Zoning Bylaw
- Provincial Community Care and Assisted Living Act
- Provincial Child Care Licensing Regulation
- LEED: New Construction for New Stand-alone Facilities
Commercial Interiors for Tenant Improvements
- Universal Design
- Building Envelope Regulations
- Energy Utilization and Building Performance Regulations - [ASHRAE 90.1 (2010)]

Facility Technical Considerations 5

5.3 Technical Considerations for Child Care Facility Design and Construction

5.3.1. Building Construction

- Refer to BC Building Code

5.3.2. Building Envelope and Roofing

- Design and construct according to the requirements of the City of Richmond's Building Approvals Department for approvals, and the City's Engineering and Public Works – Project Development Department, for design review and technical considerations.
 - If the floor of a child care facility is over an unheated space, consider the use of in-floor radiant heating loops set into a concrete floor topping, or increase the insulation R-values in the floor system beyond that required by the Building Code or ASHRAE 90.1 standards.
 - Exterior Openings
 - doors and windows to meet CAN/CSA-A440 standards and best practices for Building Envelope construction, including National Research Fenestration Council standards for Air Leakage, U-Factors, and Solar Heat Gain.
 - install windows with sill heights that allow children to look out and see their surroundings.
 - place restrictors on windows to limit the opening dimension to 4 inches.
 - ensure opening windows are not a hazard at exterior pathways.
 - provide screens on all operable windows.
- pay attention to solar heat gain issues, and consider the installation of roof overhangs, shading structures or special glazing.
 - typically, all glazing is tempered, but review if glazing needs to be a protected opening with respect to fire and life safety code compliance concerns.
 - Roofing
 - provide a minimum 10 year Roofing Warranty from the Roofing Contractors Association of BC (RCABC).
 - provide roof edge safety barriers, fall protection and fall arrest as per the BC Building Code and WorkSafe requirements.
 - for green roofs, ensure the green roof supplier and the roofing supplier coordinate their work to ensure proper installation of roofing systems and assurance of roofing warranty coverage.
 - consider provision of an electronic leak detection system below occupied roofs, with a web-base controller and connected to Direct Digital Control (DDC) to allow for remote non-proprietary monitoring of alarms.

Facility Technical Considerations 5

5.3.3. Building Systems

- Heating, Ventilation and Air Conditioning - if not a stand-alone facility, the child care should have its own systems, separate from the rest of the building of which it is a part.
- filters and other maintenance items must be easily accessible.
- Acoustic Design:
 - protect the child care from external noise or that from adjacent occupancies.
 - consider enhancing Sound Transmission Control (STC) ratings above those required by the Building Code.

5.3.4. Floors

- provide resilient flooring in activity and wet areas.
- if carpet is provided, install a minimum ¼" thick underlay.
- use of a neutral-coloured carpet tile is preferred in Nap Rooms and Quiet Rooms.
- consider high durability flooring at entries and high traffic areas.
- provide walk-off mats at entries.
- provide floor drains in all Washrooms, the Janitor's Room, the Laundry Room, and in the Mechanical Room.

5.3.5. Walls and Partitions

- painted drywall is the typical finish
 - review wall assembly types, and select those with enhanced acoustic performance
 - use low volatile organic compound (VOC) paints and sealants, and mold and mildew resistant paints in kitchens and washrooms.
- Gloss levels:
- G5 (semi-gloss) - Kitchen, Washrooms, Laundry, Janitor's Room and all doors, door frames and interior trims.
 - G3 (eggshell) - typical for walls [Matte finishes not acceptable]
- provide radiused corner guards
 - wall protection paneling to a height of at least 4 feet above finish floor is recommended in activity areas (install on impact-resistant drywall).
 - provide backing in walls and partitions to secure millwork, railings and fittings as required.
 - for ceramic tiled areas, use larger-sized tiles at washroom walls to minimize grout lines. Darker-coloured grout is preferred.

Facility Technical Considerations 5

5.3.6 Ceilings

- painted drywall is one typical finish, but it can create a noisy interior environment. Acoustic T-Bar ceilings are preferred in Activity Rooms, Nap Rooms and Cubby Areas.
- acoustic T-bar ceilings:
 - install commercial quality
 - system to have an NRC of 70 or better.
- use low VOC paints and sealants (Refer to Gloss levels over)
- provide access for above ceiling services. (But not in Nap Rooms).

5.3.7 Doors and Hardware

- doors into any area should be fully glazed with tempered glass. The intent is to allow for visibility through glazing in doors by small children.
- doors typically should be solid core, except for bi-fold and sliding bypass doors, which can be hollow core.
- if accordion doors are installed, ensure they have appropriate mid-door supports and are easy for staff to manoeuvre, lock and unlock.
- avoid any installations that create "pinching" or scraping hazards, such as door grilles.
- meet Association of Architectural Woodwork Manufacturers Association of Canada (AWMAC) standards for doors.
- Hardware
 - should be commercial grade
 - should meet accessibility and universal design requirements
 - do not install door closers unless required by Code.
 - door stops to typically be wall-mounted
 - sliding doors should have the ability to be pinned in place to prevent unsupervised sliding.
 - swing doors to play areas should be equipped with "elephant's foot" or similar hold-open devices (unless not permitted by Code).

- kick plates should be provided on the push side of doors with closers, and at all storage room doors.
- Locks, Security and Alarms
 - all doors to have locks with a "classroom" function except:
 - Storage Rooms or Laundry Rooms may have a "classroom" or storeroom" function.
 - Gross Motor/Nap Rooms and Quiet Rooms to have passage function.
 - Janitor and service rooms to have "storeroom" function.
 - Adult washrooms to have a "privacy" function.
 - use a City standard key system where locks are provided.
 - provide a lockbox embedded in the building façade for Fire Rescue. [Refer to Fire Protection and Life Safety Bylaw No. 8306].
 - gates typically will feature child-proof latches. Emergency exiting, however, must not be impeded.
 - equip gates with heavy duty hinges.
 - review security and surveillance requirements and meet provincial guidelines.
 - control access into the child care with the use of enterphones. The enterphone should have one receiver in each activity room and one in each outdoor play area.

Facility Technical Considerations 5

5.3.8. Children's Washrooms

- equip doors to the building exterior, and certain interior doors with piezo type alarms, to prevent unsupervised wandering by children. Provide 15 second delay releases and alarms at emergency exits as required by the Building Code.
- restrict access from elevators, parking areas and exits.
- where automatic door openers are provided, ensure security is not compromised by having an interlock function, so that the push plates controlling the door opening are not operable until staff allows the system to open via enterphone or integrate with a cordless phone.

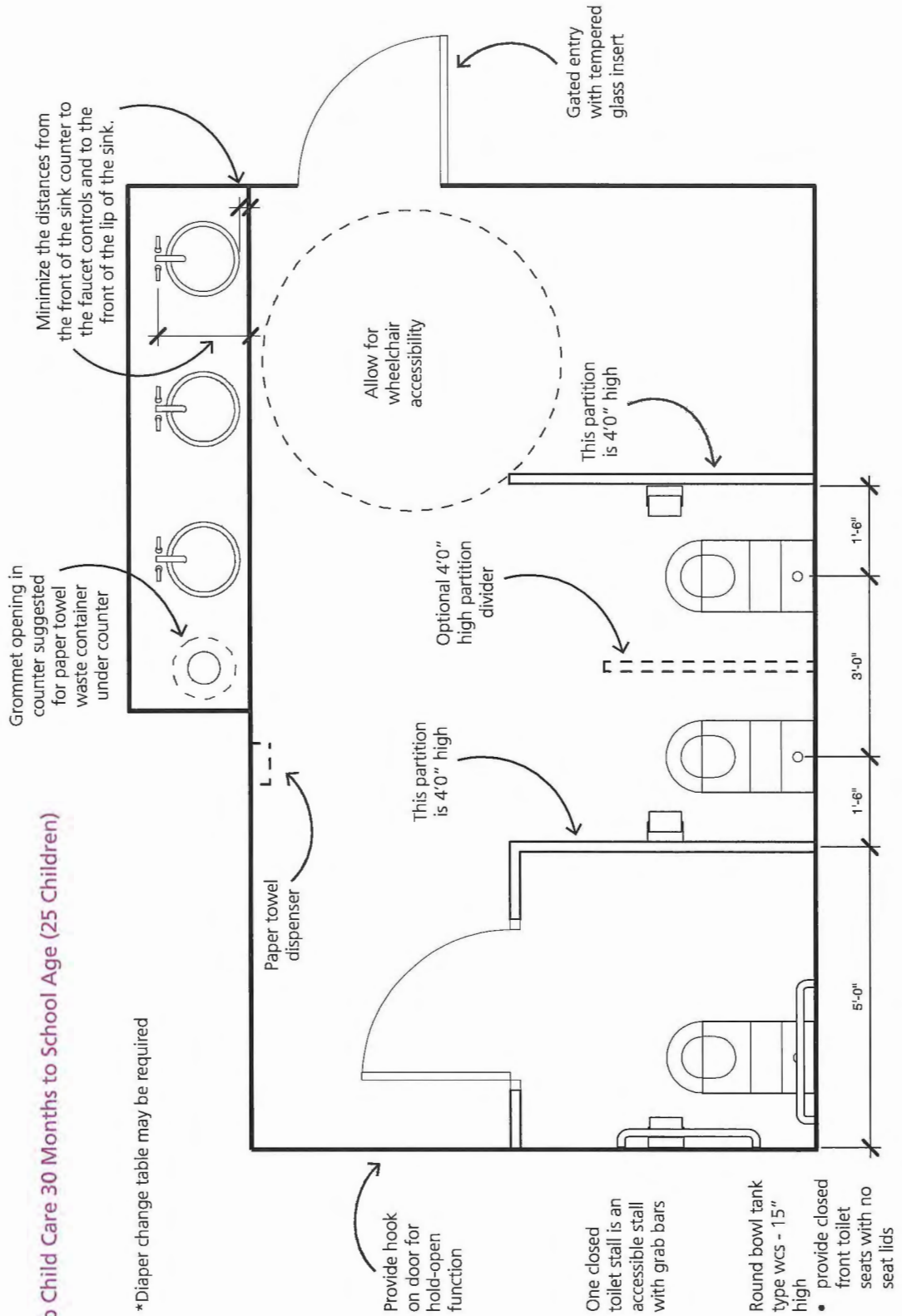
- Toilet Partitions
 - Acceptable products:
 - plastic laminate covered high density particle board
 - Metal with baked enamel finish
 - Phenolic (if budget allows)
 - Hardware - heavy duty stainless steel with tamper-proof screws. (concealed where possible).
 - Countertops - plastic laminate with large-size ceramic tile backsplash with dark Grout colour.
 - Accessories - typically recessed accessories are preferred.
 - paper towel dispensers
 - waste receptacle - consider under-counter receptacle with opening in washroom countertop.
 - soap dispenser
 - toilet paper dispensers
 - change table in the Adult Washroom (Group Care 30 Months to School Age).
 - Plumbing
 - Toilets
 - regular tank style water closets (WCs) with round bowls. [small or "baby" child size toilets are not recommended]
 - provide closed front ("residential") toilet seat without lids for all Children's Washroom toilets.

- Sinks
 - self-rimming drop in vanity sinks.
 - faucets to have aerators for water conservation and have temperature control (120 degree F maximum). Provide mixing valves. Hands-free faucets are preferred.
- Infant and Toddler Diaper Change Area
 - 12 inch deep single compartment sink, with swing tap and hand spray attachment.
 - change table millwork cabinet with space for steps and disposal bin under. (Provide an opening in the countertop to access a disposal bin).
 - provide for storage above the diaper change area, and above toilets. (ensure headroom issues are not created).
 - install lighting that does not shine directly into the eyes of children or cast shadows on the children being diapered and does not create excessive heat.
 - additional space and/or special design attention is required for diaper change areas which accommodate children with special needs.



Facility Technical Considerations 5

Washrooms for Group Child Care 30 Months to School Age (25 Children)



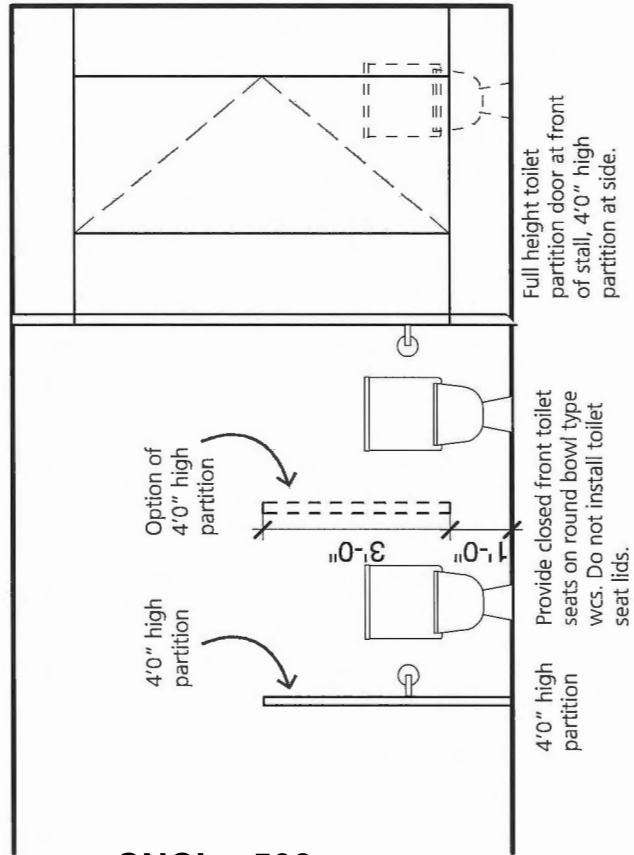
CNCL - 502

Facility Technical Considerations 5

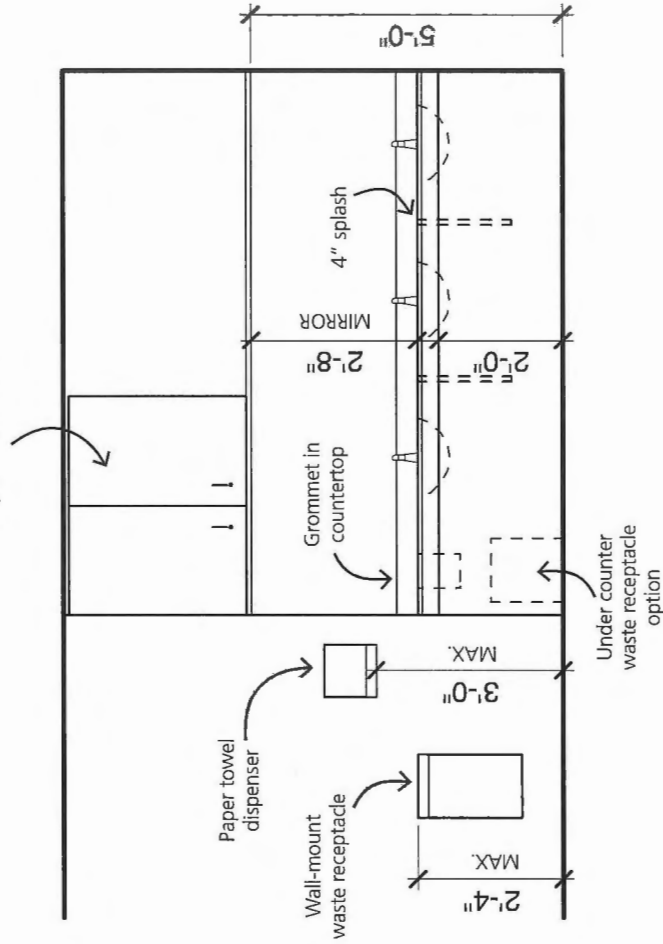
Washrooms for Group Child Care 30 Months to School Age (25 Children)

ELEVATION VIEWS

CNCL - 503



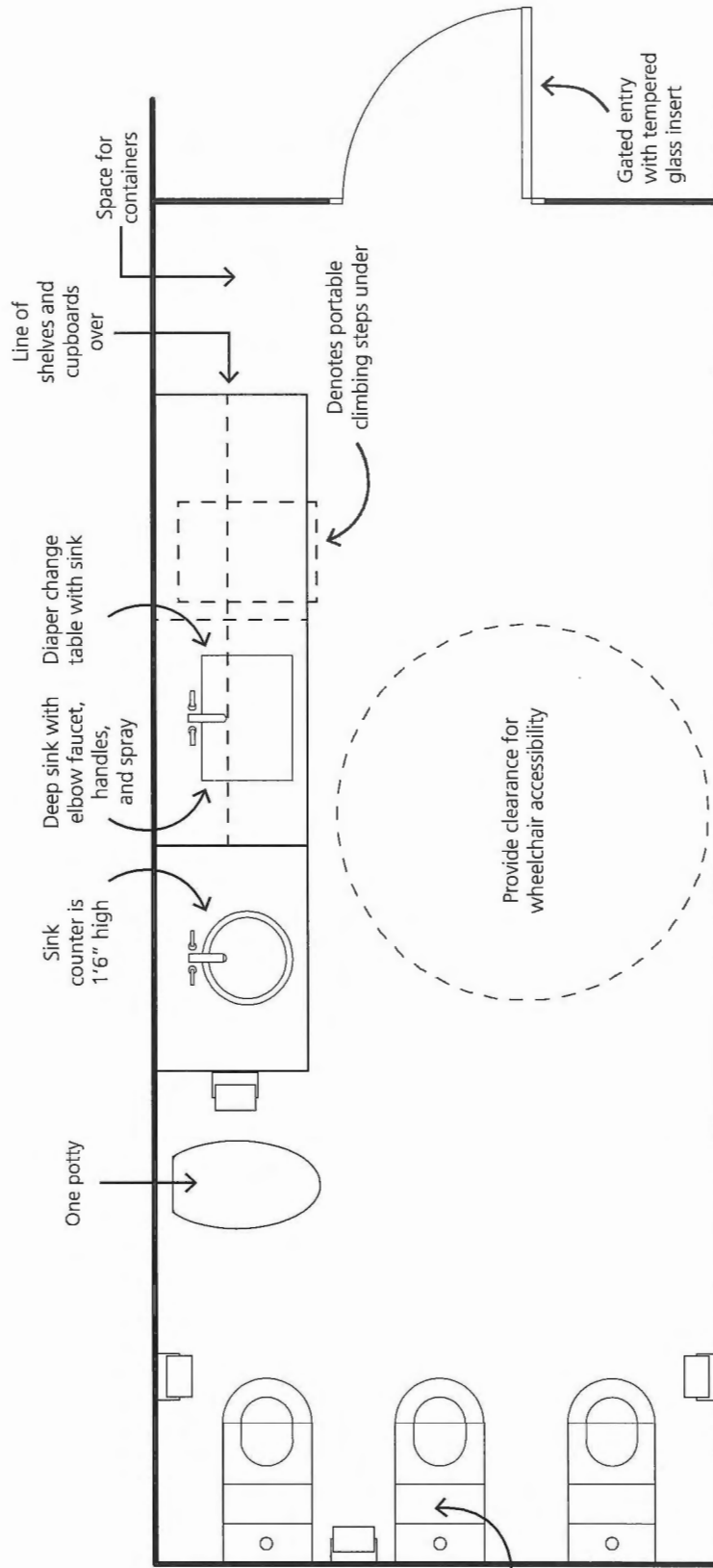
Possible lockable storage cupboards over mirror - confirm clearance requirements for staff safety and operations



Facility Technical Considerations 5

Washrooms for Infant and Toddler Group Care: Ages Under 36 Months (12 children); suitable for special needs children

PLAN VIEW



- 3 standard size toilets with short bowls
- avoid baby size toilets
- provide closed front toilet seats with no seat lids

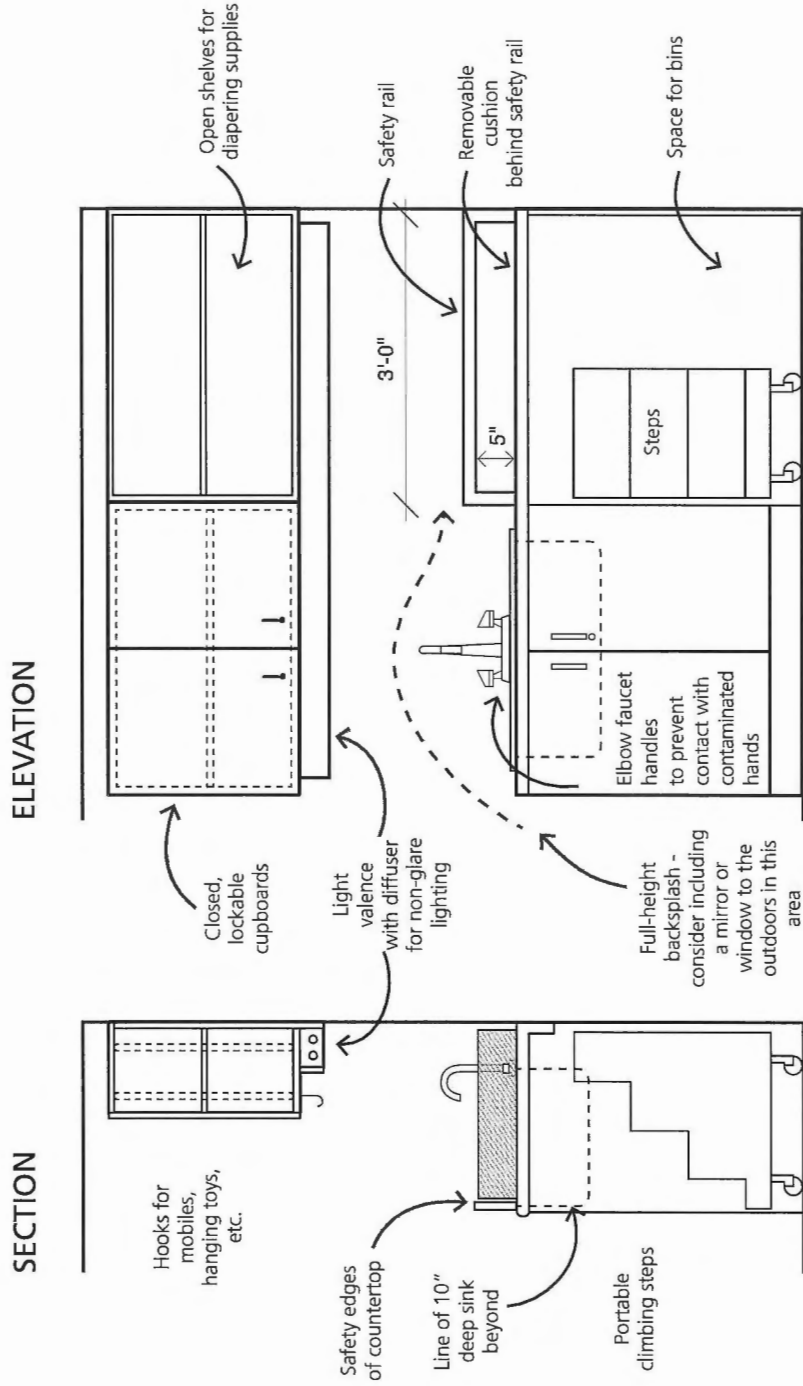
CNCL - 504

Locate this washroom and laundry room in close proximity to each other. Glass inserts in the walls adjacent to the gated entry are optional to enhance sightlines and permit supervision of the children. If only infants are being cared for then provide two diaper change table areas with both adjacent to a shared deep sink.

Facility Technical Considerations 5

Washrooms for Infant and Toddler Group Child Care:
Ages under 30 Months; suitable for special needs children

DIAPER CHANGE COUNTER



CNCL - 505

Facility Technical Considerations 5

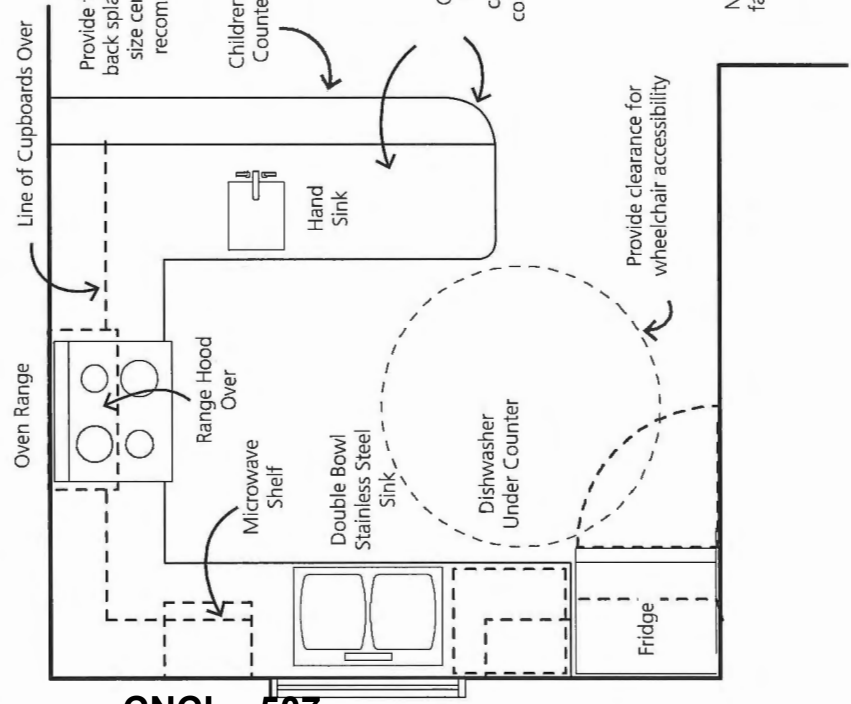
5.3.9. Kitchen

- Appliances - "Energy Star" rating
 - dishwasher: for child cares with greater than 25 children, provide a commercial style under-counter dishwasher with a sani-cycle.
 - a second fridge is recommended in Shared Facilities.
 - additional freezer if the child care provides a lunch program
 - 30 inch wide 4 burner stove with oven, with controls out of reach of children.
 - range hood directly venting to the outdoors. (Carbon filters are not acceptable).
 - microwave oven: 2.0 cu.ft., 1100 watt minimum.
- Millwork - the following are Child Care Facility standards
 1. plywood carcass construction
 2. plastic laminate countertop with all outside corners eased.
 3. AWMAC requirements
 - ensure no gaps in the countertops.
 - for 30 Months to School Age Care programs, provide a child height breakfast counter between the kitchen and the activity area to allow children to observe Kitchen activities.
 - Plumbing - double bowl stainless steel kitchen sink
 - separate stainless steel hand sink
 - All Kitchens must comply with National Food Code and Provincial Food Premises Regulations, as well as the BC Building Code.

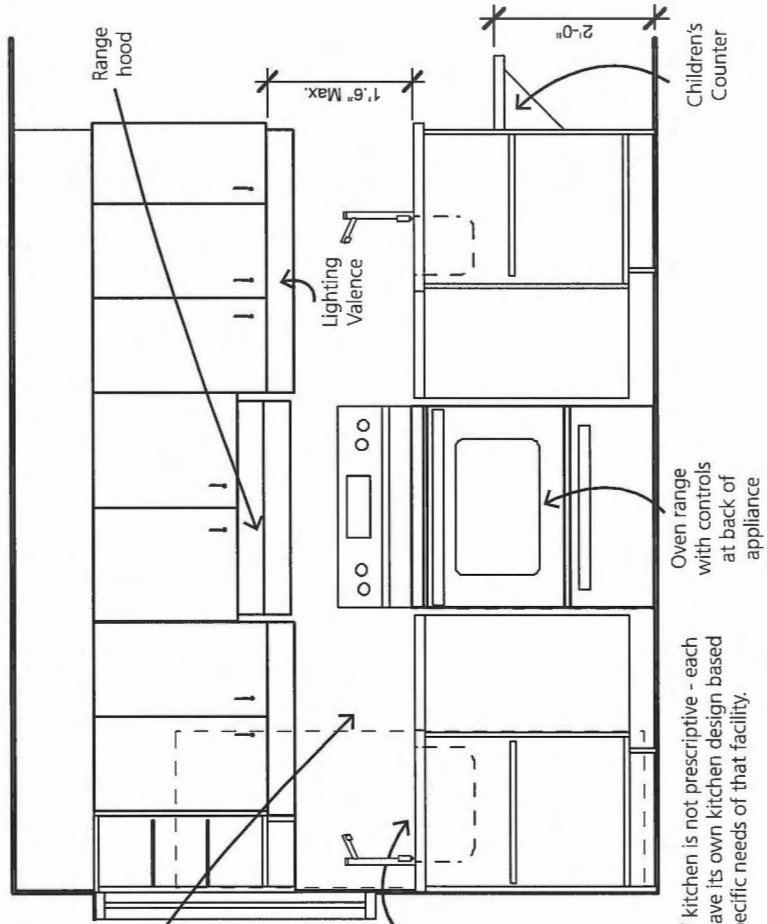
Facility Technical Considerations 5

Kitchen Residential Type Use (No grease-laden cooking vapour)

PLAN VIEW



SECTION AT RANGE



Note: Layout of kitchen is not prescriptive - each facility should have its own kitchen design based on the specific needs of that facility.

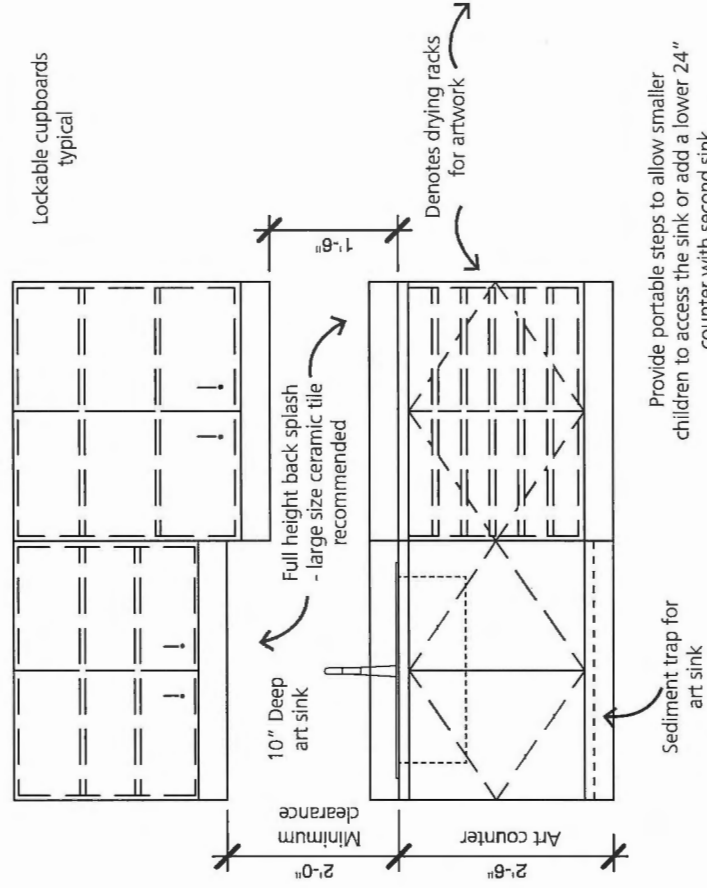
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Facility Technical Considerations 5

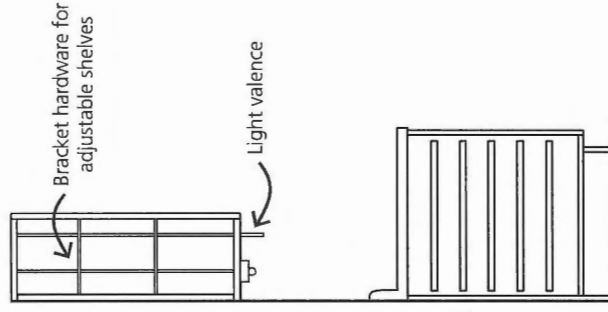
5.3.10. Art Area

- Art Sink:
 - stainless steel complete with faucet ledge.
 - 10 inches deep [must be deep enough to also allow washing of toys].
 - provide a floor-mounted sediment trap for all art sinks.
 - provide temperature control for hot water. (120 degrees F maximum).
 - provide drying racks or shelves for drying of wet paintings.
- Millwork
 - child appropriate height.
 - child care facility standard for construction.
 - provide portable steps to allow small children to access the art sink, or consider providing a second, lower art sink.

ELEVATION



SECTION

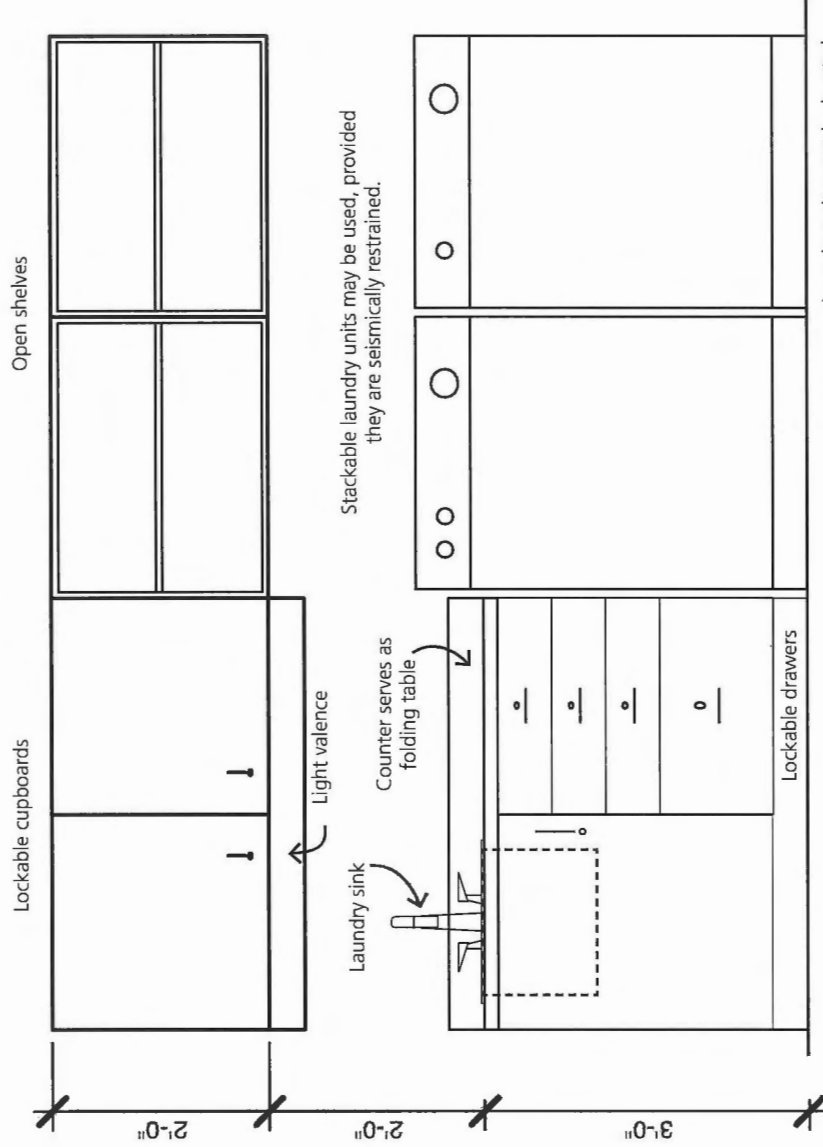


Facility Technical Considerations 5

LAUNDRY

5.3.11. Laundry Room

- Millwork: child care facility standard for construction.
- Mechanical -
 - provide 10 inch deep stainless steel laundry sink in counter.
 - standard temperature hot water (Room is not accessible to children).
 - side-by-side washer/dryer hook-up preferred.
 - combination units are not acceptable. Stackable units may be used providing they are seismically restrained and located in an enclosed, lockable space or a safety gate must be provided.
 - front loading washers and dryers, if selected, must be located in a locked room.
 - laundry vent to exterior avoiding children's outdoor play areas



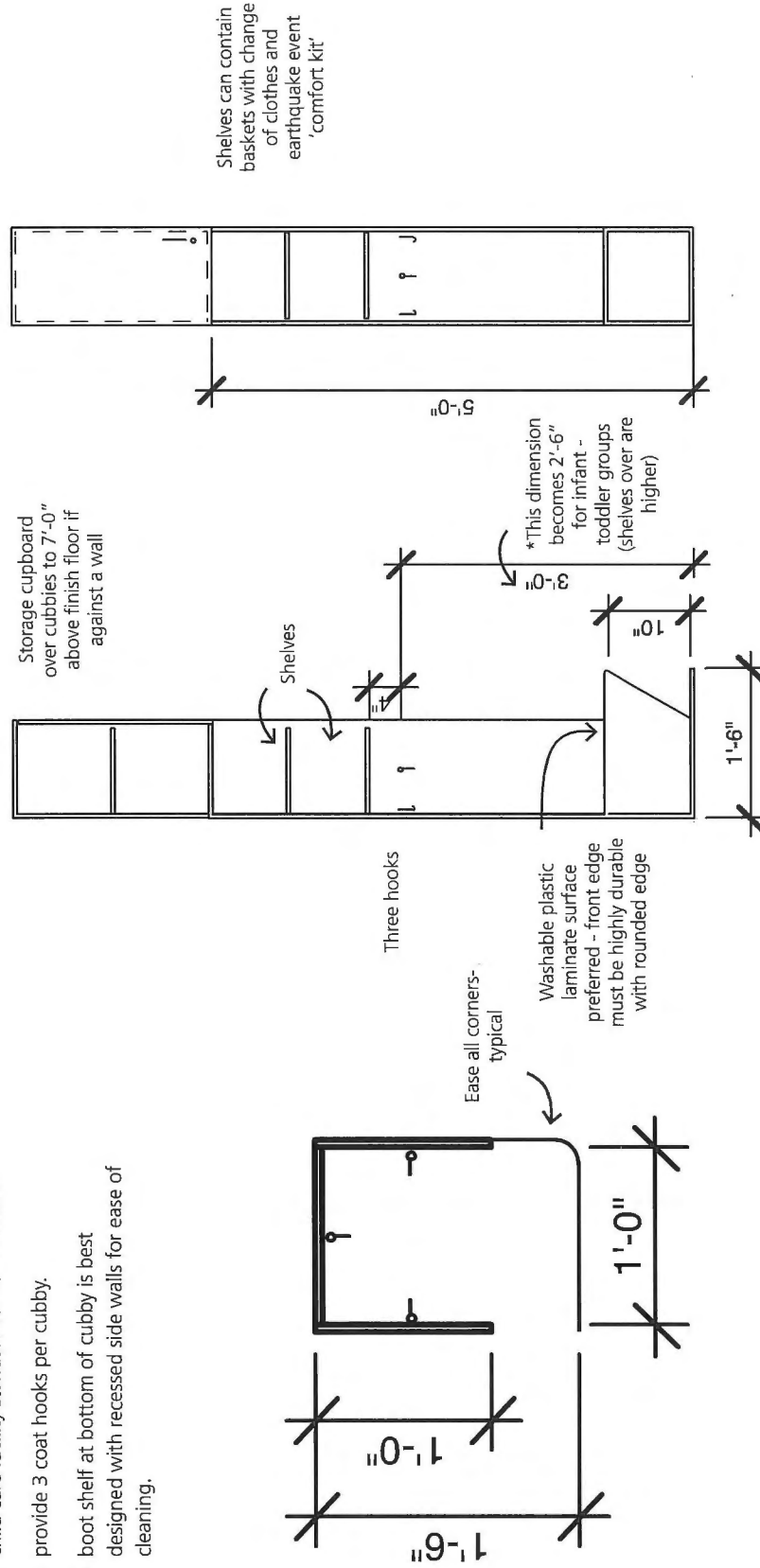
Laundry units must be located in an enclosed lockable space, or a safety gate must be provided to restrict access to children.

Facility Technical Considerations 5

5.3.12. Cubbies

- Infant and Toddler Cubbies
- Age 3-5 Cubbies
- Millwork:
 - child care facility standard for construction.
 - provide 3 coat hooks per cubby.
 - boot shelf at bottom of cubby is best designed with recessed side walls for ease of cleaning.

Cubbies for Group Care Child Care 30 Months to School Age



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Facility Technical Considerations 5

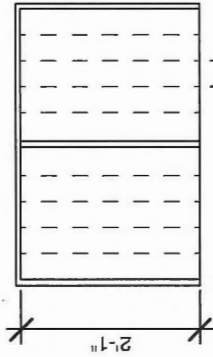
5.3.13. Staff Office

- Millwork
 - Desk / Work Table
 - Room for Photocopier
- Staff Lockers

5.3.14. Storage Items

- Sleep Mat Storage Cabinet
 - child care facility standard for construction.
- Metal Interlock Shelving
 - configure as per specific requirements of the facility.

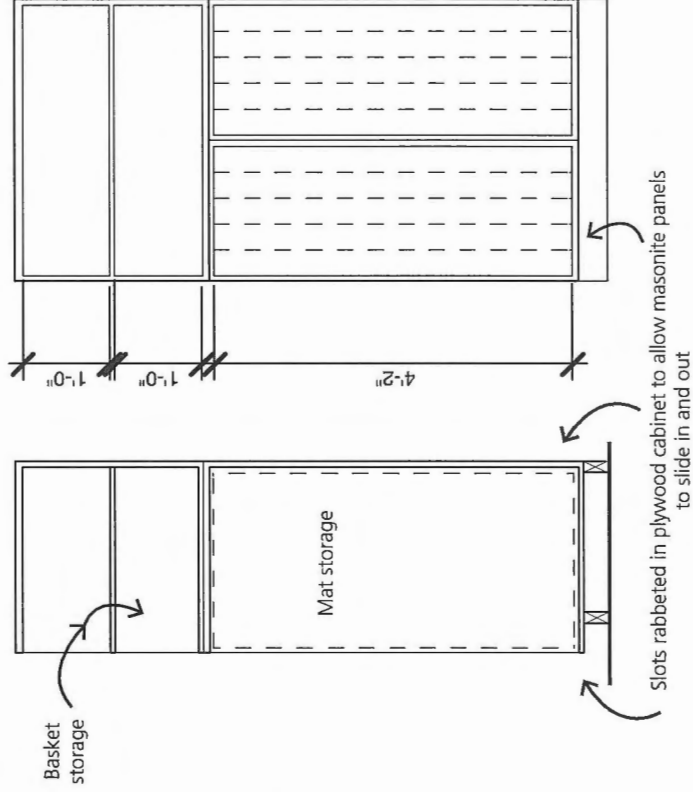
Sleep Mat Storage (for Gross Motor and Nap Room)



3 1/2" O.C. for
1/8" removable
masonite panels

Individual mat size is 3" thick x
24" deep x 48" long - must have
washable cover

This is a recommended way to
provide for mat storage. Other
alternatives may be considered.
Number of mats = number of
required baskets



Basket
storage

Mat storage

Slots rabbeted in plywood cabinet to allow masonite panels
to slide in and out

Facility Technical Considerations 5

5.3.15. Additional General Mechanical Considerations

A) GENERAL

- where the City of Richmond will be responsible for equipment maintenance, City standards for operations and upkeep will be required and all equipment is to be labeled. Consult with the Project Development Department and refer to the City's Operations and Maintenance Guide.
- the mechanical room must be lockable, and a sign mounted indicating that service rooms cannot be used for storage.

B) HVAC

- all rooms to be adequately ventilated (to meet ASHRAE 62)
- if baseboards heaters or radiators are used, ensure children cannot touch hot surfaces.
- all equipment to be easily accessible for maintenance purposes. Avoid any access that requires an extension ladder, scaffold or lift equipment.
- ductwork to be designed to avoid sound transmission. Do not locate equipment in Nap Rooms.
- provide all required exhaust, fresh air, and heat recovery ventilation. Pay special attention to provide satisfactory exhaust ventilation from washrooms, laundry and kitchen areas.

C) CONTROLS

- to be DDC, with the ability to tie into the City of Richmond's Direct Digital Control networks. [see City's DDC Guidelines]
- ability to individually control Activity Room and Gross Motor and Nap Room.
- install permanent, hard-wired Carbon Dioxide and Monoxide monitoring systems, at minimum in the above two rooms.
- sensors and controls should be able to control the degree of fresh air intake, in relation to space needs and applicable standards.
- label all controls, and ensure that they are inaccessible to children.
- access panels must be lockable and tamper-proof.
- refer to the City's High Performance Building Policy for system performance standards. Provide systems that allow for monitoring of hydro and gas consumption for the child care facility, separate from other building occupants.

D) PLUMBING

- hot water temperature should be adjustable. Temperature controlled water to be provided at all plumbing fixtures accessible to children. [Maximum 49 degrees C or 120 degrees F]. Provide mixing valves as required with high temperature limit controls.
 - high temperature water to be provided to the kitchen, dishwasher, laundry and janitor's sinks.
 - all faucets to have aerators for water conservation, and be hands-free type.
 - provide adequate numbers of hose bibs at the Outdoor Play Area, and in the garbage and recycling area. Provide drains so no standing water occurs. Include hose bibs that are frost-free with a vacuum breaker and that are vandal-resistant.
 - provide roof deck drains, sediment traps and bi-level clean-outs.
 - provide floor drains with trap primers in washrooms, kitchen, laundry room, janitor, and service rooms.
 - all art sinks to have sediment traps.
 - label all piping, valves and shut-offs as per City standard.
- Fixtures:
- children's toilets to be tank style, with round bowls.
 - number of fixtures and Children's Washrooms to meet CCFL requirements,
 - provide closed-front toilet seats without lids for all children's toilets.
 - floor-mounted mop sink in the Janitor's Room to have an approved backflow prevention valve.
 - provide a dedicated water meter for the child care facility.

Facility Technical Considerations 5

5.3.16. Additional General Electrical Considerations

A) POWER

- all outlets to be childproof with shatterproof faceplates.
- provide high outlets at any music shelf locations.
- provide T-slot (15/20A) Ground Fault Circuit Interrupters (GFCI) receptacles in the Kitchen, and adequate numbers of GFCI outlets in the Outdoor Play Areas.
- provide dedicated circuits for special equipment, including fridges, washer and dryer, freezer, photocopier and security equipment.
- where the building has an emergency power generator, the emergency lighting system shall be powered by the generator, and not by separate battery packs.
- provide a separate hydro meter for the child care in a shared facility.
- label all electrical outlets, electrical panels and junction boxes as per City standard.

B) LIGHTING

- provide CCFL Guideline Lighting Levels as a minimum:
 - 40 ft. candles (420 lux) in children's activity rooms. (Review Infant Program lighting levels with CCFL).
 - 50 ft. candles (540 lux) in the Kitchen, Offices and Washrooms.

- all lighting must be dimable.

- LED lighting is preferred. [temperature between 2700 K and 4100 K where appropriate]. [Research possible incentive external funding sources for lighting, general power consumption, and energy conservation].
- maximize the use of daylighting to meet illumination needs and reduce the use of artificial lighting.
- minimize the number of fixture types and lamp types. [e.g., No MR 16 lamp type fixtures].
- emergency lighting shall have run times with the most stringent occupancy requirement.

C) CONTROLS

- mechanical and lighting systems must be operated through Direct Digital Controls (DDC), with the ability to be monitored by the City of Richmond's Direct Digital Control network. (See City's Corporate DDC Guidelines for more information.)
- provide for varying lighting levels in activity rooms, by arranging switching so that lighting fixtures can be controlled in groups. Provide one fixture controlled by dimmer in the Gross Motor / Nap Room and Quiet Room, to serve as a night light.
- install motion sensors to control lighting in rooms with infrequent use. Motion sensors should be used to turn lights off after a period of inactivity, switches to be used to turn lights on.
- provide for photo sensors and an over-ride switch for outdoor lighting.
- use the DDC system to monitor all lighting and controls to achieve high levels of energy utilization.

if possible, use DDC to monitor total lighting energy consumption for the facility.

D) CABLE

- provide cable outlets in the Activity Room and in the Staff Break / Parents Room.

E) TELEPHONE

- provide a minimum of one jack in the Kitchen, Parents Room, Staff Break Room and Administration Office, and two jacks in the Activity Room.
- provide a telephone and enterphone connection at Reception, the Activity Room and the Covered Outdoor Play Area.

- if there is an elevator (and the facility is dedicated for City use), add 1 line.

- add 2 lines to the main fire alarm panel.

- all Tel/Data cabling shall be Cat6 (with RJ45 jacks at user plates).

F) DATA

- all data cabling shall be Cat 6.
- Minimum Data Outlets Required:
 - 3 in each Office [allows for computer, printer and walk-in laptop].
 - 1 with fixed IP address for DDC controls
 - 3 in the Activity Room
 - 1 in the Parents Room
 - 2 for Staff Room
 - allow space for City fibre network connection

Facility Technical Considerations 5

G) FIRE ALARM

- ensure non proprietary alarm system is installed.

H) SECURITY

- Access
 - review which type of entry security system is appropriate for the facility. [eg. Bell, buzzer, intercom, video enterphone, etc.]
 - it is recommended that a security consultant be engaged to assist with the appropriate security solution.
 - consider the installation of card readers with pass cards or fobs for controlled access.
 - if card readers are installed, they should match the type and method of communication and control used at other City facilities.
 - allow for door frame preparation for future electronic access if electronic locking devices are not installed.
- After-Hours Security
 - provide an intruder alarm system.

I) ELECTRICAL ROOM REQUIREMENTS

- provide adequate wall space for cable service, telephone termination, security, network switches, City fibre termination, City VOIP phone switch, Data and Telephone Cabling panels. Typically 8 ft. x 8 ft. wall space with ¾" plywood backing (fire-retardant) is required.
- provide a separate communications conduit (minimum 2 inch), from the Electrical Room

to the outside, and take to the nearest City Communication conduit/junction box, or capped off at the property line as a minimum. [Review with City engineering staff].

- if generator power is available, provide it to all communications power plugs.
- install a minimum of two separate dedicated communications circuits in the Electrical Room, or in a separate Communications Room.
- avoid plumbing in Electrical and IT Room walls or ceilings.
- avoid placing transformers in the room. Place transformers as far away as possible from IT cabling or equipment.
- flooring should be non-static (typically sealed or painted concrete).

5.3.17. Additional Interior Design Considerations

A) GENERAL FINISH REQUIREMENTS

- no rough or sharp surfaces are permitted. All corners should be rounded and edges eased, particularly at countertops, window sills and corners. [1/8" radius is satisfactory].

B) GENERAL ARCHITECTURAL MILLWORK

SPECIFICATION [MASTERFORMAT SECTION 06 40 00]

- typically ¾ inch plywood interiors with ½ inch plywood backs, natural wood veneer or sheathed in laminate. Drawers from plywood construction.

- good quality melamine on MDF is acceptable except in wet areas.
- use rubber cove base over ¾ inch plywood at toe-kicks.
- plastic laminate finish over plywood core is preferred for countertops and splashes.

C) GATES AND ACCESS CONTROL FOR VARIOUS PROGRAMS - TYPE AND LOCATION

- Program areas require controlled access, especially in Shared Facilities, by means of a half-height gate or door.
- Washrooms
 - Infant Washroom - gated
 - Toddler Washroom - gated or open
 - 3-5 Care and Preschool Groups' Washrooms – open
- Kitchen
 - Infant Group - gated
 - Toddler Group - gated
 - 3-5 Care and Preschool Groups – gated
- Cubbies
 - Infant Group - gated
 - Toddler Group - gated or open
 - 3-5 Care and Preschool Groups - open
- Gates
 - to have heavy-duty continuous hinges

Facility Technical Considerations 5



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- F) MAILBOX
 - typically, one large mailbox accessible from the interior to be installed at the main entrance.
- G) NOTICE BOARDS AND TACKBOARDS
 - provide corkboard with trim tackboards and white boards
 - typical locations include the Entry area on both the exterior and interior, Offices and Parent Rooms, the Kitchen, the Children's Washrooms, and in the Activity Areas where children's artwork can be displayed above parent sign-in counter (usually located in the cubby area) and staff counters in activity rooms
- H) SIGNAGE
 - comply with City of Richmond Sign Bylaw for exterior signs.
 - provide wayfinding signage as required, and at entries to each Group in Shared Facilities. Provide address sign that meets City Bylaw No. 8306 Fire Protection and Life Safety.
 - provide all signage required for Fire and Life Safety.
 - provide signage in parking areas.
 - provide all required accessibility signage and room identification signage.
 - provide for one illuminated exterior sign that can be seen from the street.
- I) ACCESSIBILITY ITEMS
 - railings at ramps and exterior steps in the landscape.
 - consider child-height handrails that do not create climbability problems.
- J) ELEVATOR DESIGN CONSIDERATIONS
 - closed cabs only
 - if the child care facility has a dedicated elevator, ensure that the elevator controllers are non-proprietary.
 - the cab size of the elevator must be able to accommodate sufficient person capacity and numbers of strollers.
 - elevators serving child care facilities with roof-top play areas must be able to accommodate freight for the purposes of maintaining the play areas. [Minimum capacity of 4000 pounds is recommended].
- K) SEISMIC BRACING
 - all furnishings greater than 4 feet high should be secured to prevent tipping.
 - Garbage and Recycling Area Specifications.

- D) PERSONAL STORAGE BASKETS FOR EACH CHILD
 - these are typically stored in each cubby on an upper shelf, but can also be located with the mat storage carts in the Gross Motor and Mat Room Storage Closet.
- E) WINDOW BLINDS
 - to be commercial grade, chain operated roller style preferred.
 - to be installed on all exterior windows, and at Nap Rooms, Quiet Room and Parent Room in the interior. Nap Room blinds ideally to be black-out type.
 - all cords or chains to terminate 5 feet above the floor, or have a hook tie-off at that height.

APPENDIX A

Space Summary Tables

A Shared Child Care Facility

A child care facility generally includes space for two or more child care programs. For additional information about common program types in a shared facility see section 4.2.5 Shared Facilities. The table below outlines required shared areas and other areas to be included in a new child care facility or provided in an existing multi-purpose building where a child care program is being added as part of a renovation or addition.

SHARED AREAS AND OTHER AREAS		
ACTIVITIES	Square Feet	Square Metres
<i>Shared Areas</i>		
(required by more than one program)		
Entry	200	18.6
Parent Car Seat and Stroller Storage	43	4.0
Program Stroller Storage	75	7.0
HC (Wheelchair Accessible Washroom with Shower)	75	7.0
Staff Washroom (two may be required depending on number of staff)	50	4.6
Staff Room	108	10.0
Kitchen (minimum size if shared by two programs)	200	18.6
Laundry	43	4.0
<i>Janitor</i>	43	4.0
Total Required Shared Areas	837	77.8
<i>Other Areas</i>		
Administration Office (required for centres serving 69 children or more in addition to program staff offices)	100	9.3
Parent Room (optional for child care facilities with up to 37 spaces, required for larger facilities)	75	7.0
Garbage/recycling Room (required)	50	4.6
Service Rooms (required, size is based on equipment)	To be determined	To be determined

New child care facilities being built as City capital projects or community amenity contributions being provided by a developer related to a condition of rezoning must include the **minimum net activity areas, support areas and outdoor areas** as noted for each program type.

Efficiencies may be achieved by sharing the following spaces, but these are minimum size requirements and adjustments will depend upon the number of child care programs and types being housed in a shared facility. To determine the gross floor area and account for walls, circulation, stairways and elevators, add 21% to the combined net indoor area inclusive of shared and other areas.

APPENDIX A

Space Summary Tables

1.0 Six Types of Age-Related Group Child Care Programs with Number of Spaces Noted.
 [Size and Number of Spaces are based on required staff and economic viability considerations – refer to the Shared Facilities space summary when planning a new facility that will house two or more programs]

INFANT CARE (GROUP CHILD CARE UNDER 36 MONTHS) – 12 SPACES: PROGRAM SERVES CHILDREN BIRTH TO 18 MONTHS OLD

INDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
A. INDOOR AREAS			
A.1 Main Activity Area (based on a min. of 40 sq. ft. or 3.7 sm per child)			
Open Play Area (main activity room)	161	15.0	
Climbing, crawling, interactive	215	20.0	
Quiet area, reading, cozy corner	101	9.4	
Subtotal	477	44.4	
A.2 Nap Rooms (2 required at 13 sm each)	280	26.0	
Total Indoor Activity Areas	757	70.4	
A.3 Support Spaces			
Cubby area	130	12.1	
Kitchen*	100	9.3	
Children's Washroom & Diapering Area	80	7.4	
General Storage	86	8.0	
Staff Office	100	9.3	
Total Support Spaces	**496	**46.1	

OUTDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
B. OUTDOOR AREAS (min. outdoor play area of 75 sq. ft. or 7 sm per child)			
B.1 Covered Area	301	28.0	
B.2 Open Area	603	56.0	
Total Outdoor Activity Areas	904	84.0	
B.3 Outdoor Storage	86	8.0	
NET OUTDOOR AREA	990	92.0	

Note:

* A bottle warming area with a sink, counter, microwave and under counter fridge may still need to be provided for programs serving infants and toddlers even if two programs are sharing a kitchen.

** Laundry, Janitor, HC Washroom with Shower, Staff Room, Staff Washroom, Service and Garbage/Recycling Rooms are also required, if they are not provided in a shared facility.

APPENDIX A

Space Summary Tables

TODDLER CARE (GROUP CHILD CARE UNDER 36 MONTHS) – 12 SPACES: PROGRAM SERVES CHILDREN 18 MONTHS OLD UP TO 36 MONTHS OLD
(Use for a Toddler Program or Combined Infant/Toddler Program – 12 spaces.)

INDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
A. INDOOR AREAS			
A.1 Main Activity Area (based on a min. of 40 sq. ft. or 3.7 sm per child)			
Table area (for eating, art, water play)	215	20.0	
Open play area	215	20.0	
Quiet area, reading, cozy corner	101	9.4	
Subtotal	531	49.4	
A.2 Nap Rooms (one required at 26 sm or two rooms at 13 sm each)	280	26.0	
Total Indoor Activity Areas	811	75.4	
A.3 Support Spaces			
Cubby area	130	12.1	
Kitchen*	100	9.3	
Children's Washroom & Diapering Area	80	7.4	
General Storage	86	8.0	
Nap Room Storage (preferably located in Nap Room)	50	4.6	
Staff Office	100	9.3	
Total Support Spaces	**546	**50.7	
NET INDOOR AREA	1357	126.1	

OUTDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
B. OUTDOOR AREAS (min. outdoor play area of 75 sq. ft. or 7 sm per child)			
B.1 Covered Area	301	28.0	
B.2 Open Area	603	56.0	
Total Outdoor Activity Areas	904	84.0	
B.3 Outdoor Storage	86	8.0	
NET OUTDOOR AREA	990	92.0	

Note:

* A bottle warming area with a sink, counter, microwave and under counter fridge may still need to be provided for programs serving infants and toddlers even if two programs are sharing a kitchen.

** Laundry, Janitor, HC Washroom with Shower, Staff Room, Staff Washroom, Service and Garbage/Recycling Rooms are also required, if they are not provided in a shared facility.

APPENDIX A

Space Summary Tables

3-5 CARE (GROUP CHILD CARE 30 MONTHS TO SCHOOL AGE) – 25 SPACES

INDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
A. INDOOR AREAS			
A.1 Main Activity Area (based on a min. of 40 sq. ft. or 3.7 sm per child)			
Table Area (for eating, art, water play)	360	33.4	
Open Play Area	549	51.0	
Quiet Area, Reading, Cozy Corner or Room	100	9.3	
Subtotal	1009	93.7	
A.2 Gross Motor/Nap Room	360	33.4	
Total Indoor Activity Areas	1369	127.1	
A.3 Support Spaces			
Cubby area	150	13.9	
Kitchen*	100	9.3	
Children's Washroom	118	11.0	
General Storage	100	9.3	
Sleeping Mat or Cot Storage (preferably located in nap room)	50	4.6	
Staff Office	100	9.3	
Total Support Spaces	**618	**57.4	
NET INDOOR AREA	1987	184.5	

OUTDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
B. OUTDOOR AREAS (min. outdoor play area of 75 sq. ft. or 7 sm per child)			
B.1 Covered Area	628	58.0	
B.2 Open Area	1256	117.0	
Total Outdoor Activity Areas	1884	175.0	
B.3 Outdoor Storage	100	9.3	
NET OUTDOOR AREA	1984	184.3	

Note:

* A shared kitchen may be considered between two programs, see Shared Facility Summary Table.

** Laundry, Janitor, HC Washroom with Shower, Staff Room, Staff Washroom, Service and Garbage/Recycling Rooms are also required, if they are not provided in a shared facility.

APPENDIX A

Space Summary Tables

PRESCHOOL (GROUP CHILD CARE 30 MONTHS TO SCHOOL AGE, MAX. 4 HOURS/DAY) – 20 SPACES

INDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
A. INDOOR AREAS			
A.1 Main Activity Area (based on a min. of 40 sq. ft. or 3.7 sm per child)			
Art, Water Play, Eating Area	210	19.5	
Open Play Area	490	45.5	
Quiet Area, Reading, Cozy Corner	100	9.3	
Total Main Activity Areas	800	74.3	
A.2 Support Spaces			
Cubby area	121	11.2	
Kitchen*	100	9.3	
Children's Washroom	97	9.0	
General Storage	100	9.3	
Staff Office	100	9.3	
Total Support Spaces	**518	**48.1	
NET INDOOR AREA	1318	122.4	
CUTDOOR SPACE			
ACTIVITIES	Square Feet	Square Metres	
B. OUTDOOR AREAS			
(minimum outdoor play area of 75 sq. ft. or 7 sm per child)			
B.1 Covered Area	506	47.0	
B.2 Open Area	1001	93.0	
Total Outdoor Activity Areas	1507	140.0	
B.3 Outdoor Storage	86	8.0	
NET OUTDOOR AREA	1593	148.0	

Note:
 * A shared kitchen may be considered between two programs, see Shared Facility Summary Table.

** Laundry, Janitor, HC Washroom with Shower, Staff Room, Staff Washroom, Service and Garbage/Recycling Rooms are also required, if they are not provided in a shared facility.

APPENDIX A

Space Summary Tables

SCHOOL AGE CARE (KINDERGARTEN TO 12 YEARS OF AGE) – 24 SPACES*

INDOOR SPACE		Square Feet	Square Metres
ACTIVITIES			
A. INDOOR AREAS			
A.1	Main Activity Area (based on a min. of 40 sq. ft. or 3.7 sm per child)	956	88.8
	Total Indoor Activity Area	956	88.8
A.2 Support Spaces			
	Entry	150	13.9
	Cubby area	150	13.9
	Kitchen**	108	10.0
	Children's Washrooms	150	13.9
	Storage	100	9.3
	Staff Office	100	9.3
	Total Support Spaces	758	70.3
	NET INDOOR AREA	***1714	***159.1
OUTDOOR SPACE			
ACTIVITIES			
B. OUTDOOR AREAS (minimum outdoor play area of 75 sq. ft. or 7 sm per child)			
B.1	Covered Area	603	56.0
B.2	Open Area	1205	112.0
	Total Outdoor Activity Areas	1808	168.0
B.3	Outdoor Storage	86	8.0
	NET OUTDOOR AREA	1894	176.0

Note:

* 24 spaces is the maximum group size for a School Age program that includes children who are in Kindergarten or Grade 1.

** A shared kitchen may be considered between two programs, see Shared Facility Summary Table.

*** Laundry, Janitor, HC Washroom with Shower, Staff Room, Staff Washroom, Service and Garbage/Recycling Rooms are also required, if they are not provided in a shared facility.

APPENDIX A

Space Summary Tables

SCHOOL AGE CARE (KINDERGARTEN TO 12 YEARS OF AGE) – 30 SPACES*

INDOOR SPACE		Square Feet	Square Metres
ACTIVITIES			
A. INDOOR AREAS			
A.1	Main Activity Area (based on a min. of 40 sq. ft. or 3.7 sm per child)	1195	111.0
Total Indoor Activity Area		1195	111.0
A.2 Support Spaces			
	Entry	250	23.2
	Cubby area	180	16.8
	Kitchen**	108	10.0
	Children's Washrooms	150	13.9
	Storage	100	9.3
	Staff Office	100	9.3
Total Support Spaces		888	82.5
NET INDOOR AREA		***2083	***193.5
OUTDOOR SPACE			
ACTIVITIES		Square Feet	Square Metres
B. OUTDOOR AREAS (minimum outdoor play area of 75 sq. ft. or 7 sm per child)			
B.1	Covered Area	753	70.0
B.2	Open Area	1507	140.0
Total Outdoor Activity Areas		2260	210.0
B.3	Outdoor Storage	86	8.0
NET OUTDOOR AREA		2346	218.0

Note:

- * If a School Age program serves children in Grade 2 or higher, the maximum group size is 30 spaces.
- ** A shared kitchen may be considered between two programs, see Shared Facility Summary Table.
- *** Laundry, Janitor, HC Washroom with Shower, Staff Room, Staff Washroom, Service and Garbage/Recycling Rooms are also required, if they are not provided in a shared facility.



CNCL - 523



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