



ПЛАТФОРМА 5  
ПЕРСПЕКТИВИ РОЗВИТКУ ДИЗАЙНУ АРХІТЕКТУРНОГО  
СЕРЕДОВИЩА

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FEATURES OF INCLUSIVE PRESCHOOL  
INTERIOR DESIGN

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*The study has identified six fundamental principles for shaping the interior of an inclusive preschool for children aged 3-6 years. These principles are based on both child behavioral psychology and modern practices in designing kindergarten interiors. The identified principles are the "Principle of Openness", "Principle of Difference", "Principle of Creativity", "Safety Principle", "Principle of Fun", and "Principle of Naturalness". By utilizing these principles, a modern methodology for interior design of inclusive kindergartens can be developed, which will include specific techniques for each principle. The outcome will be a space that provides children with a sense of security, comfort, interest and contributes to their overall harmonious development.*

**Key words:** design, interior, inclusive preschool institution, kindergarten, interior design principles.

**INTRODUCTION**

Early childhood is a crucial stage in human development, where kindergarten plays a significant role in cognitive training and socialization. As the first social experience outside the family, kindergartens provide children with an opportunity to learn and engage in collective activities. Moreover, kindergartens have a responsibility to develop children's potential and shape their behavioral patterns. The spatial environment, activities, and learning content provided by kindergartens have a profound impact on children's lives. Growing up in a positive environment can positively influence a child's psychology and physiology, leading to healthy and orderly development.

However, in China, creating spaces that are suitable for children's growth has become a challenging issue that requires a solution. For many years, too many kindergarten architectural spaces have been repurposed from office space, living space, and other function spaces without considering the size and needs of



children. Consequently, the resulting environment has retained its "adult" characteristics, failing to accommodate the children's developmental needs. The kindergarten environment is often perceived as an adult's perspective, neglecting the children's perception of space. Children who grow up in such an environment may unconsciously develop a sense of rejection, which can significantly affect their physical and mental development. Conversely, when children are in a comfortable space, they can quickly let go of their sense of defense and embrace the intimacy that the kindergarten environment brings.

Therefore, we strive to design a new kindergarten model that combines education and entertainment, making learning and play the core activities. To address these issues, it is important to identify the principles of interior design for inclusive preschool institutions, which will help ensure an effective living environment for children's growth and development in practice.

### **PURPOSE**

The aim of this study is to identify the principles of shaping the interior of an inclusive preschool for children aged 3-6 years based on an analysis of modern ideas of inclusive kindergarten design and research in child behavioral psychology.

### **RESULTS AND DISCUSSION**

The following interior design principles of preschool institutions have been identified based on studies of child behavioral psychology, which determine the main personality traits of children aged 3-6 years, and on the analysis of modern experiences in designing kindergartens in China and Japan:

1. *Principle of Openness*: Kindergartens play a crucial role in a child's social development. Openness refers to the absence of fixed functions, blurred spatial boundaries, and interpenetrating spaces that are not independent closed boxes. In terms of the visual and behavioral aspects of children, openness allows them to have a broad field of view, engage in free activities, interact with children of different ages, and break away from traditional class divisions. Interior design should focus on enhancing openness in space, breaking down traditional closed organizational relationships, using partitions and furniture for space division, reducing the use of closed walls, connecting different classes, blurring spatial boundaries, and breaking down the definition of each space's function. This approach increases space flexibility by changing the space layout, providing a flexible effect. In addition, it is important to pay attention to the penetration of different spatial interfaces. Children like to observe, imitate, and learn from the behavior of other children, teachers, and parents. Therefore, designers can incorporate holes of different sizes on the walls to facilitate communication among children, parents, and teachers, as well as peeking through the holes.

2. *Principle of Difference*. Children are fundamentally different from adults in their psychology and behavior. They are self-centered, have a limited sense of reversibility, are curious about their surroundings, and have rich imaginations and creativity. Children are drawn to bright colors and varied spatial forms, they love to play, and often use objects in their environment as props for their games. Additionally, they enjoy playing with their peers, which sets them apart from adults.



Kindergarten interior design should take into consideration these differences and prioritize humanization. As children and adults differ significantly in terms of body scale and behavior, designers should observe the space from the height of a child's eyes, experience the space with a child's body shape, and consider how children might interact with the space. Children's height determines their line of sight, and the interior design should use this as a guide when designing the space. This includes everything from environmental design, architectural shape, space form, furniture size, space facilities, window sills, steps, corners, stair handrails, and other details. By considering objects from a child's perspective, designers can avoid creating spaces that are too adult-oriented.

3. *Principle of Creativity.* The Principle of Creativity is important in kindergarten space design to foster children's imagination and intellectual development. Designers should understand the psychological characteristics of children and create composite spaces with multiple functions to provide opportunities for different activities. The proportion of dedicated activity spaces such as a library, role play room, cooking room, handicraft room, building block construction room, science laboratory, etc. should be increased to improve children's spatial cognition and imagination.

4. *Safety Principle.* Safety is the top priority in kindergarten interior design. Children's safety awareness is not yet fully developed, so it is necessary to take measures to ensure their safety. In terms of space design, the height of the building should be low, the height difference of the indoor space should be minimized, the ground materials should be non-slip and easy to clean, the corners of furniture and walls should be rounded, and sharp corners should be avoided. The design of the kindergarten should comply with the relevant safety regulations, and the installation and use of electrical equipment should also comply with safety standards. The kindergarten should be equipped with fire-fighting equipment and emergency exits to ensure the safety of children in the event of an emergency.

In addition, kindergarten interior design should also take into account the needs of children with disabilities, and provide facilities that are accessible and safe for them. The design of the kindergarten should be inclusive, and create a friendly and inclusive environment for children with different abilities.

5. *Fun Principle.* The interior of a kindergarten should be interesting to children, meaning it should have a bright and expressive composition that is suitable for their age and contributes to their comprehensive development. Fun Principle in kindergarten interior design emphasizes the importance of creating a flexible and interesting space that meets the individual needs and psychological behaviors of children. Color, texture, furniture, and educational facilities are all essential elements that should be carefully considered and integrated into the design to create a comfortable, attractive, and functional space that encourages children to explore, interact, and learn.

6. *Principle of naturalness.* The principle of naturalness emphasizes the importance of providing children with opportunities to connect with nature. Children have an innate curiosity about the natural world, and exposure to natural environments can have a positive impact on their development. Outdoor spaces in



kindergartens should incorporate natural elements such as plants, water, and land, to create a stimulating environment that encourages exploration and discovery. By engaging with nature, children can learn about the growth and development of plants and animals, and develop a sense of appreciation for the natural world.

### CONCLUSIONS

The interior design of inclusive preschool institutions should be based on the principles of accessibility, openness, difference, creativity, safety, fun, and naturalness. Designers should take into account the specific needs of children aged 3-6 years, create an open and flowing space, use child-friendly scales and layouts, and provide opportunities for independent thinking and exploration. Kindergarten interior design should focus on the needs of children's physical and mental development, and create a safe, and comfortable environment for them. Aesthetics is also important, with the use of color, shape, and texture to create an attractive and joyful space. Finally, the natural environment should be integrated into the design to promote children's physical and mental well-being, as well as their appreciation of nature. By following these principles, designers can create inclusive preschool interiors that foster child development and well-being.

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