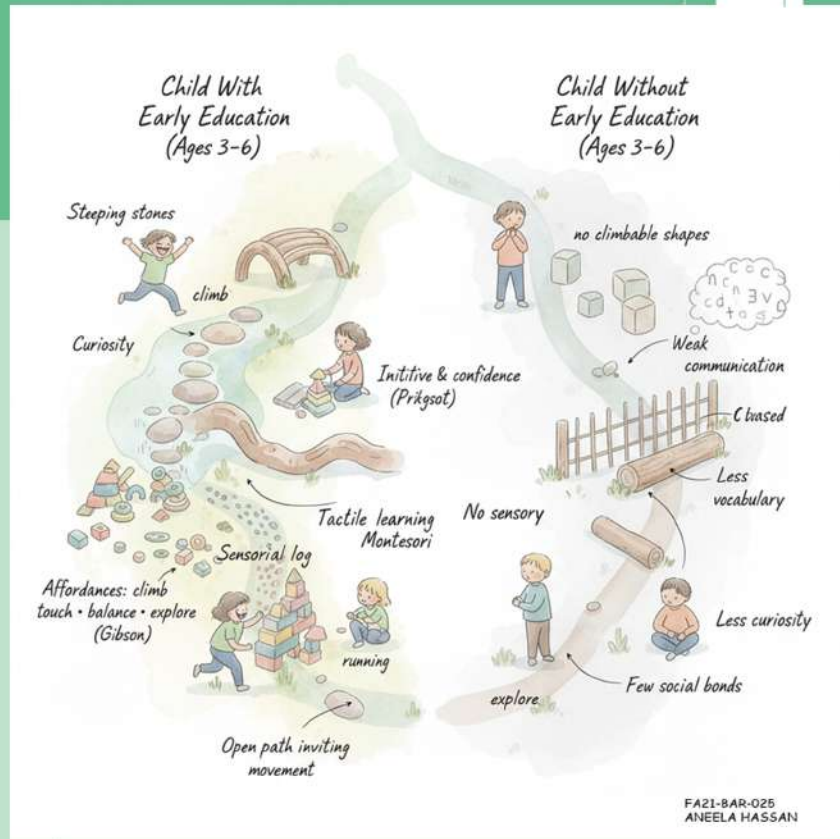


# KINDER

AN ARCHITECTURE OF

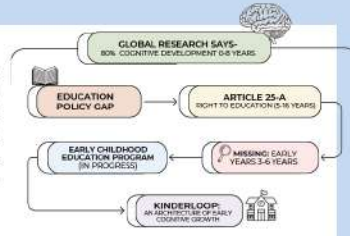
# EARLY COGNITIVE GROWTH





# NARRATIVE

This project creates an innovative early years environment for children aged three to six, designed around developmental theories rather than conventional educational models. Inspired by Erikson, Piaget, Vygotsky, Gardner, and Gibson's Affordance Theory, the space supports cognitive, social, emotional, and cultural growth through exploration, interaction, and play. Both indoor and outdoor settings are designed to stimulate curiosity, encourage action, and nurture multiple intelligences, enabling children to learn through movement, touch, sound, observation, and imagination rather than passive instruction.



## SITE SELECTION RATIONALE:

This project creates an innovative early years environment for children aged three to six, designed around developmental theories rather than conventional educational models. Inspired by Erikson, Piaget, Vygotsky, Gardner, and Gibson's Affordance Theory, the space supports cognitive, social, emotional, and cultural growth through exploration, interaction, and play. Both indoor and outdoor settings are designed to stimulate curiosity, encourage action, and nurture multiple intelligences, enabling children to learn through movement, touch, sound, observation, and imagination rather than passive instruction.

CRITERIA	1	2	3	4	5	6	7	8	9	10
ADJACENT ROAD, MAIN ROAD	X	X	✓	✓	✓	✓	✓	✓	✓	✓
PUBLIC TRANSPORT ACCESS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ADJACENT TO SECONDARY ROAD	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
LOW NOISE	X	X	✓	✓	✓	✓	✓	✓	✓	✓
SUNSHINE AND VENTILATION	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ADJACENT TO OPEN SPACES	✓	✓	X	X	✓	✓	X	✓	✓	✓
ADJACENT TO OPEN SPACES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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ADJACENT TO OPEN SPACES	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### STRENGTHS

- Access from primary, secondary, and tertiary roads.
- Safe distance from main road.
- Surrounded by residential community.
- Close park attached to the site.
- Shops and basic services nearby.
- Quiet, child-friendly environment.

### WEAKNESSES

- Distracted walk from main road may compromise some parts.
- Possible traffic congestion during drop-off/pick-up on nearby roads.

### THREATS

- Future traffic increase on secondary/tertiary road.
- Possible deterioration of the adjacent park.

### OPPORTUNITIES

- Strong integration plan to residential surrounding.
- Direct alignment with government Early Childhood Education (ECE) initiative.
- Neural connection with nearby shops.
- Future expansion potential.

## USER ANALYSIS

**CHILDREN (3-6 YEARS)**  
Primary Users

**PLAY**  
Explore, engage and have fun

**SAFETY**  
Secure, child-friendly environment with clear separation

**PARENTS & GUARDIANS**  
Congregate

**LEARN**  
Discover, gain and build knowledge

**VELOCITY**  
Good visibility and connection between areas

**TEACHERS**  
Educators

**CREATE**  
Engage, share and develop skills

**CHALLENGE**  
Learn, Test, extend and equal opportunities for all children

**SUPPORT STAFF**  
Administration, Cleaning & Kitchen Staff

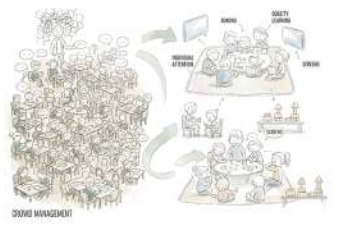
**HELP**  
Recharge and feel safe and secure

**WELLBEING**  
Connection with nature for calm, health and curiosity

**INCLUSIVE USERS**  
Children with Different Abilities

**INTERACT**  
Make friends and build relationships

**FLEXIBILITY**  
Adaptable impact that support all users activities and growth



### STRENGTH CALCULATION

STUDENTS - TEACHERS RATIO ON THE BASIS OF GLOBAL SITE STANDARDS

STRENGTH OF STUDENTS: 300-360

STRENGTH OF TEACHERS: 30-36

STRENGTH OF PLAYERS: 300-360

STRENGTH OF SUPPORT STAFF: 30-36

STRENGTH OF INCLUSIVE USERS: 30-36

STRENGTH OF VELOCITY: 30-36

STRENGTH OF WELLBEING: 30-36

STRENGTH OF INTERACT: 30-36

STRENGTH OF FLEXIBILITY: 30-36

STRENGTH OF CONSENT: 30-36

Hence, the range of strengths of students 300 - 360

**SITE PICTURE**

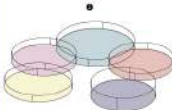
**FRONT VIEW**



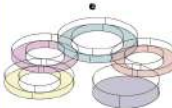
## FORM DEVELOPMENT



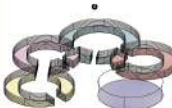
The initial concept was to create a circular form an instilling a sense of being included, accepted, and protected.



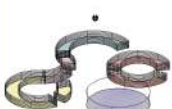
Instead of a single homogenous circle, the idea was to break it into various parts. So each circle can be designated for each function.



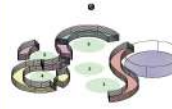
Creating a central courtyard in each block so it acts as a protected hub for children to play and socialize, except for the auditorium.



Internal openings and perimeter movement between the buildings reinforce the complex's centrality.



In order to move kids safe and flow, all the sharp edges of the geometry were eliminated.



Five central spaces were created between the buildings.



At the final stage, the form of the administration block is changed according to need, and the circulation flow is settled.

## PROGRAM, THEIR COMPONENTS & APPROX. ALLOCATED AREAS

### SITE PERCENTAGE DISTRIBUTION

CATEGORY	PERCENTAGE
Covered Area	49%
Classroom/History Learning	29%
Circulation Space	15-15%
Open Area	22%
Parking & Drop-off	19%

Block	Program Components	Approx. Area	Planning & Zoning Notes
Arrival & Orientation Zone	<ul style="list-style-type: none"> <li>Secure Drop-off Loop</li> <li>Visitor &amp; Staff Parking</li> <li>Entry Threshold / Orientation Point</li> </ul>	≈ 11,000 sq ft	Placed directly along the main road to ensure visibility, easy access, and safe vehicular movement. Acts as a buffer between the public realm and the protected child environment.
Student Block (Core Learning Zone)	<ul style="list-style-type: none"> <li>Linguistic Studio</li> <li>Creative Studio</li> <li>Nominate Lab</li> <li>Cognitive Exploration Area</li> <li>Roleplay Area with Mini Set-ups</li> <li>Storytelling Area</li> <li>Mini Library</li> <li>Media Room</li> <li>Music Area</li> <li>Mini Market</li> </ul>	≈ 8,000 sq ft	Located at the heart of the campus as the primary learning spine. Requires strong visual and physical connectivity too.
Wonder Yard (Experiential Zone)	<ul style="list-style-type: none"> <li>Natural Playground (sand pit, water channel, logs, nettles, bonfires)</li> <li>Hard Play Court (running track, tricycle loop, jumping &amp; climbing areas)</li> <li>Outdoor Communal Area</li> <li>Gardening Zone (vegetable beds, flower garden, child watering station)</li> </ul>	≈ 23,000 sq ft	Placed contiguous to student to allow seamless spill-out learning. Requires soft landscaping, shade, and supervision sightlines.
Health & Restroom Block	<ul style="list-style-type: none"> <li>Child Healthcare Room</li> <li>Child Nap / Rest Room</li> <li>Lunch Area</li> <li>Hand-washing basin</li> </ul>	≈ 1,500 sq ft	Positioned in a calm, semi-private area with quick access from studios and outdoor play areas. Dining table should orient towards shaded gardens if possible.
Community Block	<ul style="list-style-type: none"> <li>Green Room</li> <li>Make-up Room</li> <li>Changing Room</li> <li>Toilet</li> <li>Prop Storage</li> <li>Back Stage</li> <li>Stage</li> <li>Control Room</li> </ul>	≈ 9,000 sq ft	Located near the entrance to allow use without compromising child safety. Functions as a semi-public interface between the institution and the neighborhood.
Faculty Block	<ul style="list-style-type: none"> <li>Staff Room</li> <li>Teacher Locker Room</li> <li>Toilets</li> <li>Stock / Pantry Kitchen</li> </ul>	≈ 1,000 sq ft	Placed adjacent to the studios for oversight and quick response. Staff areas require privacy while maintaining operational connectivity.
Administration Block	<ul style="list-style-type: none"> <li>Reception + waiting area</li> <li>Admission Office</li> <li>Accounts Office</li> <li>Principal's Office</li> <li>Meeting Room</li> <li>Record room</li> <li>Stock Shift</li> </ul>	≈ 3,000 sq ft	It should be located near the entry to maintain the privacy of other areas. All the visitors and parents should get all the information and guidance near the entry.
Service & Support Block	<ul style="list-style-type: none"> <li>Toilets (staff/visitors)</li> <li>Janitor &amp; Cleaning Room</li> <li>Utility &amp; Electrical Room</li> <li>Store Room</li> </ul>	≈ 1,000 sq ft	Located at the rear or periphery of the site for efficient servicing and maintenance. Direct access from service road preferred. Must remain visually discreet and acoustically isolated.



**MASTER PLAN**  
SCALE: 1'-00" = 1/16"



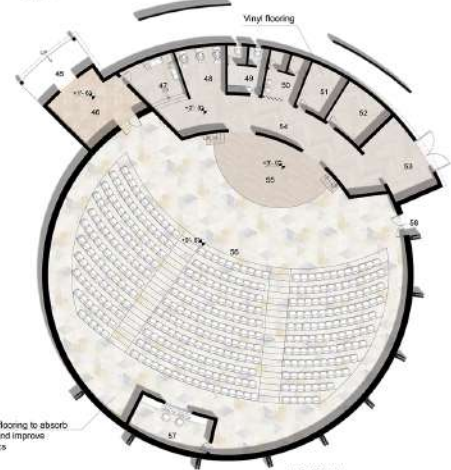
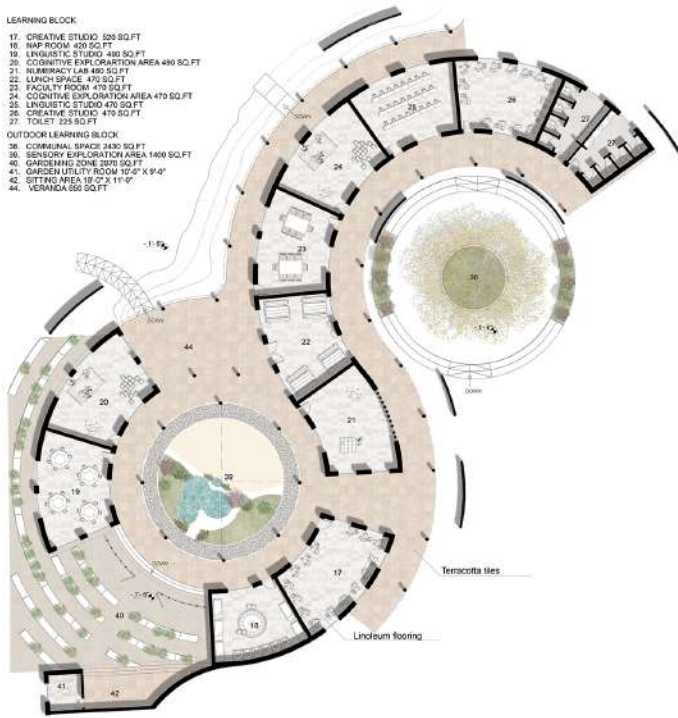
MASTER LAYOUT PLAN  
SCALE: 1'-00" = 1/16"

**LEARNING BLOCK**

- 17. CREATIVE STUDIO 529 SQ.FT
- 18. MAP ROOM 429 SQ.FT
- 19. LINGUISTIC STUDIO 480 SQ.FT
- 20. COGNITIVE EXPLORATION AREA 480 SQ.FT
- 21. NARRATIVE LAB 480 SQ.FT
- 22. LUNCH SPACE 470 SQ.FT
- 23. FACULTY ROOM 470 SQ.FT
- 24. COGNITIVE EXPLORATION AREA 470 SQ.FT
- 25. LINGUISTIC STUDIO 470 SQ.FT
- 26. CREATIVE STUDIO 470 SQ.FT
- 27. TOILET 225 SQ.FT

**OUTDOOR LEARNING BLOCK**

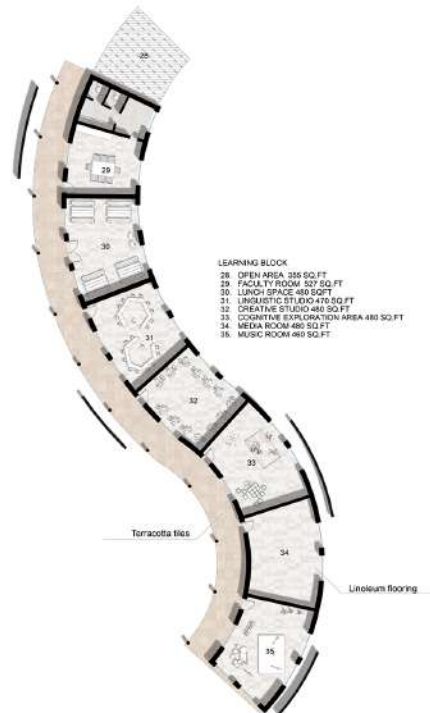
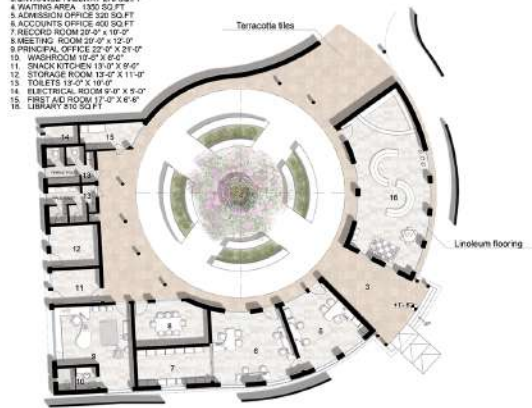
- 38. COMBINIAL SPACE 2430 SQ.FT
- 39. SENSORY EXPLORATION AREA 1400 SQ.FT
- 40. GARDENING ZONE 2070 SQ.FT
- 41. GARDEN UTILITY ROOM 1070' X 9'0"
- 42. SITTING AREA 19'0" X 11'0"
- 44. VERANDA 552 SQ.FT



- AUDITORIUM**
- 45. ENTRANCE 194'4" X 9'0"
  - 46. TRANSITIONAL SPACE 12'0" X 17'0"
  - 47. GREEN ROOM 160 SQ.FT
  - 48. MAKE UP ROOM 160 SQ.FT
  - 49. TOILETS 135 SQ.FT
  - 50. CHANGING ROOM 120 SQ.FT
  - 51. PROP STORAGE 120 SQ.FT
  - 52. GREEN ROOM 160 SQ.FT
  - 53. LOGISTICS ROOM 120 SQ.FT
  - 54. BACK STAGE 561 SQ.FT
  - 55. STAGE 455 SQ.FT
  - 56. AUDIENCE SITTING 5800 SQ.FT
  - 57. CONTROLLER ROOM 215 SQ.FT
  - 58. EMERGENCY EXIT

**ADMINISTRATION BLOCK**

- 3. ENTRANCE HALLWAY 270 SQ.FT
- 4. WAITING AREA 1300 SQ.FT
- 5. ADMISSION OFFICE 520 SQ.FT
- 6. ACCOUNTS OFFICE 400 SQ.FT
- 7. RECORD ROOM 22'0" X 19'0"
- 8. MEETING ROOM 22'0" X 22'0"
- 9. PRINCIPAL OFFICE 22'0" X 21'0"
- 10. WASHROOM 12'0" X 6'0"
- 11. SNACK KITCHEN 13'0" X 9'0"
- 12. STORAGE ROOM 12'0" X 11'0"
- 13. TOILETS 12'0" X 19'0"
- 14. ELECTRICAL ROOM 9'0" X 8'0"
- 15. FIRST AID ROOM 17'0" X 6'6"
- 16. LIBRARY 410 SQ.FT



- LEARNING BLOCK**
- 28. OPEN AREA 335 SQ.FT
  - 29. FACULTY ROOM 527 SQ.FT
  - 30. LUNCH SPACE 480 SQ.FT
  - 31. LINGUISTIC STUDIO 470 SQ.FT
  - 32. CREATIVE STUDIO 480 SQ.FT
  - 33. COGNITIVE EXPLORATION AREA 480 SQ.FT
  - 34. MEDIA ROOM 460 SQ.FT
  - 35. MUSIC ROOM 480 SQ.FT

SCALE: 1'-00"=1/8"





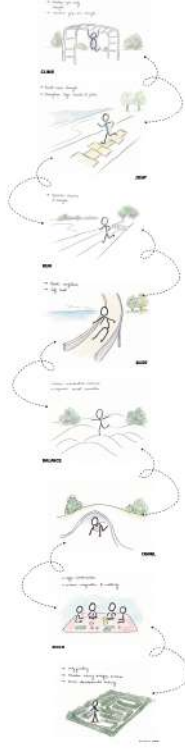


SECTION C-C'  
SCALE: 1'-00" = 1/16"

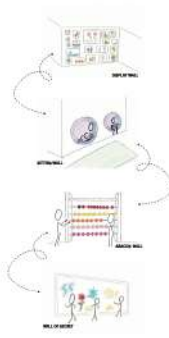




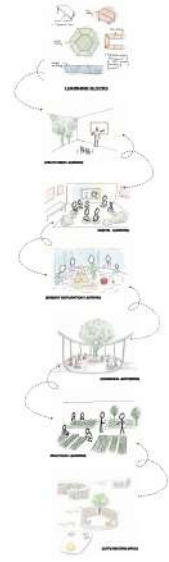
DEVELOPMENTAL ACTIVITIES



INTERACTIVE FIELD



LEARNING EXPERIENCES



CONSTRUCTION OF PROPOSALS

